

School Year: 2023-24



School Plan for Student Achievement (SPSA)

School Name: Ben F. Kolb Middle School
Principal Name: Tina Lingenfelter
County-District-School (CDS) Code: 36-67850-6061899
Schoolsite Council (SSC) Approval Date: May 10, 2023
Local Board Approval Date: June 7, 2023

School Information

Building on a rich tradition of pride and the 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, ESports, Yearbook, STEM, and Advanced Art/Graphic Art. These unique and content-rich courses provide our students with innovative opportunities to explore and learn Common Core academics and college and career skills that will prepare them for high school, college, and beyond.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement

Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for students who are not meeting academic standards. The SWP creates engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and learning. In order to meet our student achievement goals, we have implemented all ten school-wide plan components. These include a comprehensive needs assessment; reform strategies to close achievement gaps and increase proficiency; instruction by highly qualified teachers; ongoing professional development; strategies to increase parent involvement; transition plans for students between preschool, elementary, middle, and high school; teacher involvement in decisions regarding academic assessments; and streamlined coordination between state and federal programs and services. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

This plan also meets the requirements for support and improvement plans (CSI, ATSI, TSI). We explain our process for conducting our needs assessment and analyzing with our stakeholders the metrics that led to eligibility for the school improvement status. The plan includes the goals and annual measurable outcomes that were identified as a result of the analysis. The plan's annual updates and evidence-based interventions, activities, and strategies for each goal align to the ESSA requirements for our program status. Our plan includes a section on how the district has addressed resource inequities through budgeting.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Description: The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEA's flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Table of Contents

- SPSA Title Page 1
- School Information 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 5
- Educational Partner Involvement 17
- Resource Inequities 17
- School and Student Performance Data 19
 - Student Enrollment..... 19
 - CAASPP Results..... 21
 - ELPAC Results 25
 - Student Population 28
 - Overall Performance 30
 - Academic Performance 32
 - Academic Engagement 37
 - Conditions & Climate..... 39
- Goals, Strategies, & Proposed Expenditures..... 41
 - Goal 1 41
 - Goal 2..... 51
 - Goal 3..... 59
- Budget Summary 65
 - Budget Summary 65
 - Other Federal, State, and Local Funds 65
- Budgeted Funds and Expenditures in this Plan 66
 - Funds Budgeted to the School by Funding Source..... 66
 - Expenditures by Funding Source 66
 - Expenditures by Budget Reference 66
 - Expenditures by Budget Reference and Funding Source 66
 - Expenditures by Goal 67
- School Site Council Membership 68
- Recommendations and Assurances 69

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following surveys were used for this school plan: Panorama Education student survey and Self-Assessment PBIS Survey (SAS) for staff and parent data. School Climate refers to the school's effects on students, including teaching practices, diversity, and the relationships among administrators, teachers, parents, and students. School culture refers to the way teachers and other staff members work together and the set beliefs, values, and assumptions they share. In reviewing the data the following questions were asked:

PANORAMA ED STUDENT SURVEY RESPONSES- FALL 2022

SEL Competency Measures: (780 respondents)

- Behaviors around anxiety 28% (up 3% since the last survey)
- Emotion regulation 44% (down 1% since the last survey)
- Growth mindset 51% (down 2% since the last survey)

Self-management 70% (down 1% since the last survey)

Student Supports and Environment: (764 respondents)

- School climate 42% (down 3% since the last survey)
- Sense of belonging 39% (unchanged since the last survey)
- Teacher-student relationships 53%(down 1% since the last survey)

TITLE I PARENT SURVEY RESPONSES 2022/23 (55 respondents)

- Approximately 96% of Parents feel welcome at Kolb Middle School whether in person, virtually, or through phone calls
- Approximately 98% of parents did not participate in activities offered at the site
- 61% of parents prefer evening meetings
- 93% require child care in order to attend meetings/activities
- 50% of parents prefer virtual meetings
- Approximately 64% of parents prefer texts, emails, or phone calls as the main source of communication, and only 33% prefer written notices

STAFF RESPONSES

88% of staff responses state that expected student behaviors are rewarded regularly

60% of staff responses state that problem behaviors received consistent consequences

67% of staff responses state that a behavior support team responds quickly to students presenting chronic problem behaviors

94% of staff responses state that they are involved directly and/or indirectly in school-wide interventions

67% of staff responses state that they have regular opportunities for access to assistance and recommendations (observation, instruction, and coaching)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administration team completes frequent observations of instruction. The administration team's goal is to visit every learning environment regularly and give instructional feedback. The purpose of an administrative observation is to give teachers feedback on their planning, content instruction, literacy instruction, numeracy instruction, English language development support instruction, and instructional environment evidence. Feedback from the observation allows teachers to reflect and modify instruction. Informal and formal observation provides evidence that Kolb teachers are providing lessons and activities that are aligned with the California State Content Standards. In addition to regular classroom observations, the administration team also formally observes teachers who are identified as being on the formal evaluation cycle. Teachers who have not demonstrated as not meeting the California Standards for the Teaching Profession (CSTPs) are provided additional support through an Assistance Plan, Induction Programs for preliminary credentialed teachers, and Peer Assistance and Review for permanent teachers.

In addition to administration team classroom observations, Kolb teachers participate in Instructional Rounds and Learning Walks. These instructional rounds include administrators, instructional coaches, and teachers if subs are available. The process includes a pre-brief meeting, visits to various classrooms, and a post-brief meeting to discuss what was observed. Learning walks occur at least two times per semester. Different teachers are given the opportunity to participate in this highly effective learning experience.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The following data will be analyzed throughout the year as available:

- CAASPP (annually)
- ELPAC (annually)
- iReady (3 times per year)
- Grades (quarterly)
- Discipline reports (monthly)
- Attendance (monthly)

Administrators and teachers will analyze the above-mentioned data multiple times per year in order to identify students who are at risk in the areas of academics, attendance, discipline, and social-emotional learning. According to the most current data for, the 2022-2023 school year, the following student groups have been identified as at-risk in the corresponding areas.

STUDENT GROUPS:

- CAASPP scores (2022)
- English Language Arts: All Students (Low - 26.2 points below standard), English Learners (Very Low - 70.9 points below standard), Students with Disabilities (Very Low - 140.1 points below standard), African American (Low - 51 points below standard), Hispanic (Low - 22.7 points below standard), Homeless (Low - 53.2 points below standard), Socioeconomically Disadvantaged (Low - 32 points below standard)
- Mathematics: All Students (Low - 84.9 points below standard), English Learners (Very Low - 125.1 points below standard), Students with Disabilities (Very Low - 198 points below standard), African American (Very Low - 128 points below standard), Hispanic (Low - 78 points below standard), Homeless (Very Low - 111.3 points below standard), Socioeconomically Disadvantaged (Low - 91.8 points below standard)
- iReady ELA scores (Spring 2023)
- All Students - Mide or Above Grade Leve (18%), Early On Grade Level (16%), One Grade Level Below (21%), Two Grade Levels Below (12%), Three or More Grade Levels Below (33%)
- English Learners - Mide or Above Grade Leve (2%), Early On Grade Level (3%), One Grade Level Below (15%), Two Grade Levels Below (13%), Three or More Grade Levels Below (67%)
- African American Students - Mide or Above Grade Leve (10%), Early On Grade Level (12%), One Grade Level Below (24%), Two Grade Levels Below (13%), Three or More Grade Levels Below (41%)
- Students with Disabilities - Mide or Above Grade Leve (1%), Early On Grade Level (1%), One Grade Level Below (10%), Two Grade Levels Below (11%), Three or More Grade Levels Below (77%)
- Foster Youth - Mide or Above Grade Leve (8%), Early On Grade Level (8%), One Grade Level Below (8%), Two Grade Levels Below (8%), Three or More Grade Levels Below (67%)
- Homeless Youth - Mide or Above Grade Leve (14%), Early On Grade Level (10%), One Grade Level Below (22%), Two Grade Levels Below (16%), Three or More Grade Levels Below (38%)
- iReady Math scores (Spring 2023)
- All Students - Mide or Above Grade Leve (9%), Early On Grade Level (14%), One Grade Level Below (33%), Two Grade Levels Below (15%), Three or More Grade Levels Below (29%)
- English Learners - Mide or Above Grade Leve (0%), Early On Grade Level (5%), One

Grade Level Below (26%), Two Grade Levels Below (14%), Three or More Grade Levels Below (56%)

- African American Students - Middle or Above Grade Level (3%), Early On Grade Level (8%), One Grade Level Below (31%), Two Grade Levels Below (16%), Three or More Grade Levels Below (42%)
- Students with Disabilities - Middle or Above Grade Level (0%), Early On Grade Level (0%), One Grade Level Below (9%), Two Grade Levels Below (21%), Three or More Grade Levels Below (70%)
- Foster Youth - Middle or Above Grade Level (8%), Early On Grade Level (8%), One Grade Level Below (8%), Two Grade Levels Below (8%), Three or More Grade Levels Below (67%)
- Homeless Youth - Middle or Above Grade Level (5%), Early On Grade Level (8%), One Grade Level Below (34%), Two Grade Levels Below (21%), Three or More Grade Levels Below (32%)

- Attendance/Chronic Absenteeism (CA Dashboard 2022) - All Students (Very High - 25.1%), English Learners (Very High - 25.6%), Students with Disabilities (Very High - 32.5%), African American (Very High - 28%), Hispanic (Very High - 24.7%), Homeless (Very High - 37.3%), Socioeconomically Disadvantaged (Very High - 27.7%)

- Suspension Rates (CA Dashboard 2022) - All Students (Very High - 12.4%), English Learners (High - 10.2%), Students with Disabilities (Very High - 18.9%), African American (Very High - 23.8%), Hispanic (High - 10.4%), Homeless (Very High - 14.1%), Socioeconomically Disadvantaged (Very High - 12.8%)

ACADEMIC INTERVENTIONS:

During the 2022-2023 school year, all 6th-grade teachers taught an AVID elective. The purpose of this was to expose all new middle schoolers to study skills, organizational skills, and tutorials to be successful at the secondary level. One teacher taught ASB Leadership, and two taught Middle School College & Career Prep to long-term English Learners. Since Math continued to be a subject that students struggled with, two Math Support classes were offered, one 7th and one 8th grade. Middle School College & Career Prep (MS CCP) classes were also offered to long-term English learners in 7th & 8th grade for students who need continued language development support in the mainstream classes in order to prepare to reclassify out of the EL Program. There were four quarter sections of Project Lead the Way that was taught in conjunction with math support. In addition, a Reading Specialist taught three sections of Reading Intervention Support.

ATTENDANCE INTERVENTIONS:

Student Attendance Review Team (SART) meetings were scheduled for students who received their 3rd attendance letter. Once students reached 9 days of absence, the 3rd letter was sent home and a SART meeting was scheduled. The SART team included an administrator, counselor, attendance clerk, teacher(s), parent, and student. Parents and students were informed of possible consequences if attendance was not improved. Students could be placed on an attendance contract at that time, if needed. If attendance did not improve, the students will be referred to the Student Attendance Support Panel (SASP) team at the District level.

DISCIPLINE INTERVENTIONS:

Positive Behavior Interventions and Supports (PBIS) are implemented school-wide. This program included: 5-1 positive affirmations, school-wide and classroom incentives/rewards, and other means of correction/progressive discipline measures. The current school-wide suspension rate for the 2022-2023 academic year is 11.24%.

SOCIAL-EMOTIONAL INTERVENTIONS:

A number of social-emotional and behavioral resources are available to students of Kolb Middle School. There is a Therapeutic Behavior Strategist (TBS) assigned to the campus that conducts Tier II small group and individualized counseling utilizing a curriculum that addresses the various struggles and emotional supports that students need: self-regulation, trauma, stress, bullying, loss/grief, etc. The Safety & Security Department also offered counseling on a referral basis, which also holds small group counseling for our students such as decision-making/anger management, drug & alcohol counseling, and tutoring. There is also a Student Success Strategist that works to implement Tier I and Tier II supports at Kolb, providing lunchtime activities, teacher and classroom presentations, etc.

There is a Request for Assistance (RFA) process where staff members can submit their concerns regarding a specific student to the grade-level counselor. An RFA application is also available for counselors or administrators to submit to the TBS who triages the information to determine appropriate services for the student in question. If TBS services (Tier II) or Behavioral Therapist services (Tier III) are not appropriate, then a referral to the Safety and Security Department or contracted outside providers of counseling services could be made.

Kolb Middle School welcomed the following service providers to provide specific assistance to certain student groups on campus:

- Young Visionaries- African-American students (SMAART)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At Kolb Middle School, teachers and administrators regularly use available data to progress monitor student achievement. Data sources that are typically analyzed include ELA and Math CAASPP results, iReady, District benchmarks/assessments, ELPAC, IABs, curriculum-embedded chapter tests and quizzes, and grades. Teachers use the data to inform and make necessary adjustments to their instructional practices. As a professional learning community, our collaboration teams meet weekly to discuss student progress, analyze data, discuss instructional practices/strategies, and analyze student work samples. Once learning gaps are identified, teachers determine which students are in need of academic interventions, such as after-school tutoring, assignment modification, or additional resources/strategies to make content more comprehensible. District and site-level assessments are uploaded into Synergy Assessments and are analyzed via their reports.

