

# 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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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### Rialto Unified School District

182 East Walnut Ave.

Rialto, CA 92376

(909) 820-7700

www.rialto.k12.ca.us

### District Governing Board

Dina Walker, President

Joseph W. Martinez, Vice President

Edgar Montes, Clerk

Joseph Ayala, Member

Nancy G. O'Kelley, Member

Natalie Baca, Student Member

### District Administration

Dr. Cuauhtémoc Avila

**Superintendent**

Dr. Jinane Annous

**Lead Innovation Agent, Educational  
Services Secondary Instruction**

Dr. Jinane Annous

**Lead Innovation Agent, Educational  
Services Elementary Instruction**

Mohammad Z. Islam

**Associate Superintendent, Business  
Services**

Rhea McIver Gibbs

**Lead Personnel Agent, Personnel  
Services**

Rhonda Kramer

**Senior Director, Personnel Services**

Syeda Jafri

**Director, Media Services**

### 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 and 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 principal or the district office.

**2015-16 Student Enrollment by Grade Level**

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 307                |
| Grade 7                 | 310                |
| Grade 8                 | 343                |
| <b>Total Enrollment</b> | <b>960</b>         |

**2015-16 Student Enrollment by Group**

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 16.3                        |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 0.8                         |
| Filipino                            | 0.3                         |
| Hispanic or Latino                  | 75.8                        |
| Native Hawaiian or Pacific Islander | 0.7                         |
| White                               | 4.5                         |
| Two or More Races                   | 1.4                         |
| Socioeconomically Disadvantaged     | 84.1                        |
| English Learners                    | 17.4                        |
| Students with Disabilities          | 13.2                        |
| Foster Youth                        | 0.6                         |

## 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                          | 14-15 | 15-16 | 16-17 |
|--|-------|-------|-------|
| <b>With Full Credential</b>                        | 52    | 42    | 42    |
| <b>Without Full Credential</b>                     | 0     | 0     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | 0     | 0     | 0     |
| Rialto Unified School District                     | 14-15 | 15-16 | 16-17 |
| <b>With Full Credential</b>                        | ♦     | ♦     | 0     |
| <b>Without Full Credential</b>                     | ♦     | ♦     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     | 0     |

**Teacher Misassignments and Vacant Teacher Positions at this School**

| Ben F. Kolb Middle School           | 14-15 | 15-16 | 16-17 |
|-------------------------------------|-------|-------|-------|
| <b>Teachers of English Learners</b> | 0     | 0     | 0     |
| <b>Total Teacher Misassignments</b> | 0     | 0     | 0     |
| <b>Vacant Teacher Positions</b>     | 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

**2015-16 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 |
|-----------------------------|-------------------------------------|---|
| <b>This School</b>          | 100.0                               | 0.0                                     |
| Districtwide                |                                     |   |
| <b>All Schools</b>          | 99.3                                | 0.7                                     |
| <b>High-Poverty Schools</b> | 99.3                                | 0.7                                     |
| <b>Low-Poverty Schools</b>  | 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 2016-17)**

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 January 11, 2017.

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.

**Textbooks and Instructional Materials  
Year and month in which data were collected: June 2016**

| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption   |
|-----------------------|--|
| Reading/Language Arts | <p>Houghton Mifflin Harcourt California Collections Student Edition Grade 6<br/>[ Book ] ISBN: 0-544-50326-0 \$80.00<br/>HOUGHTON MIFFLIN HARCOURT 2017<br/>Grades:06-06<br/>(State Board adopted in 2015; locally adopted 6/1/2016)</p> <p>Houghton Mifflin Harcourt California Collections Student Edition Grade 7<br/>[ Book ] ISBN: 0-544-50328-7 \$80.00<br/>HOUGHTON MIFFLIN HARCOURT 2017<br/>Grades:07-07<br/>(State Board adopted in 2015; locally adopted 6/1/2016)</p> <p>Houghton Mifflin Harcourt California Collections Student Edition Grade 8<br/>[ Book ] ISBN: 0-544-50329-5 \$80.00<br/>HOUGHTON MIFFLIN HARCOURT 2017<br/>Grades:08-08<br/>(State Board adopted in 2015; locally adopted 6/1/2016)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><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 2016**

