

# Ben F. Kolb Middle School

2351 N. Spruce Street • Rialto, CA 92377 • (909) 820-7849 • Grades 6-8

Carolyn Eide, Principal  
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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### Rialto Unified School District

182 East Walnut Ave.  
Rialto, CA 92376  
(909) 820-7700  
www.rialto.k12.ca.us

#### District Governing Board

Nancy G. O'Kelley, President  
Dina Walker, Vice President  
Joseph W. Martinez, Clerk  
Joseph Ayala, Member  
Edgar Montes, Member  
Natalie Baca, Student Member

#### District Administration

Dr. Cuauhtémoc Avila  
**Superintendent**

Dr. Cuauhtémoc Avila  
**Superintendent**

Dr. Edward D'Souza  
**Associate Superintendent  
Secondary Instruction**

Jasmin Valenzuela  
**Associate Superintendent  
Elementary Instruction**

Thomas Haldorsen  
**Associate Superintendent  
Personnel Services**

Syeda Jafri  
**Director of Communication  
Services**

Mohammad Z. Islam  
**Associate Superintendent, Business  
Services**

Gordon Leary  
**Chief,  
Educational Safety & Security**

Beth Ann Scantlebury  
**Chief Technology Officer,  
Information Technology**

### Principal's Message

Building on a rich tradition of pride and spirit of community, Kolb Middle School strides confidently into 21st century learning. We offer our students competitive programs within project-based and hands-on learning environments including AVID strategies school wide, flipped classrooms, Coding Club/Activities, Newspaper, Robotics, Yearbook, Speech/Debate, STEM, MESA, and Advanced Art/Graphic Art. These unique and content-rich courses provide our students with innovative opportunities to explore and learn Common Core academics as well as college and career skills that will prepare them for high school, college and beyond.

Tops in the district amongst middle schools, Kolb continues a steady growth with an accumulated score of 761 on the last California Academic Index (API) measurement. We value the dedication, commitment and collaboration of our students, staff and parents for this academic achievement.

Kolb Middle School has a highly efficient and structured Professional Learning Community (PLC) model that we continue to strengthen. Our teachers focus on positive outcomes for student performance using Accountable Talk, Sheltered instruction Observation Protocol (SIOP) for lesson planning, Positive Behavior Intervention System (PBIS), depth of knowledge questioning, and high order thinking skills in their instruction all striving towards full of implementation of Common Core standards.

The teachers of Kolb Middle School devote staff development time to the areas of building a positive culture, academic vocabulary development in all content areas, student engagement, writing across the curriculum, higher order thinking, structured student-to-student interaction, and research writing. Our staff continues to refine its professional practices, especially the use of collaborative teams to develop common lesson plans for students with similar and/or specialized academic needs.

At Kolb Middle School, parent/guardian participation is encouraged through our participation on School Site Council (SSC), English Learner Advisory Council (ELAC), Parent Teacher Student Association (PTSA), Parent Volunteer Programs, and by use of the Parent Portal and school website. Additional information regarding Kolb's policies and procedures can be found in the Student Handbook and on our regularly updated website.

Community & School Profile: Nestled below the San Bernardino Mountains, the City of Rialto lies in the west portion of the San Bernardino Valley, due west of the County Seat. Rialto is sixty miles to the east of Los Angeles and 103 miles north of San Diego.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school at (909) 820-7849 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	314
Grade 7	341
Grade 8	316
<b>Total Enrollment</b>	<b>971</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16.9
American Indian or Alaska Native	0.5
Asian	0.8
Filipino	0.4
Hispanic or Latino	73.6
Native Hawaiian or Pacific Islander	0.9
White	5.8
Two or More Races	1
Socioeconomically Disadvantaged	79.2
English Learners	14.8
Students with Disabilities	12.5
Foster Youth	1

## 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			
Ben F. Kolb Middle School	13-14	14-15	15-16
With Full Credential	51	52	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rialto Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	0
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ben F. Kolb Middle School	13-14	14-15	15-16
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

2014-15 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	100.0	0.0
Districtwide		
All Schools	99.3	0.8
High-Poverty Schools	99.3	0.8
Low-Poverty Schools	0.0	0.0

\* 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 2015-16)**

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.