For the 2022-2023 school year, Kolb Middle School will continue to use two web-based data portals that will centralize data access and analysis. These programs are ELlevation and Student Success by Panorama Ed. ELlevation and Hoonuit allow certificated staff to view all student academic data (i.e., State and District test results and grades) as well as filter and disaggregate the data to determine up-to-date group and individual academic needs and performance levels. This program also supports the mandated quarterly monitoring requirements of English Learners and students who have been reclassified out of the EL Program (RFEP). The Student Success Program, from Panorama Ed, allows staff to monitor the following student performance areas: academics, attendance, discipline, and SEL survey results. This database helps staff easily identify students who are at-risk in any of the areas previously listed. By having all this student information centralized in these user-friendly portals, we are confident that implementing the use of these two valuable resources will help streamline our data analysis practices with much more ease and time efficiency.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Kolb Middle School have met all guidelines pertaining to their requirement of a fully credentialed teaching staff. Kolb Middle School has met this requirement with 100% of the teaching staff meeting the state requirement.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

A key goal of the Elementary and Secondary Education Act (ESEA) is that every student will receive instruction from a “highly qualified” teacher (HQT). To be considered “highly qualified” under ESEA, a teacher of core academic content must possess:

- (a) A bachelor’s degree
- (b) A teaching or intern credential, and
- (c) Demonstrated core academic subject matter competence
- (d) Specialized authorizations, as required for their position

All teachers at Kolb MS have met this standard. In addition, all teachers are authorized to teach English Learners.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is designed to help teachers utilize the Essential Components of Instruction, the implementation of Common Core Standards and strategies, Positive Behavioral Interventions and Supports, and instructional foci as outlined in the school placemat.

CURRICULUM SUPPORT

Teachers will receive ongoing support and training offered by the school and district in curricular development and instructional delivery. Possible options for providing support include collaborative meetings, access to site, and district instructional strategists who are knowledgeable about the adopted programs and work inside the classrooms to support teachers to deepen their knowledge about the content and delivery of instruction. The curriculum in all grades is aligned with the state Common Core standards.

INSTRUCTIONAL FOCI

2023-2024 school year, Kolb's instructional foci will be on students demonstrating proficiency in numeracy and literacy within content areas using oral and written constructive responses. Teachers will be provided opportunities for professional development in targeted instructional strategies. Beginning in the 2023-2024 school year, teachers will Math 7 teachers will be piloting standards-based grading practices.

INSTRUCTIONAL MATERIALS

All instructional materials and textbooks are State and District approved and evaluated for their comprehensive coverage of the California Common Core standards. Textbooks in all core subjects (i.e., language arts, science, history, and mathematics) are standards-based. All groups within the school, including English Learners and Special Education students, have access to standards-based instructional materials in their regular classroom setting. Information covered during staff development is aligned with content standards. During staff development, student performance is reviewed and discussed.

COLLABORATION

During the 2023-2024 school year, collaboration days district-wide are assigned on Wednesdays. These days will be used to analyze data, develop common assessments, discuss best instructional practices, determine needed interventions, assess student work samples, and engage in the cycle of inquiry. Additionally, the site leadership team will continue to update and revise the school placemat which focuses on student outcomes and instructional practices through our Innovate Ed meetings.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Support for teachers is provided throughout the school year. Administration and professional development staff from the Professional Development Center provide staff training for teachers with regard to curriculum and instruction, data analysis, and targeted groups. Academic coaches at the site also provide instructional assistance and support to teachers with assisting and identifying at-risk student subgroups in using best instructional practices. The administration and the instructional leadership team offer staff development on the school's instructional foci (placemat), PBIS, ELD strategies, Reading Strategies, and the Common Core standards.

iReady data for the 2022-2023 school year demonstrated that students made gains in the area of math closing the gap between scores in Reading and Math and meeting the goals identified on the school placemat. Kolb will continue to focus on teacher professional development in the area of Math, reading comprehension, and writing for this school year, where the greatest gaps exist.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

For the 2023-2024 school year, Rialto Unified School District will continue to designate Wednesdays as the collaboration day for all instructional grade levels. During this time, teachers will collaborate in and across grade levels on a weekly basis, and during their common prep periods, to analyze assessment data, write Standards-Based Units of study, work on lesson design and delivery, analyze student work samples, engage in the cycle of inquiry, and incorporate English Language Development (ELD) strategies into their lessons. Collaboration time has been incorporated into the teacher's work day (every Wednesday and during common preps).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The adopted curriculum programs used at Kolb Middle School are:

- *English Language Arts- Houghton Mifflin Harcourt, Collections
- *Mathematics-Holt California Edition
- *Social Studies/History-National Geographic
- *Science- McGraw Hill "California Inspire Science"
- *ELD- iLit/Acheive 3000

The school complies with and monitors the implementation of instruction time for the core-adopted programs in ELA and Math through formal and informal classroom observations by the administration.

Kolb Middle School utilized iReady and ALEKs for ELA & Math intervention. Beginning in the 2023-2024 school year, ALEKS will no longer be used and the District has decided to switch to using Delta Math.

Curriculum and instructional foci are based on students' assessment results. Teachers collaborate on the use of evidence-based instructional materials and resources that are beneficial to student success. Teachers design lessons and utilize materials that are congruent with the Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The master schedule assures all students have the recommended instructional minutes for ELA and math. Bell-to-bell instruction from classroom teachers across all grade levels is designed by teachers and monitored by the administration. During the 2022-2023 academic year, every ELA and math class lasted 57 minutes on regular days and 36 minutes on minimum days. A proposed change for the 2023-2024 school year to add an advisory/homeroom period at the beginning of the day is being considered.

Class period durations on a regular school day are as follows:

Period 1 is 62 minutes to allow for morning announcements

Periods 2-6 are 57 minutes in length

Lunch periods are 31 minutes in length.

Class period durations on minimum days are as follows:

Period 1 is 39 minutes to allow for morning announcements

Periods 2-6 are 36 minutes in length

Lunch periods are 30 minutes in length.

For the 2022-2023 school year, the first bell rings at 8:00 AM. The tardy bell rings at 8:05 AM. The school day ends at 2:43 PM on regular school days and at 12:30 PM on minimum days.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District prepares and distributes an annual pacing guide for each grade level in all subject areas. The master schedule and lesson pacing guides provide a variety of opportunities for underperforming students to meet the academic standards with support classes. Student progress monitoring and interventions will be determined using the ELlevation and Student Success data portals. Intervention courses are determined based on student needs.

The 2022-2023 current master school includes:

*AVID elective classes for all 6th-grade students to equip incoming 6th graders with the study skills and strategies to be successful in secondary school, as well as one 7th-grade and one 8th-grade section.

*One 7th grade and one 8th grade Math Support class

*Middle School College and Career Prep (MS CCP) classes (two at the 6th-grade level and one at the 7th & 8th-grade level) for long-term English Learners who need additional language development support in the mainstream program to help them reclassify out of the EL Program.

*Study Skills (two courses offered- one in each SDC class)

*Reading Intervention classes (two for 6th grade and one for 7th and one for 8th grades)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In accordance with the William's Act, all students and teachers have access to standards-based instructional materials for each of the core content areas, including ELD materials. All textbooks are accessed digitally through the Clever portal. Students who request a physical textbook will be issued one through the library.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use SBE-adopted instructional materials for Math, ELA, Science, and Social Studies. Intervention materials include iReady, Delta Math, iLit (ELD), and reteach materials from the SBE approved adoptions.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Kolb Middle School uses the RTI model of intervention where students who may be underperforming can get extra help during advisement through teacher-led conferences and interventions and peer tutoring. Additionally, teachers scaffold content and differentiate their instruction in order to meet all students' needs. Struggling students are identified and a Student Success Team convenes to collaborate support for the student. This is documented and entered in the Beyond SST program and tracks student information, including students on 504 accommodation plans.

Counselors, Coaches, the Reading Specialist, and on-site support providers, under the guidance of the administration, meet with at-risk students to discuss goal setting and additional strategies students can use to improve their academic and behavioral performance. Teachers and counselors have regular contact with parents/guardians so that both parties can work together to help improve student achievement.

During the 2022-2023 school year, teachers and administrators will be utilizing digital textbooks along with a variety of different platforms for learning, such as NearPod, Brain Pop, Flocabulary, Blookit, iReady lessons, Quizziz, etc.

Evidence-based educational practices to raise student achievement

All teachers have been trained in iReady to access their student assessment data. This training has allowed teachers to understand their student data; through this, the results of the California Standards Test and quarterly district benchmark assessments in ELA and Math are being better analyzed and used to plan and modify the instructional program in each department at each grade level on a longitudinal basis. The assessments are being used more consistently as formative, and not summative, assessments. Therefore, there has been an increased emphasis on the analysis of student data by classroom teachers to plan for instruction. There is a continued effort to ensure that all teachers are participating. ELA, Math, Science, and Social Science teachers are also using quarterly CFA's and scanning the results into Synergy. At ongoing teacher in-services (staff development) teachers are provided with evidence-based educational resources used to raise student achievement. Training in Synergy Assessments is being offered to all teachers to use this new platform that has replaced Illuminate.

Teachers will continue to use Google Classroom and the Google Suite for the purpose of facilitating programs, as well as a way of communicating lessons, agendas, and work submissions for students and parents.

The instructional practices that teachers will continue to implement according to our school placement are:

- *Reinforce and model answering/asking questions in collaboration by completing sentences using accountable talk stems
- *Utilize focused note-taking within their content area
- *Display and refer to a resource-rich environment, relevant to current content
- *Engage in evidence-based conversations
- *Utilize a variety of instructional materials
- *Teach content area academic language/vocabulary

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Kolb Middle School will hold parent meetings in person whenever possible, otherwise, meetings will be held using Google Meet.

Parents are invited to participate in a variety of opportunities offered at Kolb Middle School, including, but not limited to:

- * School Site Council Meetings
- * ELAC meetings
- * Parent-teacher, IEP, 504 Plan meetings, SART meetings, etc.

Parents/guardians and the community will be kept informed about school business and activities via the school website, social media accounts, BlackBoard parent phone calls, Remind app, etc.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Kolb Middle school works closely with all stakeholders to develop and maintain Kolb's excellent programs.

- Parents have the opportunity to participate in School Site Council (SSC) and English Language Advisory Committee (ELAC).
- Teachers are the experts in the classrooms; therefore, their suggestions and ideas play an important role in all KMS programs.
- Other support staff, in and out of the classroom, also work with students closely, and therefore, suggestions they make are also taken into consideration.
- Student input is obtained through ASB officers who are involved in SSC

The School Site Council, ELAC, and school site leadership team review the SPSA annually and give input regarding changes, additions, and/or deletions to the SPSA, wherever possible.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 funds at Kolb Middle School are used to improve instructional practices, counseling, parental involvement, staff development, and overall school climate to increase student achievement. In the 2023-2024 school year categorical funds will be used for Intervention Support programs such as iReady and on database portals such as ELlevation and Student Success that will provide a more efficient and centralized way of data analysis and disaggregation for the purpose of student progress monitoring and identification of interventions and supports. Funds may also be used to continue to provide SEL mentoring and resources for students identified with specific needs.

This school year Kolb will be continuing learning walks on campus. The purpose of learning walks is based on the premise that improving instruction and learning requires a network of colleagues engaged in shared practices. Kolb teachers will use learning walks and the school placemat to assist with meeting our school-wide focus objectives. Learning walks at Kolb include administration, instructional coaches, and teachers. Learning walks involve a pre-brief meeting, visiting a variety of classrooms, and then a post-briefing meeting. The team discusses the highlights they observed and compiles an email that goes out to the staff to communicate the positive practices that were observed. This allows the invited teachers on the team to observe colleagues using effective teaching practices, learn new strategies they can incorporate in their own practice, and learn which colleagues they want to further go to and get more assistance from. It also allows the administration to observe the level of implementation of instructional foci as detailed in the placemat during instruction. This process has been hailed by all who have engaged in it as a very effective practice.

Fiscal support (EPC)

Categorical funds are used in six main areas to improve student achievement: personnel salaries, on-going staff development, extended-day learning opportunities, research-based supplemental instructional materials, and parental involvement. The school has a priority to focus on both classroom teachers and students.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Kolb Middle School maintains an active School Site Council stakeholders group that is made up of students, parents representing English Learners, Special Education, African American students, Foster Youth, and Low Socioeconomic students. The committee also includes teachers from various levels, school administration, members from the classified union, and other Kolb Middle School personnel.

In addition, students were surveyed on the Student Needs Assessments of Kolb Middle School. ASB student representatives for SSC will be given a brief presentation on the SPSA and asked to complete a simple survey that includes an open-ended question as to how Kolb Middle School can best support them. Results from student surveys and parent surveys will also be analyzed for areas related to the LCAP and shared with stakeholder groups. Kolb Middle School will conduct stakeholder meetings at least five times during the year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on the needs assessment, Kolb Middle School has identified the following resource inequities:

LACK OF MEANINGFUL ACCESS TO AFTER-SCHOOL OR SATURDAY INTERVENTIONS:
Kolb has not had consistent after-school and Saturday intervention programs. The afterschool intervention has been provided by certain teachers in limited subject matters to support a small number of students. Rialto USD has begun a Tutoring Hub to support students at various school sites; however, due to a lack of staffing, Kolb students do not have access to an on-site tutoring hub. Students who want to participate in in-person afterschool tutoring must attend another surrounding area middle school or access support online through Viking Tutoring company. This has caused some students little to no access to additional support outside of the regular school day. This increases the lack of intervention support students receive also due to the limited availability of intervention courses offered during the regular school day. In addition to academic interventions, the same is true for behavior and social-emotional intervention services.