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption   |
|----------------------|--|
| <b>Mathematics</b>   | <p>McGraw Hill, California Math Course 1: Vol. 1 (Your Common Core Edition)<br/>                     [ Book ] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-144011-5 \$15.00<br/>                     Glencoe/McGraw-Hill 2015 1st<br/>                     Grades:06-06<br/>                     Adopted 5/28/2014 for Math 6</p> |
|                      | <p>McGraw Hill, California Math Course 1: Vol. 2 (Your Common Core Edition)<br/>                     [ Book ] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 0-02-135911-3<br/>                     Glencoe/McGraw-Hill 2015 1st<br/>                     Grades:06-06<br/>                     Adopted 5/28/2014 for Math 6</p>             |
|                      | <p>McGraw Hill, California Math Course 2: Vol. 1 (Your Common Core Edition)<br/>                     [ Book ] Carter, John A., Gilbert J. Cuevas, et al. ISBN: 978-0-02-135914-1 \$15.00<br/>                     Glencoe/McGraw-Hill 2015 1st<br/>                     Grades:07-07<br/>                     Adopted 5/28/2014 for Math 7</p>               |
|                      | <p>McGraw Hill, California Math Course 2: Vol. 2 (Your Common Core Edition)<br/>                     [ Book ] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-135916-5<br/>                     Glencoe/McGraw-Hill 2015 1st<br/>                     Grades:07-07<br/>                     Adopted 5/28/2014 for Math 7</p>         |
|                      | <p>McGraw Hill, California Math Course 3: Vol. 1 (Your Common Core Edition)<br/>                     [ Book ] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-138713-7 \$15.00<br/>                     Glencoe/McGraw-Hill 2015 1st<br/>                     Grades:08-08<br/>                     Adopted 5/28/2014 for Math 8</p> |
|                      | <p>McGraw Hill, California Math Course 3: Vol. 2 (Your Common Core Edition)<br/>                     [ Book ] Carter, John A., Gilbert J. Cuevas, et al. ISBN: 978-0-02-138715-1<br/>                     Glencoe/McGraw-Hill 2015 1st<br/>                     Grades:08-08<br/>                     Adopted 5/28/2014 for Math 8</p>                       |
|                      | <p>Glencoe/McGraw Hill, Integrated Series, Level 1<br/>                     (This material is not on a K-8 state adopted list of materials as it is aligned locally to high school math standards.<br/>                     This book is used by 8th grade students taking accelerated math.)</p>  |
|                      | <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <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 2016**

| Core Curriculum Area                 | Textbooks and Instructional Materials/Year of Adoption  |
|--------------------------------------|---|
| <p><b>Science</b></p>                | <p>Focus on Earth Science - California Science<br/>           [ Book ] Padilla, Michael J., Miaoulis, Ioannis &amp; Cyr, Martha ISBN: 0-13-201274-X \$75.00<br/>           Prentice Hall 2008 1st Edition<br/>           Grades:06<br/>           Adopted 6/13/2007 for Science 6</p> <p>Focus on Life Science - California Science<br/>           [ Book ] Padilla, Michael J., Miaoulis, Ioannis &amp; Cyr, Martha ISBN: 0-13-201272-3 \$75.00<br/>           Prentice Hall 2008 1st Edition<br/>           Grades:07<br/>           Adopted 6/13/2007 for Science 7</p> <p>Focus on Physical Science - California Science<br/>           [ Book ] Padilla, Miaoulis, &amp; Cyr ISBN: 0-13-201270-7 \$75.00<br/>           Prentice Hall 2008 1st Edition<br/>           Grades:8<br/>           Adopted 6/13/2007 for Science 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0</p>               |
| <p><b>History-Social Science</b></p> | <p>World History - Ancient Civilizations<br/>           [ Book ] Carnine, Cortes, Curtis &amp; Robinson ISBN: 0-618-53124-6 \$60.00<br/>           McDougal Littell 2006 California<br/>           Grades:06<br/>           Adopted 5/10/2006 for Social Studies 6</p> <p>World History - Medieval and Early Modern Times<br/>           [ Book ] Carnine, Cortes, Curtis &amp; Robinson ISBN: 0-618-53294-3 \$60.00<br/>           McDougal Littell 2006 California<br/>           Grades:07<br/>           Adopted 5/10/2006 for Social Studies 7</p> <p>Creating America - A History of the United States Beginnings through World War I<br/>           [ Book ] Rakove &amp; Moya ISBN: 0-618-55949-3 \$75.00<br/>           McDougal Littell 2006 California<br/>           Grades:08<br/>           Adopted 5/10/2006 for Social Studies 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <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 2016**