Textbooks and Instructional Materials	
Year and month in which data were collected: June 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>High Point (Basics): Success in Language - Literature - Content                      [ Book ] Schifini, Short, Tinajero ISBN: 0-7362-1223-X \$43.00                      Hampton Brown 2002                      Grades: 6-12                      Adopted 6/26/2002 for ELD I</p> <p>High Point (Level A): Success in Language - Literature - Content                      [ Book ] Schifini, Short, Tinajero ISBN: 0-7362-0901-8 \$43.00                      Hampton Brown 2002                      Grades: 6-12                      Adopted 6/26/2002 for ELD II SLRW</p> <p>High Point (Level B): Success in Language - Literature - Content                      [ Book ] Schifini, Short, Tinajero ISBN: 0-7362-0933-6 \$43.00                      Hampton Brown 2002                      Grades: 6-12                      Adopted 6/26/2002 for ELD II ALAL</p> <p>High Point (Level C): Success in Language - Literature - Content                      [ Book ] Schifini, Short, Tinajero ISBN: 0-7362-0965-4 \$43.00                      Hampton Brown 2002                      Grades: 6-12                      Adopted 6/26/2002 for ELD III</p> <p>Language! Book "A" The Comprehensive Literacy Curriculum                      [ Book ] Greene, Jane Fell ISBN: 1-59318-262-7 \$35.00                      Sopris West, Inc 2005 3rd edition                      Grades: 3-12                      Adopted 6/22/05 for Language IH</p> <p>Language! Book "B" The Comprehensive Literacy Curriculum                      [ Book ] Greene, Jane Fell ISBN: 1-59318-320-8 \$40.00                      SOPRIS WEST 2005 3rd Edition                      Grades: 6-12                      Adopted 6/22/05 for Language IH</p> <p>Language! Book "C" The Comprehensive Literacy Curriculum                      [ Book ] Greene, Jane Fell ISBN: 1-59318-321-6 \$35.00                      Sopris West, Inc 2005 3rd edition                      Grades: 6-12                      Adopted 6/22/05 for Language IIH</p> <p>Language! Book "D" The Comprehensive Literacy Curriculum                      [ Book ] Greene, Jane Fell ISBN: 1-59318-371-2 \$40.00                      Sopris West, Inc 2005 3rd Edition                      Grades: 6-12                      Adopted 6/22/05 for Language IIIH</p> <p>Language! Book "E" The Comprehensive Literacy Curriculum                      [ Book ] Greene, Jane Fell, Ed.D. ISBN: 1-59318-375-5 \$40.00                      Sopris West, Inc 2005 3rd Edition                      Grades: 9-12</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
	<p>Adopted 6/22/05 for Language I/H</p> <p>Language! Book "F" The Comprehensive Literacy Curriculum                      [ Book ] Green, Jane Fell ISBN: 1-59318-379-8 \$40.00                      Sopris West, Inc 2005 3rd Edition                      Grades: 9-12                      Adopted 6/22/05 for Language I/H</p> <p>Prentice Hall Literature: Bronze Level {7th grade} [California Ed]                      [ Book ] Kinsella, Kate, et. al. ISBN: 0-13-054803-0 \$60.00                      Prentice Hall 2002 Student                      Grades: 07                      Adopted 6/6/2002 for English 7</p> <p>Prentice Hall Literature: Copper Level {6th Grade} [California ed]                      [ Book ] Kinsella, Kate, et.al. ISBN: 0-13-054802-2 \$60.00                      Prentice Hall 2002 Student                      Grades: 06                      Adopted 6/6/2002 for English 6</p> <p>Prentice Hall Literature: Silver Level {8th grade} [California ed]                      [ Book ] Kinsella, Kate ISBN: 0-13-054804-9 \$60.00                      Prentice Hall 2002 Student                      Grades: 08                      Adopted 6/6/2002 for English 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</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><b>Mathematics</b></p>	<p>Glencoe Math Course 1: Vol. 1 (Your Common Core Edition)            [ Book ] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-144011-5 \$15.00            