Ben F. Kolb Middle School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://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).

California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Ben F. Kolb Middle School
Street	2351 N. Spruce Avenue
City, State, Zip	Rialto, CA 92377
Phone Number	(909) 820-7849, ext. 2901
Principal	Armando Urteaga
Email Address	aurteaga@rialtousd.org
School Website	https://kec.rialto.k12.ca.us/Domain/10
County-District-School (CDS) Code	36-67850-6061899

2022-23 District Contact Information

District Name	Rialto Unified School District
Phone Number	(909) 820-7700
Superintendent	Dr. Cuauhtémoc Avila
Email Address	cavila@rialtousd.org
District Website Address	www.rialto.k12.ca.us

2022-23 School Overview

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, 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 among middle schools, Kolb exited CSI (program improvement status) in 2019-2020. 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 Interventions and Supports (PBIS), depth of knowledge questioning, and close and critical reading (i.e., annotating text and citing textual evidence) in their instruction all striving

2022-23 School Overview

towards full 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, language objectives, student engagement, annotating text and citing textual evidence, higher order thinking, structured student-to-student interaction, and strategic think-pair-share. 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), African-American Parent Advisory Council (AAPAC), 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 and social media sites.

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	285
Grade 7	322
Grade 8	328
Total Enrollment	935

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.0
Male	50.9
American Indian or Alaska Native	0.2
Asian	0.4
Black or African American	15.0
Filipino	0.2
Hispanic or Latino	78.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.5
White	3.4
English Learners	15.3
Foster Youth	0.6
Homeless	8.0
Migrant	0.0
Socioeconomically Disadvantaged	82.9
Students with Disabilities	11.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.70	94.44	966.80	89.88	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.32	13.30	1.24	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	1.39	16.10	1.50	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.90	0.83	12115.80	4.41
Unknown	0.80	1.85	70.40	6.55	18854.30	6.86
Total Teaching Positions	43.10	100.00	1075.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 22, 2021.

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.

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Course: English 6 Houghton Mifflin Harcourt School Publishers Houghton Mifflin California Collections / 2016 Core Component(s) California Collections Student Workbook — Consumable — English California Collections Student Edition — Textbook - Hardback — English Course: MS ELD Pearson Education Inc., p.a. Scott Foresman and Prentice Hall CA Pearson iLit / 2017 Core Component(s) ilit consumable — Consumable — English Core Component(s) ilit consumable — Consumable — English Core Component(s) ilit consumable — Consumable — English Course: English 7 Houghton Mifflin Harcourt School Publishers Houghton Mifflin California Collections / 2016 California Collections Student Edition — Textbook - Hardback — English California Collections Student Workbook — Consumable — English Course: English 8 Houghton Mifflin Harcourt School Publishers Houghton Mifflin California Collections / 2016 California Collections Student Workbook — Consumable — English California Collections Student Edition — Textbook - Hardback — English	Yes	0
Mathematics	Course: Math 6 Glencoe/McGraw-Hill California Math, Courses 1 -3 / 2014 California Math Course 1: Vol. 1 — Consumable — English California Math Course 1: Vol. 2 — Consumable — English Course: Math 7	Yes	0

Glencoe/McGraw-Hill
California Math, Courses 1 -3 / 2014
California Math Course 2: Vol. 1 — Consumable — English
California Math Course 2: Vol. 2 — Consumable — English
Course: Math 8
Glencoe/McGraw-Hill
California Math, Courses 1 -3 / 2014
California Math Course 3: Vol. 1 — Consumable — English
California Math Course 3: Vol. 2 — Consumable — English
*Course: Math 1 CC / HP
Glencoe/McGraw-Hill
Integrated Series, Level 1 / 2014
MH: Integrated Math 1 — Textbook - Hardback — English
* This textbook is aligned to the Math1 High School State Standards and is offered as an acceleration course at the middle school level

Science	Course-Based Science Course: Science 6 Rialto Unified School District Next Generation Science Standards Flexbook / 2018 Flexbook (*) — Textbook - Hardback — English Online Student Access Through Personal Device (Waiver) — on Personal Student Device — English Course: Science 7 Rialto Unified School District Next Generation Science Standards Flexbook / 2018 Core Component(s) Flexbook (*) — Textbook - Hardback — English Online Student Access Through Personal Device (Waiver) — on Personal Student Device — English Course: Science 8 Rialto Unified School District Next Generation Science Standards Flexbook / 2018 Flexbook (*) — Textbook - Hardback — English Online Student Access Through Personal Device (Waiver) — on Personal Student Device — English	Yes	0
History-Social Science	Course-Based History/Social Science Course: Soc St 6 National Geographic National Geographic World History / 2018 World History Ancient Civilizations — Textbook - Hardback — English Course: Soc St 7 National Geographic National Geographic World History / 2018 World History Medieval and Early Modern Times — Textbook - Hardback — English Course: Soc St 8 National Geographic National Geographic World History / 2018 American Stories Beginning To World War I — Textbook - Hardback — English	Yes	0
Foreign Language	N/A	Yes	0