| Core Curriculum Area              | Textbooks and Instructional Materials/Year of Adoption  |
|-----------------------------------|---|
| <b>Health</b>                     | <p>Health &amp; Wellness: 6th Grade Pupil Edition<br/>                     [ Book ] Meeks, Linda &amp; Heit, Philip ISBN: 0-02-280605-9 \$54.00<br/>                     Macmillan/McGraw-Hill 2006 California<br/>                     Grades:6<br/>                     Adopted 5/25/2005 for Health 6</p> <p>Health &amp; Wellness: 7th Grade Pupil Edition<br/>                     [ Book ] Meeks, Linda &amp; Heit, Philip ISBN: 0-02-280606-7 \$54.00<br/>                     Macmillan/McGraw-Hill 2006 California<br/>                     Grades:7<br/>                     Adopted 5/25/2005 for Health 7</p> <p>Health &amp; Wellness: 8th Grade Pupil Edition<br/>                     [ Book ] Meeks, Linda &amp; Heit, Philip ISBN: 0-02-280607-5 \$54.00<br/>                     Macmillan/McGraw-Hill 2006 California<br/>                     Grades:8<br/>                     Adopted 5/25/2005 for Health 8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0</p> |
| <b>Visual and Performing Arts</b> | <p>Davis Publications n/a 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <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 8/16/16. 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: 8/16/16

| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
|  | Good          | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | X             |      |      |   |
| <b>Interior:</b><br>Interior Surfaces                                | X             |      |      |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | X             |      |      |   |

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 8/16/16

| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned  |
|--|------------------|-------------|-------------|--|
|  | Good             | Fair        | Poor        |  |
| <b>Electrical:</b><br>Electrical   |                  | X           |             | Lighting fixtures or bulbs are not functioning properly or missing (kitchen) (remedied 8/16/16)<br><br>Lighting covers are missing, damaged or loose (basketball courts) (remedied 8/16/16)    |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X                |             |             |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X                |             |             | Fire extinguisher is missing tag (a-14) (remedied 8/16/16)<br><br>Fire extinguisher is missing tag (a-12) (remedied 8/16/16)<br><br>Fire extinguisher is missing tag (a-10) (remedied 8/16/16) |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             | Doors or door jambs are broken or damaged (a-14) (remedied 8/16/16)<br><br>Doors or door jambs are broken or damaged (b-5) (remedied 8/16/16)  |
| <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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

\* 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.

| 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 |       |       |
|   | 13-14  | 14-15 | 15-16 | 13-14    | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science   | 84   | 72    | 61    | 54       | 49    | 43    | 60    | 56    | 54    |

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

| 2015-16 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 14-15  | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| ELA                                     | 31   | 28    | 29       | 31    | 44    | 48    |
| Math                                    | 14   | 15    | 17       | 18    | 34    | 36    |

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 7           | 25  | 19.1   | 16.7   |

\* 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.