LACK OF MEANINGFUL ACCESS TO SUMMER INTERVENTION PROGRAMS:
Kolb has traditionally held Summer Intervention programs. These programs have ranged from two to three weeks in length. Students attend various courses of intervention, dependent upon their needs and available space. Students invited to participate in summer intervention included priority registrations to identified at-risk student groups which include foster youth, English learners, students with disabilities, and African American students. Similar to the afterschool intervention program, the lack of ELA and math teachers have made it difficult to offer multiple literacy and numeracy intervention offerings for students.

LACK OF ACCESS TO TECHNOLOGY-BASED INSTRUCTIONAL OPPORTUNITIES:
Kolb has followed Rialto USD's plan for 1-1 implementation of Chromebooks for all students in grades 6-8. Despite the 1-1 technology roll-out to students, there are still some students who do not

have access to a fully functioning device, due to student usage. The number of devices available as loaners and replacements until damaged or non-operational devices is limited. In addition, some households continue to lack adequate internet access for students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.21%	0%	2	2	0
African American	13.6%	14.97%	16.32%	142	140	147
Asian	0.7%	0.43%	0.44%	7	4	4
Filipino	0.3%	0.21%	0.44%	3	2	4
Hispanic/Latino	80.1%	78.72%	78.02%	835	736	703
Pacific Islander	0.3%	0.53%	0.67%	3	5	6
White	3.8%	3.42%	2.66%	40	32	24
Multiple/No Response	1.0%	1.50%	1.44%	10	14	13
Total Enrollment				1,042	935	901

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	343	285	302
Grade 7	341	322	285
Grade 8	358	328	314
Total Enrollment	1,042	935	901

Conclusions based on this data:

1. Student enrollment has steadily declined over the past three years.
2. African American student enrollment by percentage of population has increased over the past three years.
3. Despite declining enrollment, 8th grade continues to have the highest student enrollment over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	198	143	148	19.00%	15.3%	16.4%
Fluent English Proficient (FEP)	226	205	174	21.70%	21.9%	19.3%
Reclassified Fluent English Proficient (RFEP)	7			3.5%		

Conclusions based on this data:

1. Compared to the number of English Learners, student who are identified as RFEP students is a small percentage according to the data. There is no current data available after 20-21 on reclassification.
2. The percentage of English Learners have decrease over the past 3 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	342	281		0	268		0	268		0.0	95.4	
Grade 7	344	319		0	308		0	308		0.0	96.6	
Grade 8	362	318		0	307		0	307		0.0	96.5	
All Grades	1048	918		0	883		0	883		0.0	96.2	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2508.			10.45			33.96			26.49			29.10	
Grade 7		2516.			6.49			31.49			26.62			35.39	
Grade 8		2542.			11.07			32.57			25.73			30.62	
All Grades	N/A	N/A	N/A		9.29			32.62			26.27			31.82	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		12.69			60.07			27.24				
Grade 7		11.04			59.42			29.55				
Grade 8		15.96			54.07			29.97				
All Grades		13.25			57.76			28.99				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.21			64.18			27.61	
Grade 7		14.94			54.22			30.84	
Grade 8		12.38			56.35			31.27	
All Grades		12.00			57.98			30.01	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.31			72.01			15.67	
Grade 7		8.44			75.00			16.56	
Grade 8		11.40			72.96			15.64	
All Grades		10.65			73.39			15.97	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		19.03			60.82			20.15	
Grade 7		14.61			60.71			24.68	
Grade 8		15.96			69.06			14.98	
All Grades		16.42			63.65			19.93	

Conclusions based on this data:

1. The participation rate for ELA CAASPP was just over the 95% threshold at 96.2%.
2. The Listening Domain appears to have the highest percentage of students At or Above Standard at 84.04%.
3. The Writing Domain appears to have the highest percentage of students Below Standard at 30.1%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	342	282		0	278		0	278		0.0	98.6	
Grade 7	344	319		0	313		0	313		0.0	98.1	
Grade 8	362	319		0	310		0	309		0.0	97.2	
All Grades	1048	920		0	901		0	900		0.0	97.9	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2473.			9.35			11.87			31.29			47.48	
Grade 7		2470.			5.43			9.27			32.59			52.72	
Grade 8		2499.			13.59			11.65			18.45			56.31	
All Grades	N/A	N/A	N/A		9.44			10.89			27.33			52.33	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.91			45.68			46.40	
Grade 7		5.75			45.69			48.56	
Grade 8		16.50			36.25			47.25	
All Grades		10.11			42.44			47.44	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		6.47			47.48			46.04	
Grade 7		5.11			49.52			45.37	
Grade 8		12.62			41.75			45.63	
All Grades		8.11			46.22			45.67	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.27			57.19			34.53	
Grade 7		3.83			59.11			37.06	
Grade 8		11.33			54.69			33.98	
All Grades		7.78			57.00			35.22	

Conclusions based on this data:

1. Overall a majority of students identified as Below Standard is greater than half the school, at 52.33%.
2. 8th grade students have the highest percentage identified as At or Near and Above Standard, at 25.24%, as compared to the other two grade levels.
3. The Domain with the high percentage of students identified as At or Near and Above is Communicating Reasoning at 64.78%

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1514.5	1506.9		1517.9	1510.1		1510.7	1503.4		61	40	
7	1528.6	1530.4		1530.0	1524.5		1526.8	1536.0		49	55	
8	1539.8	1536.8		1548.0	1536.6		1531.2	1536.6		58	45	
All Grades										168	140	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.52	10.00		29.31	30.00		34.48	32.50		20.69	27.50		58	40	
7	18.18	16.36		43.18	40.00		20.45	29.09		18.18	14.55		44	55	
8	18.52	15.56		40.74	40.00		25.93	26.67		14.81	17.78		54	45	
All Grades	17.31	14.29		37.18	37.14		27.56	29.29		17.95	19.29		156	140	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	27.59	25.00		36.21	45.00		18.97	15.00		17.24	15.00		58	40	
7	29.55	18.18		50.00	50.91		4.55	20.00		15.91	10.91		44	55	
8	31.48	33.33		42.59	35.56		18.52	20.00		7.41	11.11		54	45	
All Grades	29.49	25.00		42.31	44.29		14.74	18.57		13.46	12.14		156	140	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.17	2.50		13.79	12.50		41.38	35.00		39.66	50.00		58	40	
7	4.55	9.09		29.55	16.36		31.82	50.91		34.09	23.64		44	55	
8	9.26	6.67		20.37	20.00		42.59	46.67		27.78	26.67		54	45	
All Grades	6.41	6.43		20.51	16.43		39.10	45.00		33.97	32.14		156	140	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	22.41	12.50		53.45	57.50		24.14	30.00		58	40	
7	15.91	5.45		61.36	69.09		22.73	25.45		44	55	
8	16.67	8.89		66.67	64.44		16.67	26.67		54	45	
All Grades	18.59	8.57		60.26	64.29		21.15	27.14		156	140	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	46.94	55.00		40.82	35.00		12.24	10.00		49	40	
7	65.71	61.82		28.57	30.91		5.71	7.27		35	55	
8	62.86	51.11		34.29	40.00		2.86	8.89		35	45	
All Grades	57.14	56.43		35.29	35.00		7.56	8.57		119	140	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.62	10.00		32.76	25.00		58.62	65.00		58	40	
7	19.05	12.73		35.71	47.27		45.24	40.00		42	55	
8	18.87	15.56		26.42	20.00		54.72	64.44		53	45	
All Grades	15.03	12.86		31.37	32.14		53.59	55.00		153	140	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.91	7.50		76.36	65.00		12.73	27.50		55	40	
7	6.82	3.64		81.82	85.45		11.36	10.91		44	55	
8	4.00	0.00		88.00	88.89		8.00	11.11		50	45	
All Grades	7.38	3.57		81.88	80.71		10.74	15.71		149	140	

Conclusions based on this data:

1. The overall mean scaled score on the ELPAC across all grade levels has remained somewhat consistent over the past two years,
2. The percentage of students scoring in Level 4 on the ELPAC has decreased from the previous reported year.

3. The percentage of students scoring as Well Developed in the Writing Domain as decrease by nearly half, from 7.38% to 3.57%.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
935	82.9	15.3	0.6
Total Number of Students enrolled in Ben F. Kolb Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	143	15.3
Foster Youth	6	0.6
Homeless	75	8.0
Socioeconomically Disadvantaged	775	82.9
Students with Disabilities	109	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	140	15.0
American Indian	2	0.2
Asian	4	0.4
Filipino	2	0.2
Hispanic	736	78.7
Two or More Races	14	1.5
Pacific Islander	5	0.5
White	32	3.4

Conclusions based on this data:

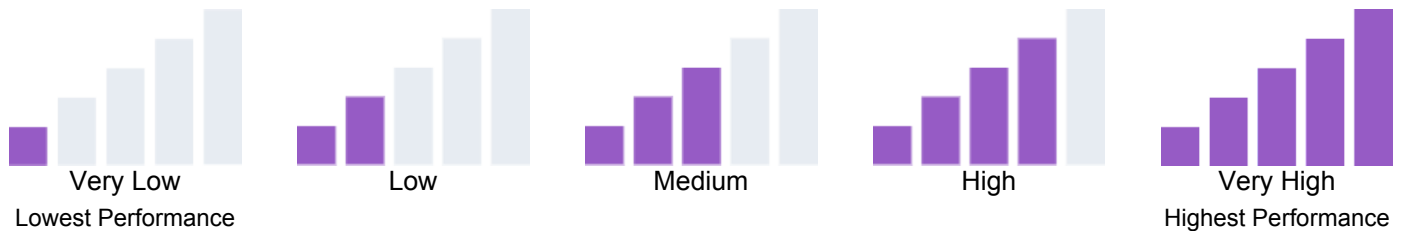
1. African American students makeup the 2nd highest percentage of student population based on Race/Ethnicity.
2. 82.9% of the student population of has been identified as Socioeconomically Disadvantaged.
3. 15.3% of the student population are identified as English Learners.

School and Student Performance Data

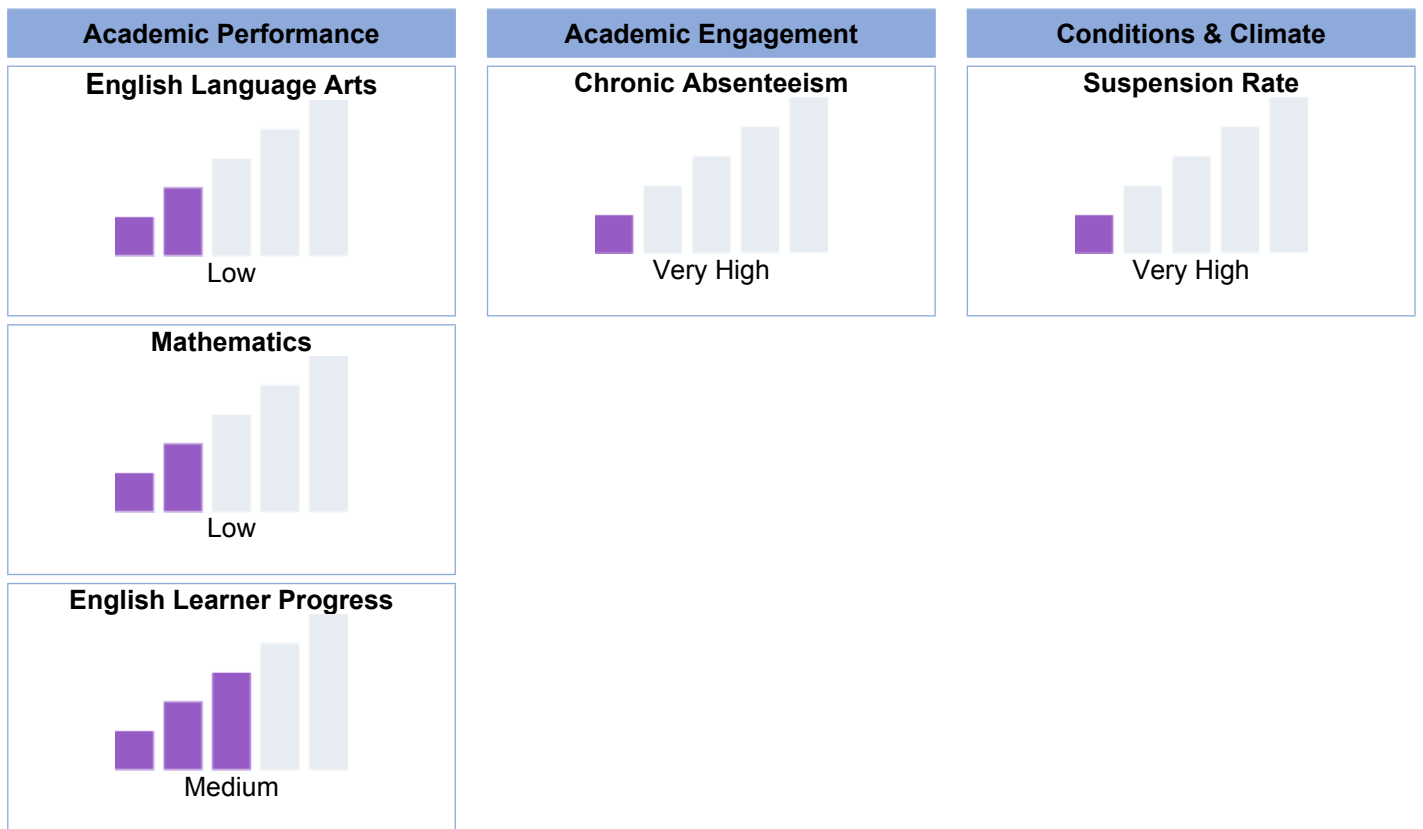
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. The new California Dashboard measures performance using Very Low to Very High performance scale. English Learner Progress has an overall performance of Medium, the best performance category of all the reported categories.
2. Chronic absenteeism and suspension rates have the lowest overall performance indicator at Very High.