Health	Health & Wellness: 6th Grade Pupil Edition [Book] Macmillan/McGraw-Hill 2006 California Grades:06 Adopted 5/25/2005 for Health 6	Yes	0
	Health & Wellness: 7th Grade Pupil Edition [Book] Macmillan/McGraw-Hill 2006 California Grades:07 Adopted 5/25/2005 for Health 7		
	Health & Wellness: 8th Grade Pupil Edition [Book] Macmillan/McGraw-Hill 2006 California Grades:08 Adopted 5/25/2005 for Health 8		
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		
Visual and Performing Arts	Art and the Human Experience: A Personal Journey Davis Publications 2002 Grades:06 Adopted 10/11/07 Art and the Human Experience : A Global Pursuit Davis Publications 2001 California Grades:07 Adopted 10/11/07 Art and the Human Experience: Art a Community Connection Davis Publications 2001 Grades:08 Adopted 10/11/07	Yes	0
Science Laboratory Equipment (grades 9-12)	NA		0

School Facility Conditions and Planned Improvements

Kolb Middle School, originally constructed in 1965, was thoroughly modernized in 2004. The campus is currently comprised of 39 permanent classrooms, 8 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 August 2021. Any deficiencies listed in the chart are added to the work order process when time and funding is available.

School Safety
During the 2020-2021 school year, Kolb Middle School is observing COVID-19 pandemic safety guidelines as per the CDC and State protocols. Students are currently attending school via the online Bridge Academy. Staff members that are on site are following guidelines by socially distancing, wearing masks, and washing hands and using hand sanitizer frequently. As staff members enter campus, their temperature is taken before being admitted on campus. PPE (Personal Protective Equipment) is provided for all staff members. All office staff, custodians, and administration are on a rotational, on-site work schedule until it is deemed safe to have everyone on campus simultaneously.

Once students are allowed to return to school, similar safety precautions will be observed for students, including, but not limited to: students rotating time on campus, PPE availability, social distancing and hand washing signs throughout the campus, and the wearing of masks.

The safety of students and staff is a primary concern of every school site. Once allowed, 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 passing periods, at lunch, and after school. Supervision is a responsibility shared among school safety officers, 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 last approved in March 2021 and was updated to incorporate pandemic safety requirements; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- PPE, social distancing, temperature checks, and work rotation schedules
- 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

School Facility Conditions and Planned Improvements

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.

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. Administration works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment. Due to the COVID-19 pandemic, custodians have a daily routine to ensure cleanliness and disinfecting all office and classroom areas.

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.

Planned Faciility Improvements
Districtwide the following facility improvements are planned:
* Update Wifi and School Servers
* Tree Trimming
* Painting
*Irrigation Updates and Repairs

Williams Visit Findings
Visit Date: August 26, 2021
On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair.

The following extreme deficiencies were observed:
None.

The following good repair deficiencies were observed:
Section 10. Fire Safety

Multi-purpose Room: Elevator/Wheel Chair Lift permit not current

Year and month of the most recent FIT report	7/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains:	X			

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials	X			Multi-Purpose Room: Elevator/Wheel Chair Lift permit not current
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	42	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	N/A	16	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	918	883	96.19	3.81	41.90
Female	452	432	95.58	4.42	46.30
Male	465	450	96.77	3.23	37.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	135	126	93.33	6.67	32.54
Filipino	--	--	--	--	--
Hispanic or Latino	726	701	96.56	3.44	43.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	42.86
White	30	29	96.67	3.33	44.83
English Learners	140	131	93.57	6.43	6.11
Foster Youth	--	--	--	--	--
Homeless	63	61	96.83	3.17	32.79
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	750	729	97.20	2.80	40.19
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	107	100	93.46	6.54	3.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	920	901	97.93	2.07	20.33
Female	453	442	97.57	2.43	17.91
Male	466	458	98.28	1.72	22.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	135	130	96.30	3.70	8.46
Filipino	--	--	--	--	--
Hispanic or Latino	728	714	98.08	1.92	21.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	21.43
White	30	30	100.00	0.00	33.33
English Learners	140	139	99.29	0.71	0.72
Foster Youth	--	--	--	--	--
Homeless	63	63	100.00	0.00	6.35
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	751	738	98.27	1.73	19.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	107	105	98.13	1.87	0.96

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	22.76	15.96	15.01	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	318	312	98.11	1.89	22.76
Female	170	164	96.47	3.53	19.51
Male	147	147	100	0	26.53
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	39	36	92.31	7.69	13.89
Filipino	--	--	--	--	--
Hispanic or Latino	258	255	98.84	1.16	24.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100	0	16.67
English Learners	44	44	100	0	0
Foster Youth	--	--	--	--	--
Homeless	17	17	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	254	250	98.43	1.57	19.6
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.5	2.5	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	0.9492	0.9492	0.9619	0.9175	0.9683