| 2015-16 CAASPP Results by Student Group<br>Science (grades 5, 8, and 10) |                    |                   |                     |                        |
|--|--------------------|-------------------|---------------------|------------------------|
| Group  | Number of Students |                   | Percent of Students |                        |
|  | Enrolled           | with Valid Scores | w/ Valid Scores     | Proficient or Advanced |
| All Students   | 347                | 338               | 97.4                | 60.7                   |
| Male   | 162                | 158               | 97.5                | 62.7                   |
| Female   | 185                | 180               | 97.3                | 58.9                   |
| Black or African American  | 55                 | 50                | 90.9                | 56.0                   |
| Hispanic or Latino   | 259                | 255               | 98.5                | 58.8                   |
| White  | 17                 | 17                | 100.0               | 88.2                   |
| Socioeconomically Disadvantaged  | 298                | 291               | 97.7                | 60.1                   |
| English Learners   | 52                 | 51                | 98.1                | 33.3                   |
| Students with Disabilities   | 43                 | 38                | 88.4                | 26.3                   |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded |
| All Students                        | 6     | 311                | 307    | 98.7                | 22.8                     |
|                                     | 7     | 309                | 303    | 98.1                | 30.1                     |
|                                     | 8     | 348                | 338    | 97.1                | 30.4                     |
| Male                                | 6     | 163                | 161    | 98.8                | 19.9                     |
|                                     | 7     | 164                | 162    | 98.8                | 25.3                     |
|                                     | 8     | 163                | 157    | 96.3                | 25.5                     |
| Female                              | 6     | 148                | 146    | 98.7                | 26.0                     |
|                                     | 7     | 145                | 141    | 97.2                | 35.7                     |
|                                     | 8     | 185                | 181    | 97.8                | 34.6                     |
| Black or African American           | 6     | 50                 | 48     | 96.0                | 20.8                     |
|                                     | 7     | 44                 | 43     | 97.7                | 16.3                     |
|                                     | 8     | 55                 | 51     | 92.7                | 34.0                     |
| American Indian or Alaska Native    | 8     | --                 | --     | --                  | --                       |
| Asian                               | 6     | --                 | --     | --                  | --                       |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
| Filipino                            | 6     | --                 | --     | --                  | --                       |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
| Hispanic or Latino                  | 6     | 241                | 239    | 99.2                | 22.6                     |
|                                     | 7     | 236                | 231    | 97.9                | 31.3                     |
|                                     | 8     | 260                | 255    | 98.1                | 27.9                     |
| Native Hawaiian or Pacific Islander | 6     | --                 | --     | --                  | --                       |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
| White                               | 6     | --                 | --     | --                  | --                       |
|                                     | 7     | 19                 | 19     | 100.0               | 36.8                     |
|                                     | 8     | 17                 | 17     | 100.0               | 52.9                     |
| Two or More Races                   | 6     | --                 | --     | --                  | --                       |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
| Socioeconomically Disadvantaged     | 6     | 264                | 261    | 98.9                | 21.5                     |
|                                     | 7     | 267                | 261    | 97.8                | 27.7                     |
|                                     | 8     | 299                | 291    | 97.3                | 28.5                     |

**School Year 2015-16 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 Met or Exceeded |
| English Learners           | 6     | 60                 | 60     | 100.0               |                          |
|                            | 7     | 52                 | 49     | 94.2                |                          |
|                            | 8     | 52                 | 50     | 96.2                |                          |
| Students with Disabilities | 6     | 36                 | 36     | 100.0               |                          |
|                            | 7     | 49                 | 49     | 100.0               | 2.1                      |
|                            | 8     | 43                 | 39     | 90.7                | 5.1                      |
| Foster Youth               | 6     | --                 | --     | --                  | --                       |
|                            | 7     | --                 | --     | --                  | --                       |
|                            | 8     | --                 | --     | --                  | --                       |

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2015-16 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 Met or Exceeded |
| All Students                     | 6     | 311                | 306    | 98.4                | 13.9                     |
|                                  | 7     | 309                | 303    | 98.1                | 14.3                     |
|                                  | 8     | 348                | 336    | 96.5                | 17.6                     |
| Male                             | 6     | 163                | 160    | 98.2                | 14.0                     |
|                                  | 7     | 164                | 162    | 98.8                | 13.7                     |
|                                  | 8     | 163                | 157    | 96.3                | 16.6                     |
| Female                           | 6     | 148                | 146    | 98.7                | 13.7                     |
|                                  | 7     | 145                | 141    | 97.2                | 15.0                     |
|                                  | 8     | 185                | 179    | 96.8                | 18.4                     |
| Black or African American        | 6     | 50                 | 48     | 96.0                | 10.4                     |
|                                  | 7     | 44                 | 43     | 97.7                | 9.3                      |
|                                  | 8     | 55                 | 50     | 90.9                | 14.0                     |
| American Indian or Alaska Native | 8     | --                 | --     | --                  | --                       |
| Asian                            | 6     | --                 | --     | --                  | --                       |
|                                  | 7     | --                 | --     | --                  | --                       |
|                                  | 8     | --                 | --     | --                  | --                       |
| Filipino                         | 6     | --                 | --     | --                  | --                       |
|                                  | 7     | --                 | --     | --                  | --                       |
|                                  | 8     | --                 | --     | --                  | --                       |