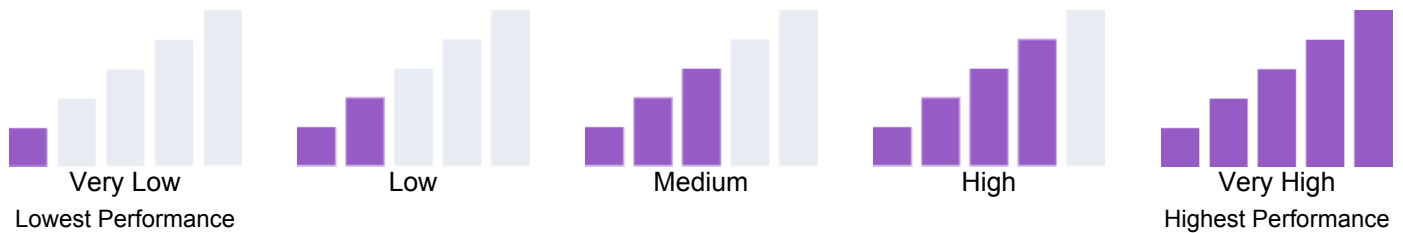
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3. Both ELA and Math academic indicators are the same, Low.

School and Student Performance Data

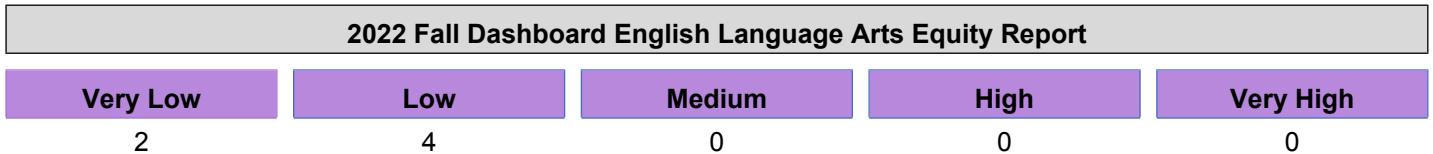
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

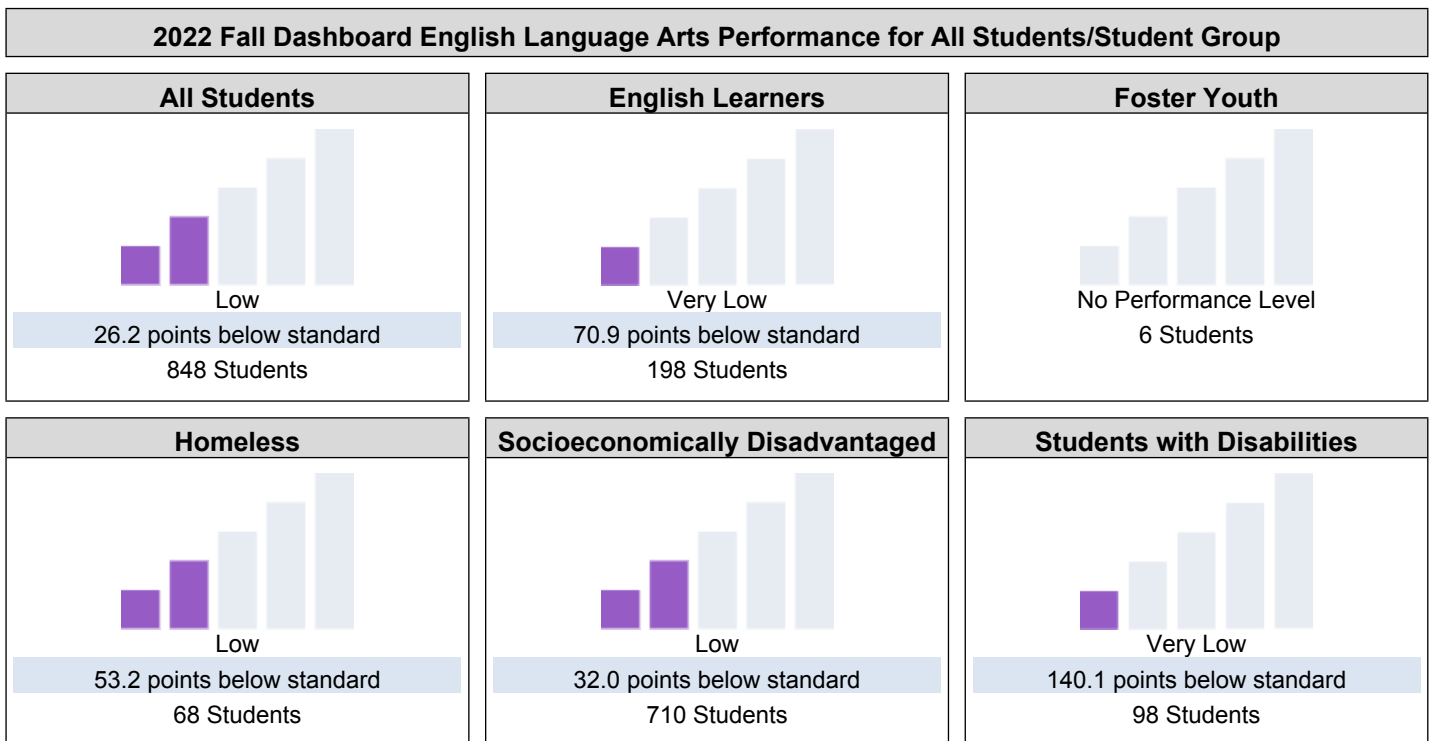
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



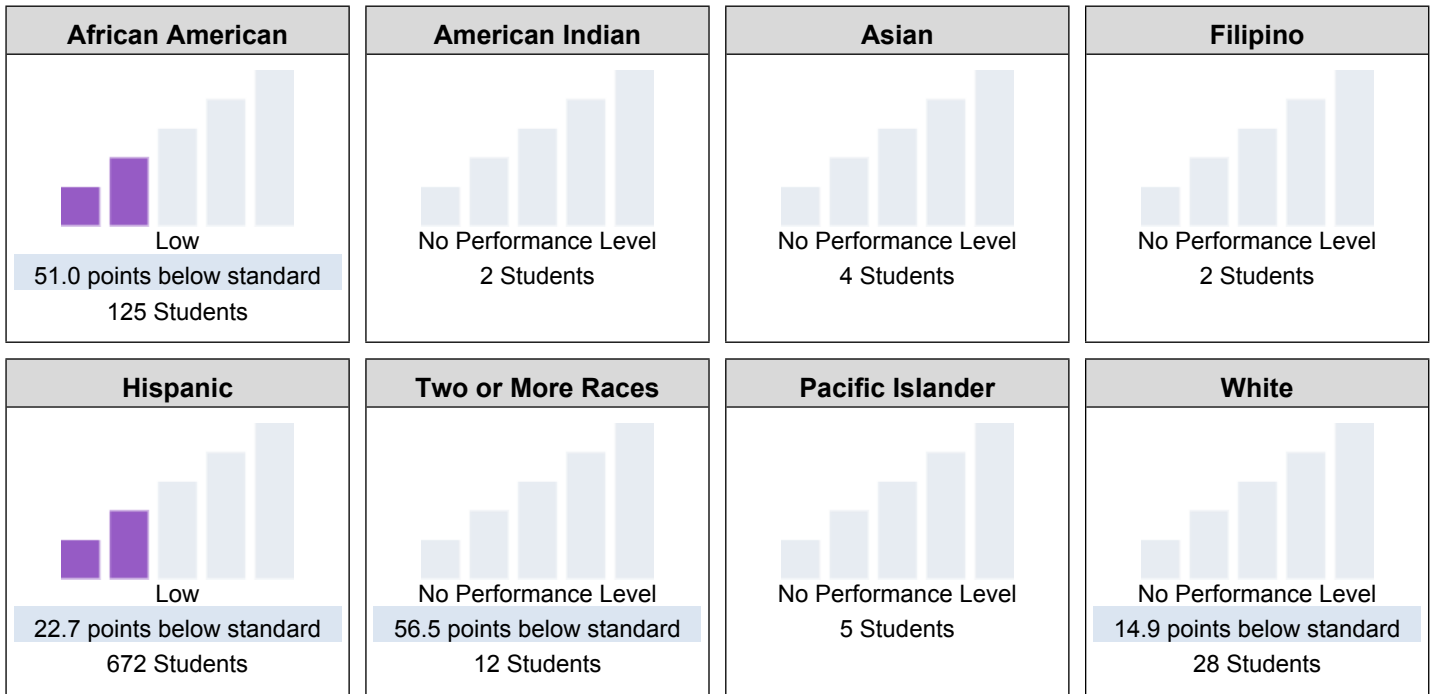
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.3 points below standard 121 Students	9.2 points below standard 77 Students	25.3 points below standard 526 Students

Conclusions based on this data:

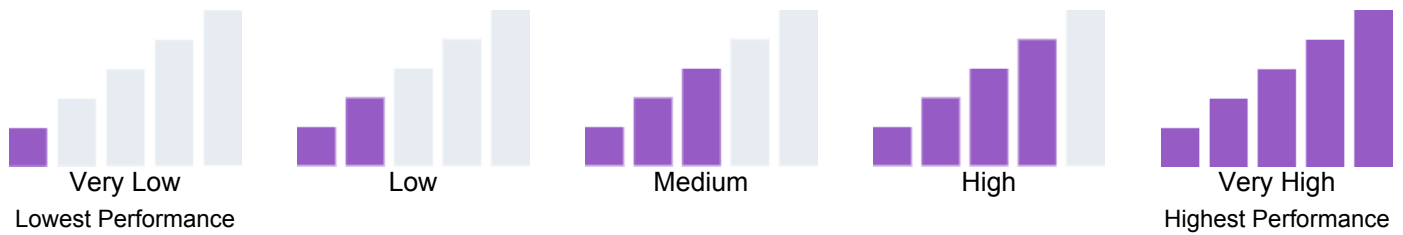
- Of all identified student groups, Students with Disabilities have the highest number of points below standard than any other student group, at 140.1 points below standard.
- Of the Race/Ethnicity student group that have a reported performance level, African American students have the highest number of points below standard than any other student group, at 51.0 points below standard.
- Socioeconomically Disadvantaged students have the lowest number of points below standard of any other student group, at 32.0 points below standard.

School and Student Performance Data

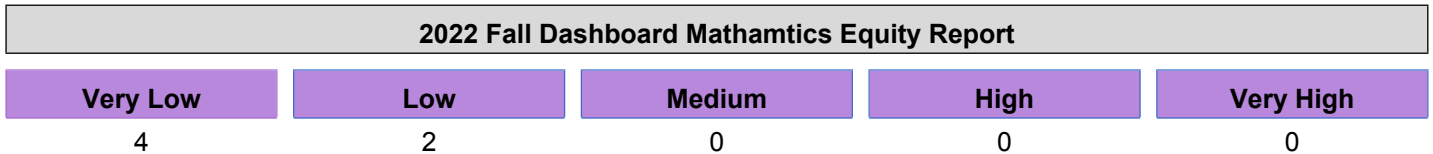
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

