



Milor Continuation High School

CDS Code: 36678503630159

2013-14 School Accountability Report Card

Principal

Amanda McLeod-Weiser

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District Administration

Mohammad Z. Islam

Interim Superintendent

Dr. Edward D'Souze

Associate Superintendent, Secondary Instruction

Jasmin Valenzuela

Associate Superintendent, Elementary Instruction

Thomas Haldorsen

Associate Superintendent, Personnel Services

Syeda Jafri

Director of Communication Services

Board of Education

Edgar Montes

President

Nancy G. O'Kelley

Vice President

Dina Walker

Clerk

Joseph Ayala

Member

Joseph W. Martinez

Member

Marisol Angulo

Student Member

www.rialto.k12.ca.us

Superintendent's Message

Our School Accountability Report Card (SARC) is designed to provide an important view of the academic progress and a reflection of the collective education community, which includes all our most valued stakeholders: students, parents/guardians, teachers, support staff and administrators in the Rialto Unified School District. Not all school districts post DARCS, but we feel, in the Rialto Unified School District, that through transparency and open communication we must provide the community the proper tools to access all our schools' finding.

From the School Accountability Report Card (SARC) you will acknowledge that our District is transitioning from the California State Standards to the California Common Core Standards, in English Language Arts and mathematics. Our teachers and administrators are working diligently to make the "shifts" towards the Common Core implementation. For the greater cause of success for all our students, our vision for excellence must continue through positive and proactive relationships among staff, students and parent/guardians. With knowledgeable, capable and compassionate staff, we will also continue to strengthen and align our core curriculum and assessment to the highest level of academic attainment and assist students to be college and career ready.

Our high school students are given various opportunities to complete the required credits for graduation and earn their high school diplomas. All students will also be offered rigorous, honors and Advanced Placement classes. We want to help produce responsible citizens in our richly diverse communities, who can compete in a global workforce. Through cutting edge technology, with an emphasis on career pathways, our students have more opportunities to be career ready. We are excited to introduce higher educational partnerships with our community college to some of our high school students, who will be able to proudly walk with a high school diploma and an associate's degree, through the Middle College High School Program. Our tremendously awesome task of developing young minds must always be the focal point of our responsibilities. We will do our part in making sure our students are provided quality education in the Rialto Unified School District.

On behalf of the Board of Education, it is my honor to serve as Interim Superintendent of the Rialto Unified School District. Students do not learn alone, they depend on the ingredients of nurturing parents, supportive staff, an eager mind and an atmosphere that welcomes quality instruction. We will always do our best in making sure our students are provided the tools they need to succeed in school and in life.

Sincerely,

Mohammad Z. Islam, Interim Superintendent

266 West Randall Avenue • Rialto, CA 92376

Principal's Message

John Milor High School is a continuation school that has continued to increase the graduation rate, and provide a quality educational program for all students. The staff is highly qualified based on Federal No Child Left Behind (NCLB) requirements, and is extremely committed to providing instruction that complies with district, state, and federal standards. In addition to high-quality instruction, the goal of the staff is to make positive personal connections with all students to provide a sense of belonging and a genuine feeling that "Milor is our school and we will graduate if we cooperate and work hard."

Community & School Profile

Nestled below the San Bernardino Mountains, the City of Rialto lies in the west portion of the San Bernardino Valley. Rialto is sixty miles to the east of Los Angeles and 103 miles north of San Diego.

Rialto Unified School District served 25,957 students in grades kindergarten through twelve during the 2014-15 school year. Comprised of 19 elementary schools, five middle schools, three traditional high schools, one alternative high school, one continuation high school, and a community day school, the district offers instruction on a traditional schedule .