Glencoe/McGraw-Hill 2015 1st            Grades: 06-06            Adopted 5/28/2014 for Math 6</p> <p>Glencoe Math Course 1: Vol. 2 (Your Common Core Edition)            [ Book ] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 0-02-135911-3            Glencoe/McGraw-Hill 2015 1st            Grades: 06-06            Adopted 5/28/2014 for Math 6</p> <p>Glencoe Math Course 2: Vol. 1 (Your Common Core Edition)            [ Book ] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-135914-1 \$15.00            Glencoe/McGraw-Hill 2015 1st            Grades: 07-07            Adopted 5/28/2014 for Math 7</p> <p>Glencoe Math Course 2: Vol. 2 (Your Common Core Edition)            [ Book ] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-135916-5            Glencoe/McGraw-Hill 2015 1st            Grades: 07-07            Adopted 5/28/2014 for Math 7</p> <p>Glencoe Math Course 3: Vol. 1 (Your Common Core Edition)            [ Book ] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-138713-7 \$15.00            Glencoe/McGraw-Hill 2015 1st            Grades: 08-08            Adopted 5/28/2014 for Math 8</p> <p>Glencoe Math Course 3: Vol. 2 (Your Common Core Edition)            [ Book ] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-138715-1            Glencoe/McGraw-Hill 2015 1st            Grades: 08-08            Adopted 5/28/2014 for Math 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Science</b></p>	<p>Focus on Earth Science - California Science            [ Book ] Padilla, Michael J., Miaoulis, Ioannis &amp; Cyr, Martha ISBN: 0-13-201274-X \$75.00            Prentice Hall 2008 1st Edition            Grades: 06            Adopted 5/23/2007 for Science 6</p> <p>Focus on Life Science - California Science            [ Book ] Padilla, Michael J., Miaoulis, Ioannis &amp; Cyr, Martha ISBN: 0-13-201272-3 \$75.00            Prentice Hall 2008 1st Edition            Grades: 07            Adopted 5/23/2007 for Science 7</p> <p>Focus on Physical Science - California Science            [ Book ] Padilla, Miaoulis, &amp; Cyr ISBN: 0-13-201270-7 \$75.00            Prentice Hall 2008 1st Edition            Grades: 8</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>Adopted 5/23/2007 for Science 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>History-Social Science</b></p>	<p>Creating America - A History of the United States Beginnings through World War I            [ Book ] Rakove &amp; Moya ISBN: 0-618-55949-3 \$75.00            McDougal Littell 2006 California            Grades: 08            Adopted 5/10/2006 for Social Studies 8</p> <p>World History - Ancient Civilizations            [ Book ] Carnine, Cortes, Curtis &amp; Robinson ISBN: 0-618-53124-6 \$60.00            McDougal Littell 2006 California            Grades: 06            Adopted 5/10/2006 for Social Studies 6</p> <p>World History - Medieval and Early Modern Times            [ Book ] Carnine, Cortes, Curtis &amp; Robinson ISBN: 0-618-53294-3 \$60.00            McDougal Littell 2006 California            Grades: 07            Adopted 5/10/2006 for Social Studies 7</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Foreign Language</b></p>	<p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Health</b></p>	<p>Health &amp; Wellness: 6th Grade Pupil Edition            [ Book ] Meeks, Linda &amp; Heit, Philip ISBN: 0-02-280605-9 \$54.00            Macmillan/McGraw-Hill 2006 California            Grades: 6            Adopted 5/25/2005 for Health 6</p> <p>Health &amp; Wellness: 7th Grade Pupil Edition            [ Book ] Meeks, Linda &amp; Heit, Philip ISBN: 0-02-280606-7 \$54.00            Macmillan/McGraw-Hill 2006 California            Grades: 7            Adopted 5/25/2005 for Health 7</p> <p>Health &amp; Wellness: 8th Grade Pupil Edition            [ Book ] Meeks, Linda &amp; Heit, Philip ISBN: 0-02-280607-5 \$54.00            Macmillan/McGraw-Hill 2006 California            Grades: 8            Adopted 5/25/2005 for Health 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Visual and Performing Arts</b></p>	<p>Davis Publications n/a 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