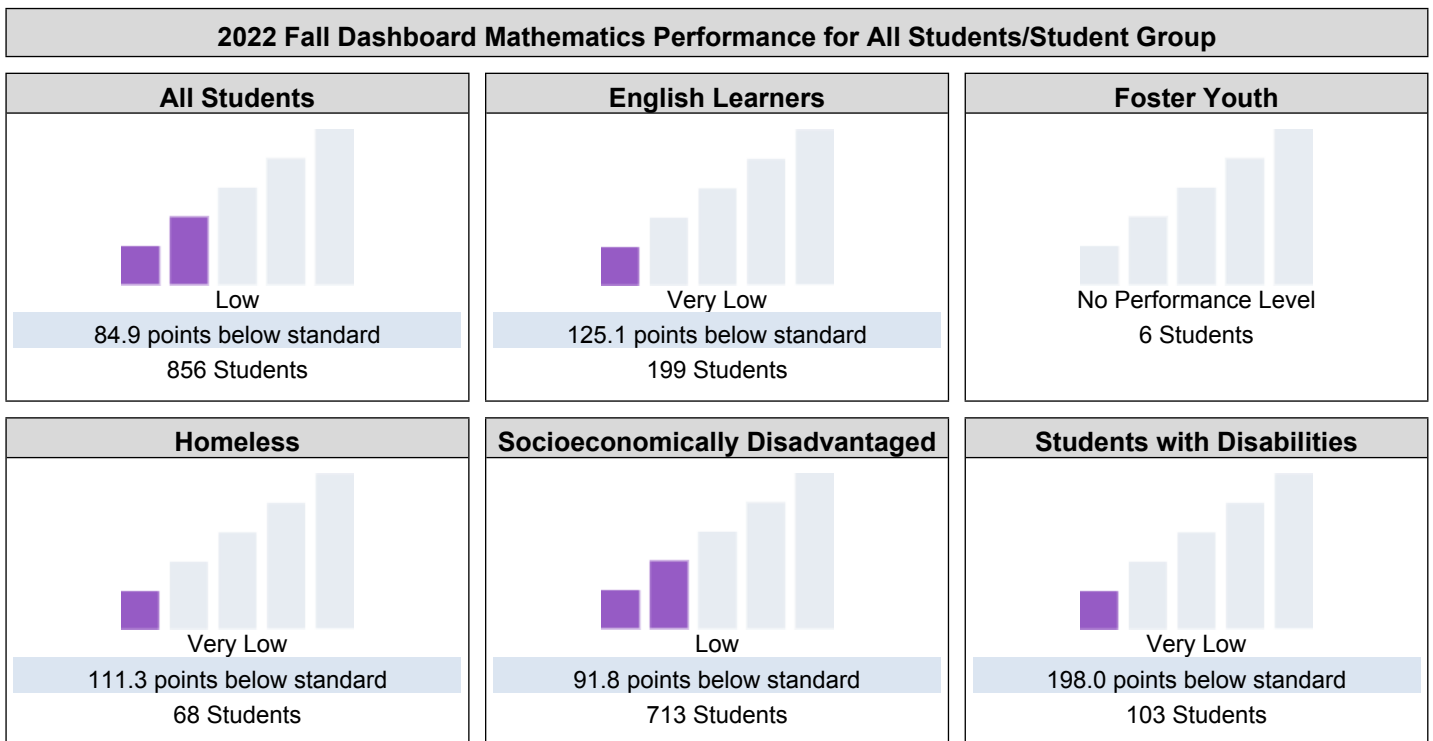
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



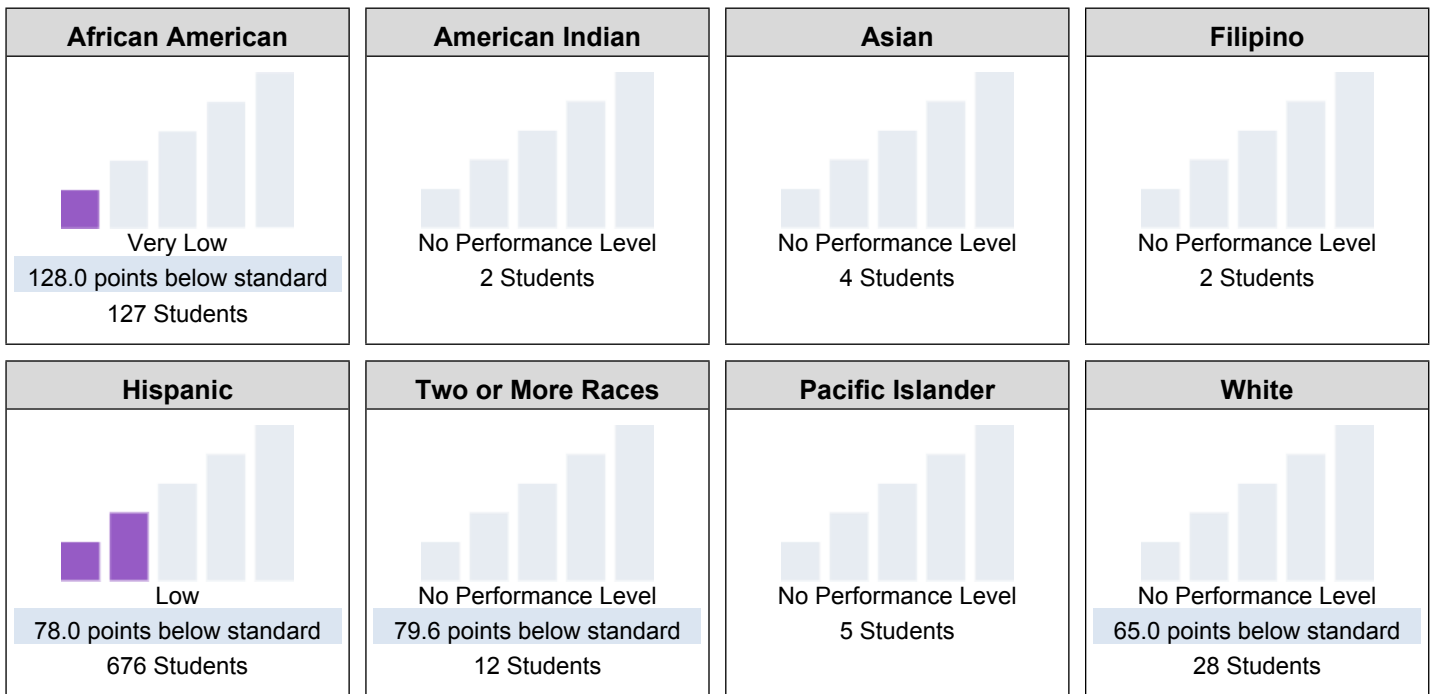
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>166.0 points below standard 121 Students</p>	<p>61.6 points below standard 78 Students</p>	<p>89.8 points below standard 533 Students</p>

Conclusions based on this data:

1. Of all identified student groups, Students with Disabilities have the highest number of points below standard than any other student group, at 198.0 points below standard.
2. Of the Race/Ethnicity student group that have a reported performance level, African American students have the highest number of points below standard than any other student group, at 128.0 points below standard.
3. English Learners have the second highest number of points below standard, at 125.1 points below standard.

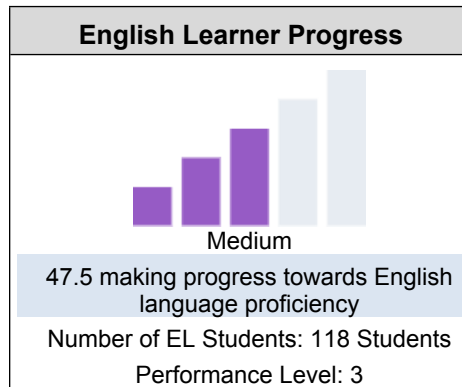
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.8%	34.7%	0.8%	46.6%

Conclusions based on this data:

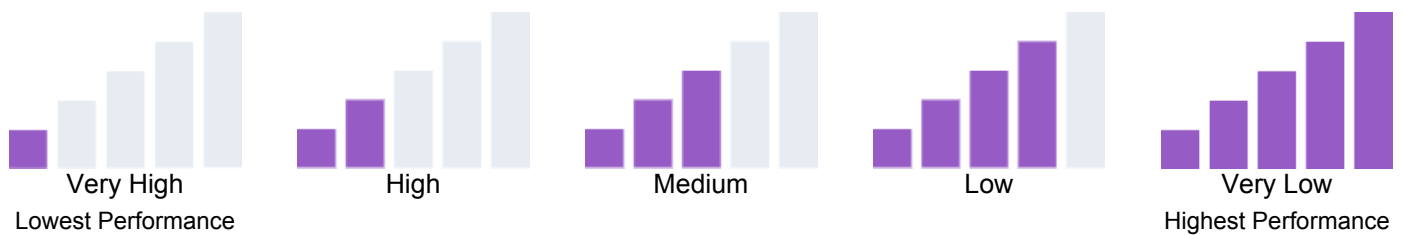
- 47.5% of English Learners are making progress towards English language proficiency.
- However, 17.8% of English Learners decreased one level on the ELPI.
- 46.6% increase at least one ELPI level.

School and Student Performance Data

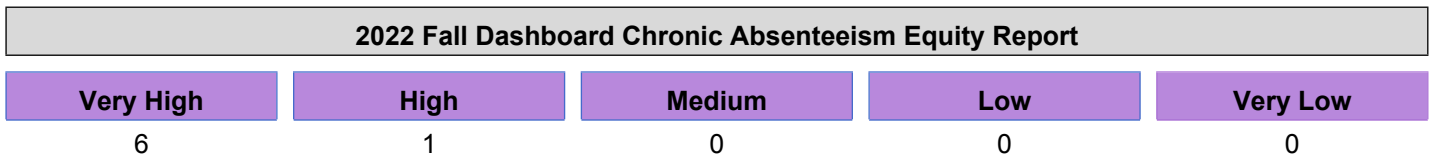
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

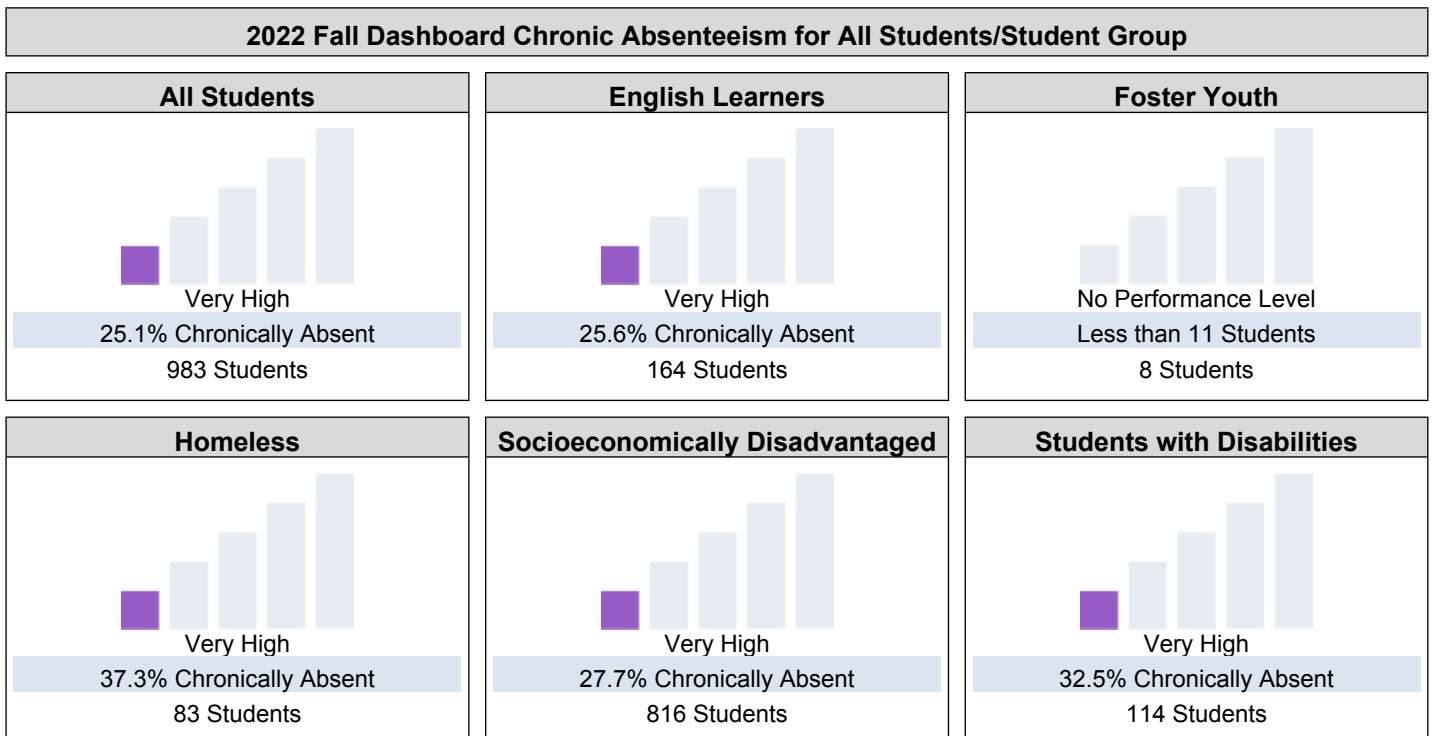
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