Located in southern Rialto, Milor Continuation High School operates on a traditional calendar schedule. The school served 300 students during the 2013-14 school year. Student demographics are illustrated in the chart.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (909) 820-8110.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 10	3
Gr. 11	46
Gr. 12	240
Total	289

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	14.9
American Indian or Alaska Native	1.7
Asian	0.3
Filipino	0.0
Hispanic or Latino	77.5
Native Hawaiian/Pacific Islander	0.7
White	4.5
Two or More Races	0.3
Socioeconomically Disadvantaged	76.8
English Learners	33.2
Students with Disabilities	8.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Milor Continuation High School	12-13	13-14	14-15
Fully Credentialed	15	14	14
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rialto Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	0
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Milor Continuation High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.56	0.44
High-Poverty Schools	99.56	0.44
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Pursuant to the settlement of Williams vs. the State of California, Rialto Unified School District held a public hearing to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 11, 2013.

All students, including English Learners, are given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district are aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in November 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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Textbooks and Instructional Materials	
Year and month in which data were collected: June 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Houghton Mifflin Reading (1.1 Stu. ed.) Here We Go [Book] ISBN: 0-618-15158-3 \$19.16 Houghton Mifflin 2002 California Grades: First Adopted 4/15/2002 for First Grade</p> <p>Houghton Mifflin Reading (1.2 Stu. ed.) Let's Be Friends [Book] ISBN: 0-618-15160-5 \$20.00 Houghton Mifflin 2002 California Grades: First Adopted 4/15/2002 for First Grade</p> <p>Houghton Mifflin Reading (1.3 Stu. ed.) Surprises [Book] ISBN: 0-618-15713-1 \$22.35 Houghton Mifflin 2002 California Grades: First Adopted 4/15/2002 for First Grade</p> <p>Houghton Mifflin Reading (1.4 Stu. ed.) Treasures [Book] ISBN: 0-618-15714-X \$23.00 Houghton Mifflin 2002 California Grades: First Adopted 4/15/2002 for First Grade</p> <p>Houghton Mifflin Reading (1.5 Stu. ed.) Wonders [Book] ISBN: 0-618-15715-8 \$23.00 Houghton Mifflin 2002 California Grades: First Adopted 4/15/2002 for First Grade</p> <p>Houghton Mifflin Reading (2.1 Stu. ed.) Adventures [Book] ISBN: 0-618-15716-6 \$31.95 Houghton Mifflin 2002 California Grades: Second Adopted 4/15/2002 for Second Grade</p> <p>Houghton Mifflin Reading (2.2 Stu. ed.) Delights [Book] ISBN: 0-618-15717-4 \$32.00 Houghton Mifflin 2002 California Grades: Second Adopted 4/15/2002 for Second Grade</p> <p>Houghton Mifflin Reading (3.1 Stu. ed.) Rewards</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>[Book] ISBN: 0-618-15718-2 \$32.00 Houghton Mifflin 2002 California Grades: Third Adopted 4/15/2002 for Third Grade</p> <p>Houghton Mifflin Reading (3.2 Stu. ed.) [Book] ISBN: 0-618-15719-0 \$32.00 Houghton Mifflin 2002 California Grades: Third Adopted 4/15/2002 for Third Grade</p> <p>Houghton Mifflin Reading (4th PE) [Book] ISBN: 0-618-15720-4 \$46.66 Houghton Mifflin 2002 California Grades: Fourth Adopted 4/15/2002 for Fourth Grade</p> <p>Houghton Mifflin Reading (K- TE) [Book] ISBN: 0-618-17716-7 \$143.11 Houghton Mifflin 2001 California State / Textbook ID: RUSD Grades: Kindergarten Adopted 4/15/2002 for Kindergarten</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Algebra and Trigonometry for College Readiness [Book] Lial, Margaret L. and John Hornsby ISBN: 0-13-136626-2 \$99.00 Pearson Education 2011 Grades: 9-12 Adopted 8/25/2010 for Intro to College Math P</p> <p>Calculus with Analytic Geometry [Book] Larson, Hostetler, Edwards ISBN: 0-618-50300-5 \$113.00 Houghton Mifflin Company 2006 8th Edition Grades: 11-12 Adopted 9/13/2006 for Calculus P / AP</p> <p>California Algebra Readiness (Prentice Hall Mathematics) [Book] Charles / Illingworth / Mills / McNemar / Ramirez / Reeves ISBN: 0-13-350016-0 \$80.00 Prentice Hall 2009 1st Edition Grades: 8-9 Adopted 10/14/09 for Math Support / Algebra Readiness</p> <p>MathMatters 3: An Integrated Program [Book] Lynch & Olmstead ISBN: 0-07-868178-2 \$75.00 Glencoe 2006 1st Edition Grades: 11-12 Adopted 10/10/07 for Bridge to Algebra II</p> <p>Measuring Up to the California Content Standards (Exit Level) Mathematics [Book] ISBN: 1-41382180-4 \$16.00 Peoples Publishing Group, Inc. 2006 Grades: 10-12 Adopted 12/1/08 for Diploma Math</p> <p>MH: Integrated Math 1 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663858-1 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 1 CC / HP</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>MH: Integrated Math 2 [Book] Carter, John A. Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663861-1 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 2 CC / HP</p> <p>MH: Integrated Math 3 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663852-9 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 3 CC / HP</p> <p>MH: Integrated Math 4 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663855-0 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014</p> <p>The Practice of Statistics: TI-83/89 Graphing Calculator Enhanced [Book] Yates, Moore and Starnes ISBN: 0-7167-7309-0 \$90.00 W. H. Freeman and Company 2006 3rd Edition Grades: 11-12 Adopted 10/14/09 for AP Statistics</p> <p>Precalculus [Book] Larson, Ron & Hostetler, Robert ISBN: 0-618-64345-1 \$100.00 Houghton Mifflin Company 2007 7th Edition Grades: 09-12 Adopted 9/13/2006 for Pre-Calculus P / HP</p> <p>Statistics Through Applications [Book] Yates, Moore & Starnes ISBN: 0-7167-4772-3 \$80.00 W. H. Freeman and Company 2004 Grades: 11-12 Adopted 10/14/09 for Statistics P</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Biology (AP Edition) [Book] Campbell, Reece ISBN: 0-8053-6777-2 \$110.00 Prentice Hall 2005 7th Edition Grades: 11-12 Adopted 2/8/2006 for AP Biology</p> <p>Chemistry & Chemical Reactivity (AP Edition) [Book] Kotz, John C., Paul M. Treichel and John R. Townsend ISBN: 978-1-1142704-7 \$160.00 HOUGHTON MIFFLIN HARCOURT 2012 8th Grades: 11-12 Adopted 3/23/2005 for AP Chemistry</p> <p>Holt Chemistry: Visualizing Matter [Book] Myers, Oldham, Tocci ISBN: 0-03-052002-9 \$56.00 Holt, Rinehart & Winston 2000 Grades: 11 Adopted 8/28/2002 for Chemistry P</p> <p>Holt Lifetime Health [Book] Friedman / Stine / Whalen ISBN: 0-03-064614-6 \$63.00</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Holt, Rinehart & Winston 2004 Grades: 09-10 Adopted 05/25/05 for Health</p> <p>Holt Modern Biology [Book] Postlethwait & Hopson ISBN: 0-03-092214-3 \$70.00 Holt, Rinehart & Winston 2007 California Edition Grades: 10-12 Adopted 5/23/2007 for Biology HP</p> <p>Holt Physics [Book] Serway, Faughn ISBN: 0-03-056544-8 \$56.00 Holt, Rinehart & Winston 2002 Grades: 12 Adopted 3/23/2005 for Physics P</p> <p>Holt Science Spectrum: A Physical Approach [Book] Dobson, Ken, et al ISBN: 0-03-054349-5 \$51.00 Holt, Rinehart & Winston 2001 Grades: 9 Adopted 6/27/2001 for Integrated Science P</p> <p>Modern Chemistry [Book] Davis, Metcalfe, Williams, Castka ISBN: 0-03-056537-5 \$56.00 Holt, Rinehart & Winston 2002 Grades: 11-12 Adopted 3/23/2005 for Chemistry HP</p> <p>Physics: Principles with Applications [Book] Giancoli, Douglas C. ISBN: 0-13-061143-3 \$92.00 Prentice Hall 2002 5th Edition Grades: 12 Adopted 3/23/2005 for AP Physics</p> <p>Prentice Hall Biology (California edition) [Book] Miller & Levine ISBN: 0-13-201352-5 \$75.00 Prentice Hall 2007 1st edition Grades: 9-12 Adopted 5/23/2007 for Biology P</p> <p>Prentice Hall Earth Science: California Edition [Book] Tarbuck & Lutgens ISBN: 0-13-166755-6 \$75.00 Prentice Hall 2006 California Edition Grades: 9-10 Adopted 5/23/2007 for Earth Science P</p>