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 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), English Learner Advisory Committee (ELAC), or African-American Advisory Parent Advisory Council. Currently, the school is working with feeder schools to create an easier transition from elementary to middle school and from middle to high school. Currently, due to the COVID-19 pandemic, parents are participating online for all parent involvement opportunities. Once conditions are safe and regulations have been lifted, parents will be allowed to resume visiting the campus.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1021	983	247	25.1
Female	506	483	105	21.7
Male	514	499	141	28.3
American Indian or Alaska Native	3	3	1	33.3
Asian	4	4	1	25.0
Black or African American	151	143	40	28.0
Filipino	3	2	0	0.0
Hispanic or Latino	799	773	191	24.7
Native Hawaiian or Pacific Islander	6	6	3	50.0
Two or More Races	17	16	7	43.8
White	38	36	4	11.1
English Learners	167	164	42	25.6
Foster Youth	14	8	1	12.5
Homeless	85	83	31	37.3
Socioeconomically Disadvantaged	841	816	226	27.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	122	114	37	32.5

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.37	3.48	2.45
Expulsions	0.00	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	12.63	0.01	5.77	0.20	3.17
Expulsions	0.00	0.20	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.63	0.20
Female	10.28	0.00
Male	14.98	0.39
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	24.50	0.66
Filipino	0.00	0.00
Hispanic or Latino	10.51	0.13
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	17.65	0.00
White	10.53	0.00
English Learners	10.18	0.00
Foster Youth	28.57	0.00
Homeless	15.29	0.00
Socioeconomically Disadvantaged	13.08	0.12
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	19.67	1.64

2022-23 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 2020; 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 Rialto Unified School District (RUSD) aligns policies and procedures to comply with the California Constitution and California Education Code 32280-32289.5. The RUSD and its employees work in collaboration to promote a safe and secure learning environment for the students of the RUSD community. Employees from certificated, classified and management staff work together to ensure students have an environment that produces strategies and safeguards for student's wellbeing. Through collaborations with first responders, community members and families the RUSD employees are able to create a peaceful and supportive environment for students and staff.

Comprehensive Safe School Plans are developed to address a vast array of emergencies and situations. The response and organization of the plans are in a line with federal, state and local laws and regulations. Plans, trainings and drills address issues that may arise from natural disaster or man-made incidents including active shooter, fires, earthquakes, chemical/biological incidents, evacuations, bomb threats and medical emergencies. Policies and procedures are developed to address child abuse reporting, sexual harassment, dress code issues, violence, bullying, discrimination, child neglect and welfare, expulsion and suspension. Support mechanisms for students and staff include drug and alcohol interventions, truancy prevention and student mental health. Strategies for addressing these issues are inclusive of all students and school personnel.

Planning is achieved through comprehensive training and support meetings. Collaborative meetings between School Site Councils, District Safety and Emergency support personnel, and local first response agencies support plan development and help ensure interoperability between stakeholders. Plans and guidelines are shared to ensure safety and maintain infrastructure of a safe school climate.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	9	11
Mathematics	27	9	9	10
Science	31	3	3	16
Social Science	31	3	1	18

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	6	10	11
Mathematics	26	8	9	11
Science	30	3	4	16
Social Science	27	7	8	11

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	12	9
Mathematics	23	15	6	9
Science	26	7	8	10
Social Science	27	5	6	13

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	311.67

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8717.8	1964.32	6753.48	90224.66
District	N/A	N/A	$6,769,285.36	$87,067
Percent Difference - School Site and District	N/A	N/A	-199.6	3.6
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	2.4	5.5

2021-22 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
- LCFF, Local Control Funding Formula

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,092	$51,081
Mid-Range Teacher Salary	$79,417	$77,514
Highest Teacher Salary	$107,677	$105,764
Average Principal Salary (Elementary)	$121,043	$133,421
Average Principal Salary (Middle)	$130,688	$138,594
Average Principal Salary (High)	$137,635	$153,392
Superintendent Salary	$278,000	$298,377
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

The primary areas of focus for professional development at Kolb Middle School are ELA and Math. This is based on iReady scores and previous CAASPP scores. Current iReady scores show +50% of students in Reading and Math are in the at-risk category on the iReady assessment as of September 2020. Kolb Middle School is also continuing professional development on various online platforms such as iReady, NearPod, Brain Pop, etc. We will also continue our training through Innovate Ed, which guides our instructional foci.

Professional development opportunities are currently being offered online due to the COVID-19 pandemic. Trainings occur during staff development time on Mondays from 8:45-10:00 AM, afterschool, and sometimes during school at which time substitute teachers are provided for teachers attending during the day.

Teachers are provided support through the assistance of our two instructional coaches (ELA and Math) and administration. Our coaches attend collaboration meetings, in-class sessions, and PD sessions as well. They provide individualized coaching sessions as well as group trainings and sessions before and after school. They also provide data disaggregation for iReady and other assessment data.

Finally, we have a school PBIS team that provides monthly PBIS Booster meetings that focus on school culture and climate. During these meetings, various data points are shared with staff (i.e., attendance, discipline, grades, survey results, etc.). Teachers are also informed on how to utilize the SEL lessons, PBIS Rewards app, and request for assistance referral application.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	17		