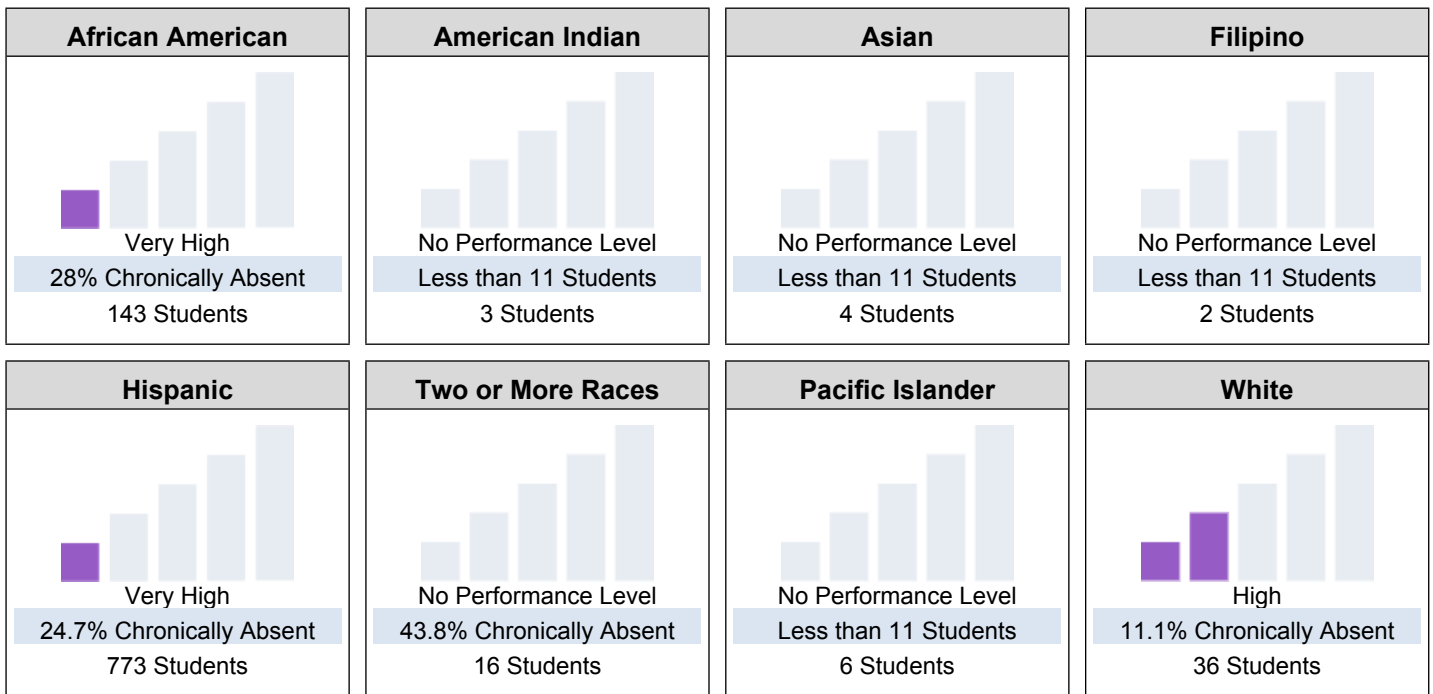
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

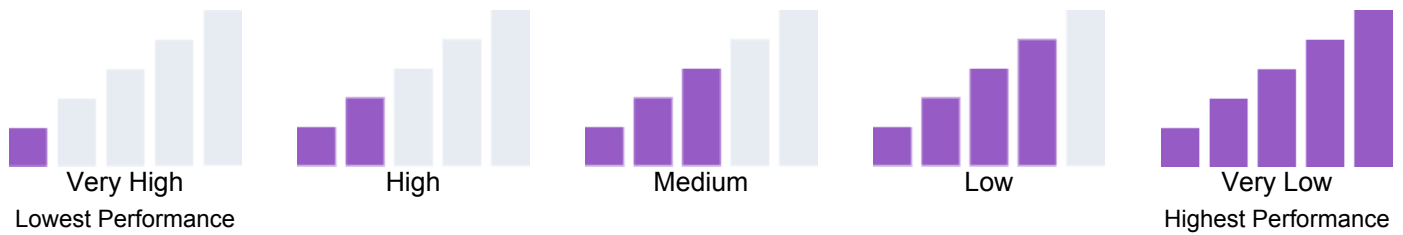
1. Homeless Students have the highest percentage of students that are chronically absent at 37.3%.
2. African American students have the highest percentage of students that are chronically absent at 28% for reported performance levels.
3. After returning from Distance Learning, yet still affected by COVID cases, the overall performance level for chronic absenteeism is very High.

School and Student Performance Data

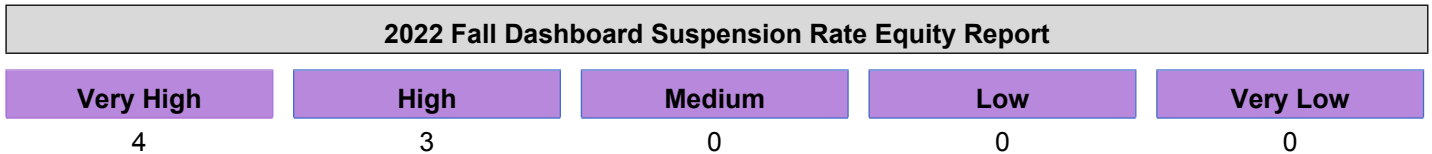
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

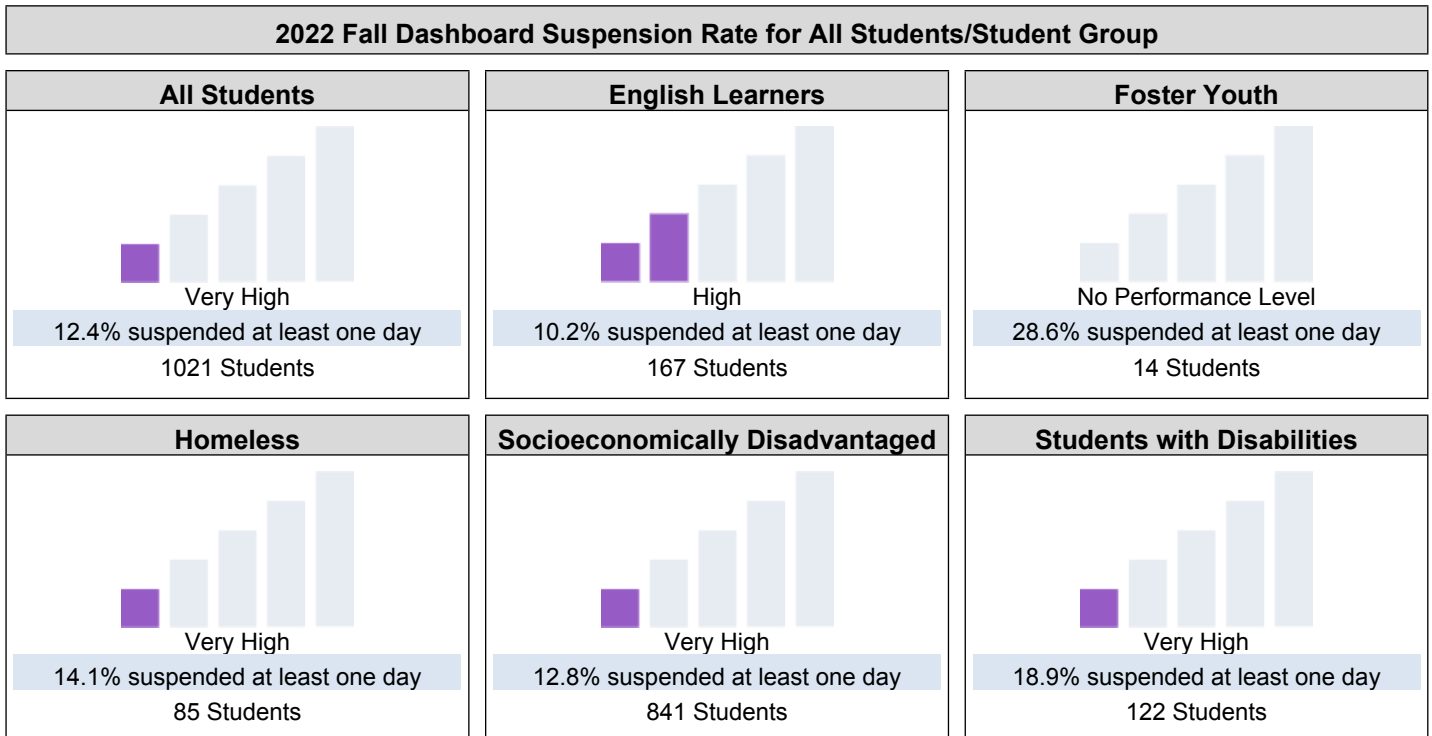
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



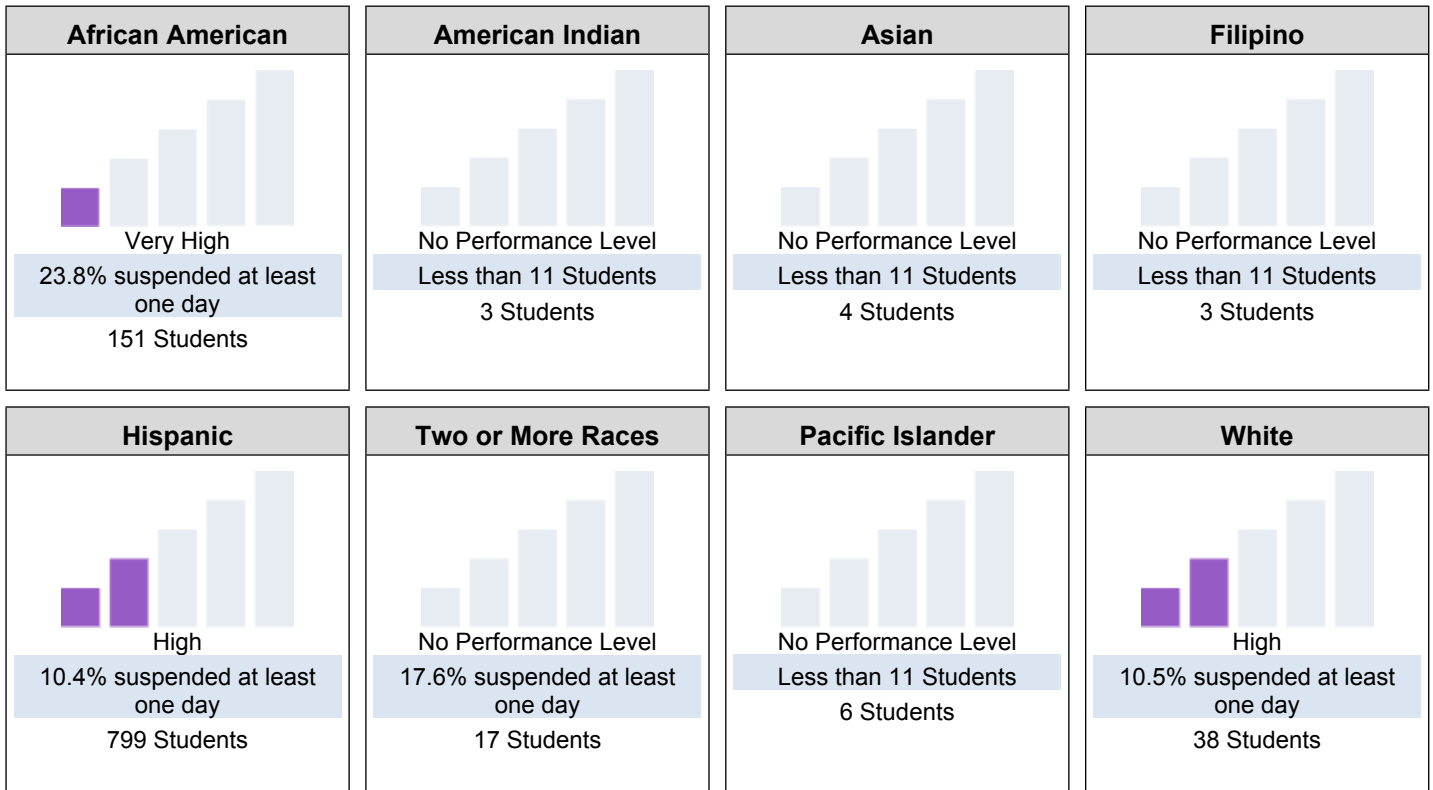
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The overall suspension rate is Very High, with at least 12.4% of students being suspended at least one day.
2. The highest percentage of student as identified by race/ethnicity that have been suspended for at least one day are African American students at 23.8%, with a performance level of Very High.
3. The highest percentage of students in an identified student group that have been suspended for at least one day are Students with Disabilities at 18.9%, with a performance level of Very High.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

PUPIL OUTCOMES

LEA/LCAP Goal

All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.

Goal 1

All Kolb Middle School students will succeed at every grade level, demonstrating readiness for high education, career, and life in the 21st Century. Kolb Middle School will provide an integrated program that addresses student achievement needs and aligns with the school site's Strategic Plan.

The actions noted below will lead to meeting the following achievement targets:

The goals written for student achievement will be based on the iReady assessment for Reading and Math. Rialto USD utilizes iReady as a benchmark for student achievement. Students are assessed three times per academic year to measure growth, progress, and proficiency levels. Although the CAASPP is the accountability measure that the state uses for student achievement, using iReady assessment data will provide a more comprehensive report of student progress by being able to routinely monitor the effectiveness of the actions outlined below. The baseline data used to drive these goals are based on the Spring 2023 iReady assessment for Reading and Math. 883 students tested in both Reading and Math during the Spring 2023 administration of iReady.

Reading:

1)

School-Wide: Based on the Spring 2023 iReady assessment: The overall school-wide reading assessment showed that 34% of students were identified as Early On Grade Level or higher; 22% of students were identified as One Grade Level Below; 12% of students were identified as Two Grade Levels Below; 33% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 122%. 55% of students met their Typical Growth and 20% of students met their Stretch Growth.

The goal is to increase the percentage of students identified as Early On Grade Level or higher by 13%, from 34% based on the Spring 2023 administration to 47% on the Spring 2024 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 16%, from 20% based on the Spring 2023 administration to 36% on the Spring 2024 iReady administration.

2)

African American Students: Based on the Spring 2023 iReady assessment: The overall reading assessment for African American students showed that 22% of students were identified as Early On Grade Level or higher; 23% of students were identified as One Grade Level Below; 13% of students were identified as Two Grade Levels Below; 42% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 117%. 56% of students met their Typical Growth and 15% of students met their Stretch Growth.

The goal is to increase the percentage of African American students identified as Early On Grade Level or higher by 16%, from 22% based on the Spring 2023 administration to 38% on the Spring 2024 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 17%, from 15% based on the Spring 2023 administration to 32% on the Spring 2024 iReady administration.