<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>American Government: Institutions and Policies [Book] Wilson & Dilulio ISBN: 0-618-66037-2 \$71.00 Houghton Mifflin Company 2004 9th Edition Grades: 12 Adopted 9/14/2005 for AP Government</p> <p>American Pageant [Book] Kennedy, Cohen, Bailey ISBN: 0-618-47940-6 \$83.00 Houghton Mifflin Company 2006 13th Edition Grades: 11-11 Adopted 2/8/2006 for AP U.S. History</p> <p>The Americans: Reconstruction to the 21st Century [Book] Danzer, Klor de Alva, Krieger, Wilson, & Woloch ISBN: 0-618-</p>
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Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>55713-X \$75.00 McDougal Littell 2006 California Edition Grades: 11-11 Adopted 5/10/2006 for 20th Cent U.S. History P</p> <p>Economics: Principles In Action (California edition) [Book] O'Sullivan, Arthur & Sheffrin, Steven M. ISBN: 0-13-133487-5 \$73.00 Prentice Hall 2007 1st Edition Grades: 12-12 Adopted 2/8/2006 for Economics P</p> <p>Economics: Principles, Problems and Policies [Book] McConnell, Brue ISBN: 0-07-281935-9 \$105.00 McGraw-Hill 2005 16th Edition Grades: 12-12 Adopted 2/8/2006 for AP MacroEcon</p> <p>Magruder's American Government: California Edition [Book] McCleaghan, William A. ISBN: 0-13-133579-0 \$74.00 Prentice Hall 2006 California Edition Grades: 12-12 Adopted 12/1/08 for American Government P</p> <p>Modern World History - Patterns of Interaction [Book] Beck, Black, Kreiger, Naylor & Shabaka ISBN: 0-618-55715-6 \$75.00 McDougal Littell 2006 California Edition Grades: 10-11 Adopted 5/10/2006 for World History P / HP</p> <p>Ways of the World: A Global History with Sources [Book] Strayer, Robert W. ISBN: 978-0-312-64466-6 \$112.00 Bedford/St. Martin's Press 2011 High School Edition Grades: 09-12 Adopted for AP World History</p> <p>The Western Heritage: Since 1300 [Book] Kagan, Donald, et al ISBN: 0-13-040421-7 \$57.00 Prentice Hall 2001 7th Edition Grades: 11-12 Adopted 3/23/2005 for AP European History</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>iAvancemos! Level 1 [Book] ISBN: 0-547-87191-0 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish I P</p> <p>iAvancemos! Level 2 [Book] ISBN: 0-547-87193-7 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish II P</p> <p>iAvancemos! Level 3 [Book] ISBN: 0-547-87192-9 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish III P</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>iAvancemos! Level 4 [Book] ISBN: 0-547-87194-5 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for AP Spanish IV Language</p>
	<p>Deutsch Aktuell 1 [Book] Kraft, Wolfgang S. ISBN: 978-0-8219-5205-4 \$104.00 EMC Publishing 2010 6th Grades: 09-12 Adopted 2/13/13 for German I P</p>
	<p>Deutsch Aktuell 2 [Book] Kraft, Wolfgang S. ISBN: 978-0-8219-5206-1 \$97.00 EMC Publishing 2010 6th Grades: 09-12 Adopted 2/13/13 for German II P</p>
	<p>Deutsch Aktuell 3 [Book] Specht, Roland H., et al. ISBN: 978-0-8219-5207-8 \$90.00 EMC Publishing 2010 6th Grades: 09-12 Adopted 2/13/13 for German III P and German IV P</p>
	<p>El Espanol Para Nosotros Nivel 1: Curso para hispanohablantes [Book] Schmitt, Conrad J. ISBN: 0-07-827150-9 \$60.00 Glencoe 2006 Grades: 09-12 Adopted 9/13/2006 for Spanish II P SS</p>
	<p>El Espanol Para Nosotros Nivel 2: Curso para hispanohablantes [Book] Schmitt, Conrad J. ISBN: 0-07-862003-1 \$60.00 Glencoe 2006 Grades: 09-12 Adopted 9/13/2006 for Spanish III P SS</p>
	<p>Reflexiones: Introducción a la literatura hispánica [Book] Rodriguez, Rodney T. ISBN: 978-0-13-279312-4 \$60.00 Pearson Education 2013 AP* Edition Grades: 09-12 Adopted 2/13/13 for AP Spanish V Literature</p>
	<p>T'es Branché? 1 [Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5852-0 \$90.00 EMC Publishing 2014 Grades: 09-12 Adopted 2/13/13 for French I P</p>
	<p>T'es Branché? 2 [Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5997-8 \$90.00 EMC Publishing 2014 Grades: 09-12 Adopted 2/13/13 for French II P</p>
	<p>T'es branché? 3 [Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5999-2 \$100.00 EMC Publishing 2014 Grades: 09-12</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted 2/13/13 for French III P T'es branché? 4 [Book] Corsain, Martine, Eliane Grandet, et al. ISBN: 978-0-8219-6660-0 \$90.00 EMC Publishing 2014 1st Grades: 09-12 Adopted 2/13/13 for French IV P
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0	NA

