

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: California Trail Middle School

PRINCIPAL: Mike Wiley

4-Digit Number for School: 2786

1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- Increased percentage/number of students meeting one or more at-risk criteria.
- Declining enrollment that reduces funding and access to additional services and supports for students.
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire.
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study).
- Special Education funding shortfall has limited supports of our highest need students.
- Increased or high levels of student discipline issues.
- High levels or an increase in absenteeism among our student population.
- An increasing level of social emotional challenges and needs of students.
- We believe using one assessment score is not an accurate measure of student success.
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.

2. IDENTIFY THE BUDGET ACTIONS THAT SHOULD BE TAKEN TO ADDRESS AND REMOVE THOSE BARRIERS:

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased salary to recruit and retain high quality certified and classified staff.
- Additional staff members hired to meet the individual learning and SEL needs of all students.
- Additional substitute teachers for teacher release time.
- Increased funding and time for staff development.
- Increase paraeducator support in special education classrooms.
- Maintain low teacher/pupil ratio for greater individualized instruction.
- Increase funding for Pre-K programs.
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues.

3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.