3)

Students with Disabilities: Based on the Spring 2023 iReady assessment: The overall school-wide reading assessment showed that 1% of students were identified as Early On Grade Level or higher; 10% of students were identified as One Grade Level Below; 11% of students were identified as Two Grade Levels Below; 78% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 150%. 59% of students met their Typical Growth and 19% of students met their Stretch Growth.

The goal is to increase the percentage of students with disabilities identified as Early On Grade Level or higher by 20%, from 1% based on the Spring 2023 administration to 21% on the Spring 2024 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 16%, from 19% based on the Spring 2023 administration to 35% on the Spring 2024 iReady administration.

4)

English Learners: Based on the Spring 2023 iReady assessment: The overall school-wide reading assessment showed that 4% of students were identified as Early On Grade Level or higher; 15% of students were identified as One Grade Level Below; 14% of students were identified as Two Grade Levels Below; 67% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 100%. 52% of students met their Typical Growth and 19% of students met their Stretch Growth.

The goal is to increase the percentage of students identified as Early On Grade Level or higher by 19%, from 4% based on the Spring 2023 administration to 23% on the Spring 2024 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 16%, from 19% based on the Spring 2023 administration to 35% on the Spring 2024 iReady administration.

Math:

1)

School-Wide: Based on the Spring 2023 iReady assessment: The overall school-wide math assessment showed that 23% of students were identified as Early On Grade Level or higher; 33% of students were identified as One Grade Level Below; 15% of students were identified as Two Grade Levels Below; 28% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 93%. 49% of students met their Typical Growth and 15% of students met their Stretch Growth.

The goal is to increase the percentage of students identified as Early On Grade Level or higher by 15%, from 23% based on the Spring 2023 administration to 38% on the Spring 2024 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 17%, from 15% based on the Spring 2023 administration to 32% on the Spring 2024 iReady administration.

2)

African American Students: Based on the Spring 2023 iReady assessment: The overall math assessment for African American students showed that 12% of students were identified as Early On Grade Level or higher; 32% of students were identified as One Grade Level Below; 16% of students were identified as Two Grade Levels Below; 40% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 80%. 41% of students met their Typical Growth and 13% of students met their Stretch Growth.

The goal is to increase the percentage of African American students identified as Early On Grade Level or higher by 17%, from 12% based on the Spring 2023 administration to 29% on the Spring 2024 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 17%, from 13% based on the Spring 2023 administration to 30% on the Spring 2024 iReady administration.

3)

Students with Disabilities: Based on the Spring 2023 iReady assessment: The overall school-wide math assessment showed that 0% of students were identified as Early On Grade Level or higher; 7% of students were identified as One Grade Level Below; 22% of students were identified as Two Grade Levels Below; 72% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 75%. 42% of students met their Typical Growth and 10% of students met their Stretch Growth.

The goal is to increase the percentage of students with disabilities identified as Early On Grade Level or higher by 20%, from 0% based on the Spring 2023 administration to 20% on the Spring 2024 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 18%, from 10% based on the Spring 2023 administration to 28% on the Spring 2024 iReady administration.

4)

English Learners: Based on the Spring 2023 iReady assessment: The overall school-wide math assessment showed that 5% of students were identified as Early On Grade Level or higher; 27% of students were identified as One Grade Level Below; 13% of students were identified as Two Grade Levels Below; 55% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 92%. 48% of students met their Typical Growth and 11% of students met their Stretch Growth.

The goal is to increase the percentage of students identified as Early On Grade Level or higher by 19%, from 5% based on the Spring 2023 administration to 24% on the Spring 2024 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 18%, from 11% based on the Spring 2023 administration to 29% on the Spring 2024 iReady administration.

English Development Goal:

For the 2023-2024 Academic Year, Kolb Middle School is projected to have 148 students identified as English Learners. Of the 148 identified English Learners, the distribution of the Overall EL levels based on the 2022 ELPAC Summative Assessment is as follows:

4 students have NO EL Level Designation

21 students are identified as Level 1

55 students are identified as Level 2

62 students are identified as Level 3

6 students are identified as Level 4

Of the 62 students identified as Level 3, there are 26 incoming 7th and 8th-grade students for the upcoming 2023-2024 academic year that have remained at an Overall Level 3 for two or more years. There are 27 incoming 6th-grade students identified as EL Level 3; however, the number of incoming 6th-grade students identified as having two or more years at EL Level 3 is currently unknown.

The identified gap for this student group is English Learners that have remained at an Overall EL Level 3, based on the ELPAC Summative Assessment, for two or more years. This equates to a potential total of 53 students in grades 6th through 8th, which is 35.8% of the total English Learner student population for the 2023-2024 academic year.

Goal:

The goal based on the identified gap is for 45 of the potential 53 students to increase their Overall EL level from a 3 to a 4 on the ELPAC Summative Assessment for the 2023-2024 academic year. This is 85% of the overall EL level 3 student population and 30.4% of the overall English Learner student population.

Identified Need

2022-2023 was the first year after returning from the COVID school closure and the year of Distance Learning that the state of California administered the CAASPP. Kolb was the only school in Rialto USD that did not demonstrate a learning loss. However, the amount of growth and progress students made as compared to the last time students at Kolb took the CAASPP was minimal. It is clear from the Spring iReady 2023 administration for both Reading and Math that there is still a great need for students to improve their proficiency in reading and math skills. Some challenges from the 2022-2023 academic year were continued chronic absenteeism and suspensions, especially among African American students and students with disabilities. These challenges greatly impacted the academic achievement of these identified student groups. Additionally, all students and student groups have demonstrated consistent underperformance in the area of math. Finally, English learners are not making adequate progress or growth in both reading and math, as compared to their peers. A focus on intentional and targeted interventions is needed to address these needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Assessment	<p>Percentage of students Early On Grade Level or higher: School-Wide - 34% African American Students - 22% Students with Disabilities - 1% English Learners - 4%</p> <p>Percentage of Students the made Stretch Growth: School-Wide - 20% African American Students - 15% Students with Disabilities - 19% English Learners - 19%</p>	<p>Percentage of students expected to be Early On Grade Level or higher: School-Wide - 47% African American Students - 38% Students with Disabilities - 21% English Learners - 23%</p> <p>Percentage of students expected to make Stretch Growth: School-Wide - 36% African American Students - 32%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Students with Disabilities - 35% English Learners - 35%
iReady Math Assessment	<p>Percentage of students Early On Grade Level or higher: School-Wide - 23% African American Students - 12% Students with Disabilities - 0% English Learners - 5%</p> <p>Percentage of Students the made Stretch Growth: School-Wide - 15% African American Students - 13% Students with Disabilities - 10% English Learners - 11%</p>	<p>Percentage of students expected to be Early On Grade Level or higher: School-Wide - 38% African American Students - 29% Students with Disabilities - 20% English Learners - 24%</p> <p>Percentage of students expected to make Stretch Growth: School-Wide - 32% African American Students - 30% Students with Disabilities - 38% English Learners - 29%</p>
ELPAC	<p>English Proficiency Levels 4 students have NO EL Level Designation 21 students are identified as Level 1 55 students are identified as Level 2 62 students are identified as Level 3 6 students are identified as Level 4</p>	<p>45 of the potential 53 students to increase their Overall EL level from a 3 to a 4 on the ELPAC Summative Assessment for the 2023-2024 academic year. This is 85% of the overall EL level 3 student population and 30.4% of the overall English Learner student population.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students who are not demonstrating on-grade-level proficiency or NOT making adequate progress towards on-grade-level proficiency in Reading/English Language Arts, English Language Development or Math.

Strategy/Activity

1.1 A tiered Response to Intervention (RTI) to address students not making adequate progress toward on-grade-level proficiency in Reading/English Language Arts, English Language

Development, or Math. Teachers, administrators, counselors, support personnel, and parents (Student Success Team) will meet to review student data and create an intervention plan. The Student Success Team (SST) will focus on addressing areas of need for each student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,300.00	Title I 5800: Professional/Consulting Services And Operating Expenditures ELLevation software to monitor student progress

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

African American students, English Learners, Foster Youth, and Students with Disabilities will receive priority for targeted support for this strategy.

Strategy/Activity

1.2 Address students not making adequate progress toward on-grade-level proficiency in Reading/English Language Arts, English Language Development, or Math will be offered intervention support during the regular school day, after school, or during summer intersession.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Duty for After School Intervention
3,000.00	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Duty for Saturday Intervention
1,500.00	EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher Extra Duty for After School Intervention
1,500.00	EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher Extra Duty for Saturday Intervention
1,000.00	Title I 1000-1999: Certificated Personnel Salaries Teacher Hourly Rate for Summer Intervention

1,000.00	EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher Hourly Rate for Summer Intervention
2,000.00	Title I 4000-4999: Books And Supplies Intervention Materials and Supplies
750.00	EL Supplemental 4000-4999: Books And Supplies Intervention Materials and Supplies
0.00	Title I 4000-4999: Books And Supplies SIPPS Challenge and Plus Programs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.3 Provide an AVID program to support students in demonstrating readiness for high education, career, and life in the 21st Century. The AVID program will be fully implemented.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000.00	Title I 2000-2999: Classified Personnel Salaries AVID Tutors Salary and Benefits
1,000.00	Title I 4000-4999: Books And Supplies Materials and Supplies to Support the AVID program
300.00	Title I 1000-1999: Certificated Personnel Salaries Extra Duty for Teachers to Support AVID program after school or Saturdays
500.00	Title I 5000-5999: Services And Other Operating Expenditures AVID Study Trips - Entrance Fees, Materials, Transportation, Etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.4 (a) To address students not making adequate progress toward on-grade-level proficiency in Reading/English Language Arts, English Language Development, or Math, the use of supplemental instructional programs or computer applications will be provided to all students and used accordingly per program guidelines.

1.4 (b) Ancillary equipment and/or materials will be used in order to support the use of online programs.

1.4 (c) Computer applications used to provide supplemental, scaffolded, and differentiated support during instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures NearPod and Flocabulary
14,742.00	Title I 5800: Professional/Consulting Services And Operating Expenditures iReady Instruction for Reading and Math
3,500.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Quizizz or Blooket
5,700.00	Title I 5800: Professional/Consulting Services And Operating Expenditures GoGuardian
300.00	Title I 4000-4999: Books And Supplies Mountain Language
383.00	Title I 4000-4999: Books And Supplies Scholastic Digital Junior Readers Subscription
2,000.00	Title I 4000-4999: Books And Supplies

	Ancillary Equipment and Supplies (headphones, computer accessories, etc.)
750.00	EL Supplemental 4000-4999: Books And Supplies Supplemental Literacy Material

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.5 Provide opportunities to support students in demonstrating readiness for high education, career, and life in the 21st Century. Students will be offered the opportunity to take the PSAT

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,800.00	Title I 4000-4999: Books And Supplies PSAT Test Materials and Prep

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The results from the overall implementation of the SPSA during the 2022-2023 academic year are somewhat inconclusive. The stated goal of increasing five (5) points towards standard in both ELA and Math in the CAASPP iReady Scores. However, by the annual review of the plan and the effectiveness of the actions, the CAASPP scores have not been released. Therefore, it is difficult to analyze the overall effectiveness of the plan. In addition, the iReady goal for students to make a 20% gain in the progress level for both Reading and Math is also difficult to determine, because the growth progress report for the school is not measured in that manner. However, overall as a school 55% of students in grades 6th through 8th met their typical growth and 20% met their stretch growth in Reading. In addition, 59% of 6th-grade students had improved placement, 47% of 7th-grade students had improved placement, and 44% of 8th-grade students had improved placement in Reading. However, overall as a school 49% of students in grades 6th through 8th met their typical growth and 16% met their stretch growth in Math. In addition, 60% of 6th-grade students

had improved placement, 41% of 7th-grade students had improved placement, and 52% of 8th-grade students had improved placement in Math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation and the budgeted expenditure to meet the articulated goals are as follows:

- The use of Language Live!, Wonders Fluency passages, etc. were not utilized as planned
- The Math and ELA/ELD coaches position remained vacant for a majority, if not the entire year
- The Panorama Ed purchase for the year did not include the Student Success Portal

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes made to this goal include using only the iReady diagnostic assessments for both Reading and Math, as to progress monitor and be able to analyze frequently progress towards goals. In addition, these goals also included targeted student groups. Lastly, an ELPAC goal was added on to measure English Learning progress toward English language proficiency.

Changes to the strategies and activities include moving some strategies that include social-emotional well-being and behavior supports to goal 3. In addition, the support from Reading and Math coaches was moved to goal 2. since the coaches work primarily with teachers to improve instructional practices. The final change in the plan includes combining all offered intervention programs that are offered during school, after-school, Saturdays, and during the Summer session into one primary goal of providing intervention support.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

PROFESSIONAL DEVELOPMENT

LEA/LCAP Goal

Conditions for Learning: Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

Goal 2

All Kolb Middle School students are provided with access and opportunities to support learning from highly qualified and effective teachers that collaborate through professional learning communities that promote a culture of continuous improvement for student achievement.

The actions noted below will lead to meeting the following achievement targets:

All certificated administrators, classroom teachers, instructional support teachers, instructional coaches, and school counselors will participate in weekly professional learning communities using a cycle of inquiry focusing on student needs identified from data analysis and implementing improvement plans for student success. All academic areas and instructional support teams will submit weekly minutes and documentation of collaboration for at least 80% of the weekly collaboration opportunities, as identified on the school calendar.