School Facility Conditions and Planned Improvements (Most Recent Year)

Milor Continuation High School, originally constructed in 1981, shares its facilities with Zupanic High School. The campus is currently comprised of three permanent classroom buildings, eight portable classrooms, an outside lunch area, a break area, a library, one computer lab, a staff lounge, an athletic field, a basketball court, and administrative offices. A district-run health clinic was constructed on John Milor High school's campus in 2001.

School Safety

The safety of students and staff is a primary concern of Milor High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators. To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2012; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Disaster procedures/routine & emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and code yellow are held monthly.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Rialto Unified School District to ensure that school grounds and facilities remain in excellent repair. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Facility Improvements / Deferred Maintenance

The district has a five year, Deferred Maintenance Plan designed to address expenditures for major repair or replacement of existing school building components and any needed Facility Improvements. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 10/1/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				Student Restrooms: Stained ceiling tile (Remedied 10/31/14)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				X	Grounds: Concrete trip hazards (Remedied 10/31/14)
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science		7		52	51	54	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	2	5	3	42	44	44	54	56	55
Math			2	38	39	40	49	50	50
HSS	3	7	6	36	38	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	54	
All Student at the School		
Male		
Female		
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	C	-271	84
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents/Guardians and the community are very supportive of the educational program at Milor. Parents/Guardians are encouraged to become involved in their child's education by volunteering at the school, chaperoning events, participating in school activities, and joining the School Site Council and English Learner Advisory Committee.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of every School site. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2015; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees
- Disaster procedures/routine & emergency drills

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and intruder on campus are held monthly.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	26.2	14.1	13.5
Expulsions Rate	0.0	0.5	0.0
District	11-12	12-13	13-14
Suspensions Rate	13.0	7.2	8.5
Expulsions Rate	0.2	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.25
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.2
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	235