**School Year 2015-16 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 Met or Exceeded |
| Hispanic or Latino                  | 6     | 241                | 238    | 98.8                | 14.0                     |
|                                     | 7     | 236                | 231    | 97.9                | 14.0                     |
|                                     | 8     | 260                | 254    | 97.7                | 16.1                     |
| Native Hawaiian or Pacific Islander | 6     | --                 | --     | --                  | --                       |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
| White                               | 6     | --                 | --     | --                  | --                       |
|                                     | 7     | 19                 | 19     | 100.0               | 15.8                     |
|                                     | 8     | 17                 | 17     | 100.0               | 41.2                     |
| Two or More Races                   | 6     | --                 | --     | --                  | --                       |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
| Socioeconomically Disadvantaged     | 6     | 264                | 260    | 98.5                | 11.2                     |
|                                     | 7     | 267                | 261    | 97.8                | 12.4                     |
|                                     | 8     | 299                | 291    | 97.3                | 16.5                     |
| English Learners                    | 6     | 60                 | 60     | 100.0               |                          |
|                                     | 7     | 52                 | 49     | 94.2                |                          |
|                                     | 8     | 52                 | 49     | 94.2                | 4.1                      |
| Students with Disabilities          | 6     | 36                 | 36     | 100.0               | 3.0                      |
|                                     | 7     | 49                 | 49     | 100.0               | 2.1                      |
|                                     | 8     | 43                 | 39     | 90.7                |                          |
| Foster Youth                        | 6     | --                 | --     | --                  | --                       |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received 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 (School Year 2016-17)

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                     | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 15.4    | 11.3    | 14.0    |
| Expulsions Rate            | 0.7     | 0.0     | 0.3     |
| District                   | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 8.5     | 5.7     | 5.5     |
| Expulsions Rate            | 0.2     | 0.0     | 0.1     |
| State                      | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 4.4     | 3.8     | 3.7     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

## 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.

| 2016-17 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 | 57.1      |           |

| 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   | 484 |

\* 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 (Secondary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject  | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|  |                    |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
|  | 2013-14            | 2014-15 | 2015-16 | 2013-14               | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English  | 21                 | 19      | 19      | 12                    | 26      | 26      | 24      | 16      | 16      |         |         |         |
| Mathematics  | 21                 | 18      | 18      | 14                    | 27      | 27      | 20      | 13      | 13      |         |         |         |
| Science  | 21                 | 20      | 20      | 13                    | 17      | 17      | 21      | 19      | 19      |         |         |         |
| Social Science   | 21                 | 21      | 21      | 14                    | 11      | 11      | 18      | 20      | 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.

### 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 2014-15 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$48,296        | \$45,092                                     |
| Mid-Range Teacher Salary                       | \$74,113        | \$71,627                                     |
| Highest Teacher Salary                         | \$95,696        | \$93,288                                     |
| Average Principal Salary (ES)                  | \$108,672       | \$115,631                                    |
| Average Principal Salary (MS)                  | \$117,725       | \$120,915                                    |
| Average Principal Salary (HS)                  | \$121,562       | \$132,029                                    |
| Superintendent Salary                          | \$212,784       | \$249,537                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 37%             | 37%  |
| Administrative Salaries                        | 5%              | 5%   |

#### 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 and the county. 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.

\* 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/).

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$7,739.31             | \$1,064.59 | \$6,674.72   | \$86,801.94            |
| District   | ♦                      | ♦          | \$6,674.72   | \$79,084               |
| State  | ♦                      | ♦          | \$5,677      | \$75,837               |
| Percent Difference: School Site/District                           |                        |            | 0.0          | 9.8                    |
| Percent Difference: School Site/ State                             |                        |            | 17.6         | 14.5                   |

\* Cells with ♦ do not require data.