100% of certificated staff will focus on one (1) professional growth goal and attend at least three (3) professional development opportunities that will support and strengthen their professional growth goal. This action will be measured by at least three (3) surveys and self-reflection feedback forms given at the beginning of the year, mid-year, and end-of-year administration.

Identified Need

2022-2023 was the first year after returning from the COVID school closure and the year of Distance Learning. Teachers throughout Rialto USD focused on developing their computer literacy skills in order to provide online instruction. Academic data from the 2022 CAASPP showed that Kolb was the only school in Rialto USD that did not demonstrate a learning loss post-distance learning. However, the amount of growth and progress students made as compared to the last time students at Kolb took the CAASPP was minimal. It is clear from the Spring iReady 2023 administration for both Reading and Math that there is still a great need for students to improve their proficiency in reading and math skills, especially among African American students, English learners, and students with disabilities. Since returning to in-person instruction, focusing back on professional learning communities targeting the cycle of inquiry, which includes intervention and differentiated instructional strategies, has been an identified need among staff members, based on teacher interviews and feedback.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Minutes/Notes	No data was collected previously.	80% of weekly collaboration opportunities, as identified on the school calendar.
Sign-in sheets, and teacher feedback and surveys	No data was collected previously.	100% of teachers will focus on one (1) professional development growth goal and will attend three (3) professional development opportunities.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, with focus targeted groups that include African American students, English Learners, Foster Youth, and Students with Disabilities.

Strategy/Activity

2.1 Teachers will participate in a cycle of inquiry using protocols to analyze current data, monitor student progress, and share best practices and evidence-based strategies to improve instruction and increase student achievement. Lesson plans will be developed that include Universal Design Learning (UDL) strategies for students at-risk of not meeting standards. Teachers will present best practices to each other. Teachers will also participate in Instructional rounds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for Teachers to Participate in Instructional Rounds
8,000.00	Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for Teachers to Participate in InnovateEd

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and English Learners

Strategy/Activity

2.2 Provide English and English Language Development teachers literacy support, staff development related to Small Learning Communities, and onsite coaching.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

54,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Partial Salary and Benefits for an ELA/ELD
Coach

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Provide support and coaching to classroom teachers that cultivate instructional rigor and alignment in mathematics throughout the school. Provide instructional leadership to plan, monitor, and evaluate the mathematic's program's progress and modify, as needed,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

51,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Partial Salary and Benefits for a Math Coach

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.4 Project Clerk will provide support with processing documents for professional development, Title I Parent Involvement, and Title I Programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

26,000.00

Title I
2000-2999: Classified Personnel Salaries
Partial Salary and Benefits for a Project Clerk

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.5 Teachers will participate in professional development and become AVID-certified in order to implement the AVID program with fidelity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000.00

Title I
5000-5999: Services And Other Operating Expenditures
AVID Summer Institute: travel expenses, registration fees, and lodging

1,250.00

Title I
1000-1999: Certificated Personnel Salaries
Sub Coverage for AVID coordinator to attend AVID meetings and updates as needed.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, with focus targeted groups that include African American students, English Learners, Foster Youth, and Students with Disabilities.

Strategy/Activity

A professional development plan will be created based on student needs as identified through data analysis and Kolb's Strategic Plan. Focus areas include:

2.6 (a) Support for Math teachers to improve instructional practices.

2.6 (b) District provided professional development to develop the effective implementation of district-wide initiatives, programs, and teacher efficacy.

2.6 (c) Develop the capacity of teachers to provide appropriate support to students with disabilities within an inclusive (co-taught) learning environment.

2.6 (c) Provide professional development and support to teachers of English learners

2.6 (d) Provide professional development and support to teachers focused on data-driven instructional practices and strategies to support at-risk students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,600.00	Title I 5000-5999: Services And Other Operating Expenditures California Mathematics Council Conference: Registration fees, travel expenses, and lodging
7,500.00	Title I 5000-5999: Services And Other Operating Expenditures California Assessment Conference: Registration fees, travel expenses, and lodging
500.00	Title I 5000-5999: Services And Other Operating Expenditures iReady Symposium: Registration fees, travel expenses, and lodging
800.00	Title I 5000-5999: Services And Other Operating Expenditures California Assoc. of School Counselors Conference: Registration fees, travel expenses
1,000.00	EL Supplemental 5000-5999: Services And Other Operating Expenditures CABE: Registration fees, travel expenses
1,500.00	Title I 5000-5999: Services And Other Operating Expenditures SBCSS Workshops on Various Topics
2,500.00	Title I 5000-5999: Services And Other Operating Expenditures Sub Coverage for teachers to attend workshops and conferences
1,000.00	Title I 5000-5999: Services And Other Operating Expenditures

Extra Duty for Teacher to attend RUSD professional development opportunities

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.7 Build a professional learning library for book studies and support on topics such as instructional strategies, social-emotional student wellness, teacher collaboration, and efficacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

750.00

Source(s)

Title I

4000-4999: Books And Supplies

Books and materials to build a professional development library for teachers and staff

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of this goal in the previous SPSA was inconsistent. Some identified professional development opportunities were utilized; however, several others were not. One main reason was that for a majority of the academic year, Kolb did not have an ELA/ELD or Math Coach to help support teachers in developing professionally.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference between the intended implementation and the budgeted expenditures were the funding set aside for the academic coaches. In addition, the funds allotted to subs were not utilized as intended as there was still a shortages of sub.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes to this goal includes more specific and targeted professional development in attendance to conferences.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ENGAGEMENT

LEA/LCAP Goal

School Climate: Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.

Goal 3

Kolb Middle School will create a positive, safe, and engaging learning environment that is student/parent-centered and will align with the school site's strategic plan. The actions noted below will lead to meeting the following achievement targets.

The overall percentage of suspensions, as reported on the California Dashboard, for the 2021-2022 academic year was 12.4%. The last reported suspension data for the 2022-2023 academic year, as reported by the district was 12.36%. In addition, African American students had an overall suspension rate of 23.8%, nearly double the overall suspension rate. The goal is to decrease the overall suspension rate by 31%, to no greater than 7.4% overall of all students being suspended at least for one day. In addition, to reduce the African American students' suspension rate by 70%, to no greater than 9.8% of all African American students being suspended at least for one day.

The overall percentage of chronically absent students, as reported on the California Dashboard, for the 2021-2022 academic year was 25.1%. The last reported chronic absentee report for the 2022-2023 academic year, as reported by the district was 24.3%. In addition, African American students had an overall chronic absenteeism rate of 28%, English Learners at 25.6%, Students with Disabilities at 32.5%, and Homeless youth at 37.3%. The goal is to decrease the overall suspension rate to no greater than 15% overall and for all identified student groups.

In addition, the goal is to increase parent engagement. Currently, there is no baseline data for parent engagement activities; however, the goal is to have at least a 20% representation of parents (170 parents) from the total projected student enrollment of 849 for the 2023-2024 academic year to attend at least one parent engagement opportunity.

Identified Need

According to the California State Accountability Dashboard, Kolb's performance in Academic Engagement (Chronic Absenteeism) and Conditions and Climate (Suspension Rate) was identified as Very High in both categories. There is a clear need to address both performance indicators and especially for the above-references student groups. In addition, greater parent engagement will create hopefully impact all areas of student performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - CA Dashboard	Overall Student Population - 12.4% African American Students - 23.8%	Overall Student Population - 7.4% African American Students - 9.8%
Chronic Absenteeism - CA Dashboard	Overall Student Population - 25.1% African American Students - 28% English Learners - 25.6% Students with Disabilities - 32.5% Homeless Youth - 37.3%	Overall Student Population - 15% African American Students - 15% English Learners - 15% Students with Disabilities - 15% Homeless Youth - 15%
Parent Engagement - Attendance (Sign-in Sheets)	No baseline data available	20% or 170 parents

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.1 To increase student engagement, and attendance, and decrease discipline incidents, the following supports will be put in place:

3.1(a) Positive Behavior Intervention Supports (PBIS) will be fully implemented at Tier 1 to ensure that students make progress in social-emotional learning and behavioral supports.

3.1(b) Acknowledgement system to help support PBIS implementation throughout the school day.

3.1(c) PBIS will be implemented at Tier 2 to target identified students needing additional support in areas of social-emotional learning and social skills.

3.1(d) Monitor implementation of PBIS framework.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,660.00	Title I 5000-5999: Services And Other Operating Expenditures PBIS Reward Program
7,000.00	Title I 1000-1999: Certificated Personnel Salaries PBIS Tier 1, Tier 2, and PBIS Team collaboration team meetings extra-duty hours - Certificated
1,000.00	Title I 2000-2999: Classified Personnel Salaries PBIS Tier 1, Tier 2, and PBIS Team collaboration team meetings extra-duty hours - Classified
1,800.00	Title I 1000-1999: Certificated Personnel Salaries Subs for TFI and Mock TFI
1,000.00	Title I 4000-4999: Books And Supplies PBIS Student Incentives, store items and activities
1,000.00	Title I 5000-5999: Services And Other Operating Expenditures PBIS Student Incentives: Nutrition Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students - Targeted student groups: African American, Students with Disabilities, Homeless and Foster Youth

Strategy/Activity

3.2(a) To provide social-emotional learning and promote student wellness to increase student connectedness and engagement.

3.2(b) To measure and monitor students' sense of well-being and connectedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title I
4000-4999: Books And Supplies

	Materials and Supplies for Wellness Center for student engagement, etc.
3,200.00	Title I 5000-5999: Services And Other Operating Expenditures SEL Curriculum (Second Step or Character Strong)
8,000.00	Title I 5000-5999: Services And Other Operating Expenditures Panarama Ed Student and Staff Survey Platform

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.3 Provide students incentives and rewards to increase academic engagement and decrease students' chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Attendance Rewards for students
1000.00	Title I 5000-5999: Services And Other Operating Expenditures Attendance Student Incentives: Nutrition Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.4(a) Provide parent engagement workshops to build leadership within the school community and among parents.

3.4(b) Provide parent engagement workshops to support parents with being able to support their students at home, building on the home-school connection.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,777.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Parent Education Bridge for Student Achievement Foundation (2 8-week workshops) College and Career Readiness
1,500.00	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Light Refreshments for Parent Engagement Workshops
400.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Extra Duty to Support Family Engagement Nights
627.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra Duty Support for Parent Engagement Nights
1,000.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies for Parent Engagement Nights
8,300.00	EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures In Spanish Parent Education Bridge for Student Achievement Foundation (2 8-week workshops) College and Career Readiness

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of strategies from the 2022-2023 was not implemented as fully planned. Many of the parent/family nights were not offered. However towards the end of the year, the PBIS incentives and rewards were changed to include more high valued items that students worked towards. This however, did have an impact on student attendance rates or suspension rates.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference in the intended implementation and budgeted expenditures were mainly in the area of parent engagement, as noted above.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to this goal includes an addition of an SEL curriculum and contracting with an outside agency to support parent engagement workshops, both in English and Spanish.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$283,189.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$264,862.00
Title I Part A: Parent Involvement	\$3,527.00

Subtotal of additional federal funds included for this school: **\$268,389.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
EL Supplemental	\$14,800.00

Subtotal of state or local funds included for this school: **\$14,800.00**

Total of federal, state, and/or local funds for this school: **\$283,189.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	264,862.00	0.00
Title I Part A: Parent Involvement	3,527.00	0.00
EL Supplemental	14,800.00	0.00

Expenditures by Funding Source

Funding Source	Amount
EL Supplemental	14,800.00
Title I	264,862.00
Title I Part A: Parent Involvement	3,527.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	136,750.00
2000-2999: Classified Personnel Salaries	39,627.00
4000-4999: Books And Supplies	15,233.00
5000-5999: Services And Other Operating Expenditures	41,260.00
5800: Professional/Consulting Services And Operating Expenditures	50,319.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	EL Supplemental	4,000.00
4000-4999: Books And Supplies	EL Supplemental	1,500.00
5000-5999: Services And Other Operating Expenditures	EL Supplemental	1,000.00

5800: Professional/Consulting Services And Operating Expenditures	EL Supplemental	8,300.00
1000-1999: Certificated Personnel Salaries	Title I	132,350.00
2000-2999: Classified Personnel Salaries	Title I	39,000.00
4000-4999: Books And Supplies	Title I	12,733.00
5000-5999: Services And Other Operating Expenditures	Title I	38,760.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	42,019.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	400.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	627.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,025.00
Goal 2	166,400.00
Goal 3	46,764.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Tina Lingenfelter	Principal
Keana Suda	Classroom Teacher
Ivette Dominguez	Classroom Teacher
Jennifer Barker	Classroom Teacher
Laurie Brown	Classroom Teacher
Angela Guevara	Other School Staff
Jacob Moreno	Parent or Community Member
Breanna Amaya	Parent or Community Member
Ramon Garcia	Parent or Community Member
Jordyn Bolton	Secondary Student
Jonathan Aguirre	Secondary Student
Riley Barbosa	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/30/2023.

Attested:

Principal, Tina Lingenfelter on May 30, 2023

SSC Chairperson, Keana Suda on May 30, 2023

Recommendations and Assurances

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Signature




Committee or Advisory Group Name
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

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Attested:

Principal, Tina Lingenfelter on May 30, 2023

SSC Chairperson, Keana Suda on May 30, 2023