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	16.6	17	22	12	8	7	10	9	10	0		
Math	17.2	14	15	13	22	17	7	3	4	0		
Science	13.7	12	17	12	13	9	3	4	4	0		
SS	20.6	16	24	4	12	5	9	11	7	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,476	\$41,761
Mid-Range Teacher Salary	\$68,666	\$66,895
Highest Teacher Salary	\$88,896	\$86,565
Average Principal Salary (ES)	\$104,227	\$108,011
Average Principal Salary (MS)	\$111,619	\$113,058
Average Principal Salary (HS)	\$119,133	\$123,217
Superintendent Salary	\$236,064	\$227,183
Percent of District Budget		
Teacher Salaries	38	38
Administrative Salaries	6	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,300.37	\$1,705.05	\$7,595.32	\$81,566.09
District	♦	♦		\$72,336
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			486.8	12.8
Percent Difference: School Site/ State			61.9	15.3

Types of Services Funded at Milor Continuation High School

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting
- Title III, LEP Student Program
- Title IV, Part A, Safe and Drug Free Schools and Communities
- Title V, Innovative Programs
- Economic Impact Aide (EIA) - Limited English Proficient

Professional Development provided for Teachers at Milor Continuation High School

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which include the following: Engaging and Supporting all Students in Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for all Students; and Developing as a Professional Educator.

Due to the state fiscal crisis, additional funding from the State of California that would provide an opportunity to offer district-wide professional development through "Buy Back Days" has not been available for the past three years. Rialto Unified School District (RUSD) has worked within the state fiscal crisis to provide an alternative plan of action for staff development, and has established a comprehensive District-wide Professional Development Center (PDC). The PDC provides ongoing staff development in a variety of formats throughout the school year (i.e. during the school day with substitutes provided, after school, on-site, weekends, and during instructional breaks). In collaboration with the PDC, teachers have access to online videos and resources as additional professional development support.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	27	20	45	37	18
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Milior Continuation High School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Rialto Unified School District	2011-12	2012-13	2013-14
English-Language Arts	43	45	37
Mathematics	47	53	43
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	57.44	82.63	84.56
Black or African American	65.00	80.06	75.90
American Indian or Alaska Native	33.33	70.00	77.82
Asian	0.00	94.44	92.94
Filipino	0.00	93.33	92.20
Hispanic or Latino	59.64	83.35	80.83
Native Hawaiian/Pacific Islander	0.00	70.59	84.06
White	27.78	78.52	90.15
Two or More Races	100.00	125.00	89.03
Socioeconomically Disadvantaged	57.21	81.11	82.58
English Learners	52.87	58.06	53.68
Students with Disabilities	36.59	55.50	60.31

Dropout Rate and Graduation Rate

Milior Continuation High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	11.1	11.6	11.3
Graduation Rate	77.97	78.44	79.95
Rialto Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	11.1	11.6	11.3
Graduation Rate	77.97	78.44	79.95
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	132
% of pupils completing a CTE program and earning a high school diploma	3.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Career Technical Education Programs

Milior High School offers Marketing, Sales and Service.

District Mission Statement

The mission of the Rialto Unified School District is to provide high levels of learning for all students and to inspire people to set goals that maximize their potential.

District Vision:

The Rialto Unified School District will be a leader in providing a quality education that prepares all students for their future.

District Core Values:

EXCELLENCE: We strive towards excellence in our pursuit of student achievement.

ACCOUNTABILITY: We are responsible for unleashing the maximum potential of each student, recognizing that our roles are critical in their success.

DIVERSITY: We embrace and celebrate the diversity, history and collective cultures in our community.

INTEGRITY: We respect and value our relationships based on honesty and compassion, and we are transparent in our actions.

COMMUNITY: We build positive partnerships for the benefit of our students and community.

SAFETY: We provide a safe educational environment.

Dr. John R. Kazalunas Education Center

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