Kolb Middle School, originally constructed in 1965, was thoroughly modernized in 2004. The campus is currently comprised of 39 permanent classrooms, 12 portable classrooms, a cafeteria/multipurpose room, a library, a computer lab, a staff room, an athletic field, and administrative offices. As of January 2012, the school renovated six science labs, equipped with state-of-the-art technology to assist students. The chart displays the most recent facilities inspection as of December 2012. Any deficiencies listed in the chart are added to the work order process when time and funding is available.

#### School Safety

The safety of students and staff is a primary concern of Kolb Middle 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: 8/21/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Area has unabated graffiti (remedied) (girls' locker room) Area has unabated graffiti (remedied) (staff parking lot)
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 8/21/15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Fire extinguisher out of date or missing monthly inspection sign-off (remediated) (a12)  Fire extinguisher out of date or missing monthly inspection sign-off (remediated) (g7)  Fire extinguisher out of date or missing monthly inspection sign-off (remediated) (g5)  Fire extinguisher out of date or missing monthly inspection sign-off (remediated) (staff lounge)  Fire extinguisher out of date or missing monthly inspection sign-off (remediated) (auditorium/mpr)
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	65	84	72	50	54	49	59	60	56

\* Results are for 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	31	28	44
<b>Math</b>	14	17	33

\* 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	21.10	20.50	19.90

\* 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.



**2014-15 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	49
All Student at the School	72
Male	75
Female	70
Black or African American	75
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	--
White	90
Two or More Races	--
Socioeconomically Disadvantaged	48
English Learners	33
Students with Disabilities	69
Foster Youth	--

\* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	324	315	97.2	34	35	23	7
	7	342	338	98.8	36	30	28	4
	8	315	305	96.8	35	35	27	3
Male	6		161	49.7	44	27	22	6
	7		164	48.0	45	27	24	4
	8		149	47.3	42	34	20	3
Female	6		154	47.5	23	44	25	8
	7		174	50.9	29	34	33	4
	8		156	49.5	28	36	34	2
Black or African American	6		50	15.4	38	36	24	2
	7		57	16.7	46	37	16	2
	8		55	17.5	42	29	25	2
American Indian or Alaska Native	7		3	0.9	--	--	--	--
	8		2	0.6	--	--	--	--
Asian	6		4	1.2	--	--	--	--
	7		2	0.6	--	--	--	--
	8		2	0.6	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	6		1	0.3	--	--	--	--
	7		1	0.3	--	--	--	--
	8		2	0.6	--	--	--	--
Hispanic or Latino	6		235	72.5	36	33	23	6
	7		250	73.1	36	31	28	4
	8		220	69.8	33	36	28	2
Native Hawaiian or Pacific Islander	6		2	0.6	--	--	--	--
	7		3	0.9	--	--	--	--
	8		2	0.6	--	--	--	--
White	6		21	6.5	10	48	24	19
	7		16	4.7	13	13	63	13
	8		21	6.7	33	29	29	10
Two or More Races	6		2	0.6	--	--	--	--
	7		6	1.8	--	--	--	--
	8		1	0.3	--	--	--	--
Socioeconomically Disadvantaged	6		257	79.3	38	34	22	5
	7		285	83.3	36	32	27	4
	8		240	76.2	35	36	25	3
English Learners	6		51	15.7	71	22	6	0
	7		47	13.7	66	26	4	0
	8		39	12.4	74	21	3	0
Students with Disabilities	6		39	12.0	77	10	3	0
	7		39	11.4	72	21	0	0
	8		36	11.4	69	22	6	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	324	313	96.6	52	31	13	3
	7	342	335	98.0	51	33	11	2
	8	315	306	97.1	57	29	9	5
Male	6		160	49.4	58	27	13	1
	7		164	48.0	52	30	12	2
	8		149	47.3	58	27	6	8
Female	6		153	47.2	46	36	13	4
	7		171	50.0	50	36	11	2
	8		157	49.8	55	32	11	2
Black or African American	6		48	14.8	69	25	6	0
	7		57	16.7	58	32	5	4
	8		54	17.1	57	30	7	6
American Indian or Alaska Native	7		3	0.9	--	--	--	--
	8		2	0.6	--	--	--	--
Asian	6		4	1.2	--	--	--	--
	7		2	0.6	--	--	--	--
	8		2	0.6	--	--	--	--
Filipino	6		1	0.3	--	--	--	--
	7		1	0.3	--	--	--	--
	8		2	0.6	--	--	--	--
Hispanic or Latino	6		234	72.2	52	33	11	3
	7		247	72.2	53	33	11	2
	8		222	70.5	57	31	8	4
Native Hawaiian or Pacific Islander	6		2	0.6	--	--	--	--
	7		3	0.9	--	--	--	--
	8		2	0.6	--	--	--	--
White	6		21	6.5	33	29	33	5
	7		16	4.7	19	50	19	6
	8		21	6.7	48	24	14	14
Two or More Races	6		3	0.9	--	--	--	--
	7		6	1.8	--	--	--	--
	8		1	0.3	--	--	--	--
Socioeconomically Disadvantaged	6		256	79.0	56	30	10	2
	7		282	82.5	52	33	11	2
	8		241	76.5	58	28	8	5

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	6		51	15.7	84	14	0	0
	7		46	13.5	83	13	2	0
	8		41	13.0	85	12	0	0
Students with Disabilities	6		39	12.0	87	5	0	0
	7		39	11.4	90	10	0	0
	8		36	11.4	89	8	0	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### 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 Kolb Middle School. Parents/Guardians are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining the School Site Committee (SSC) or English Learner Advisory Committee (ELAC). Currently, the school is working with feeder schools to create an easier transition from elementary to middle school and from middle to high school.

#### 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	2012-13	2013-14	2014-15
Suspensions Rate	18.30	15.39	11.33
Expulsions Rate	0.43	0.70	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	7.22	8.53	5.74
Expulsions Rate	0.15	0.17	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	66.7	

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	15	21	19	13	12	26	8	24	16	1		
Math	22	21	18	14	14	27	20	20	13			
Science	20	21	20	16	13	17	18	21	19	1		
SS	20	21	21	20	14	11	14	18	20			

\* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	475

\* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,996	\$43,165
Mid-Range Teacher Salary	\$70,584	\$68,574
Highest Teacher Salary	\$91,139	\$89,146
Average Principal Salary (ES)	\$104,012	\$111,129
Average Principal Salary (MS)	\$111,119	\$116,569
Average Principal Salary (HS)	\$114,459	\$127,448
Superintendent Salary	\$240,600	\$234,382
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

- 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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Professional Development provided for Teachers

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 four 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,357.77	\$2,017.60	\$6,173.86	\$75,951.84
District	♦	♦	\$6,173.86	\$75,614
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			0.0	0.4
Percent Difference: School Site/ State			15.4	4.1

\* Cells with ♦ do not require data.