Colton Joint Unified School District
Colton High School

Grades 9 through 12
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2021-22 School Accountability Report Card
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2022-23
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Principal's Message

Welcome to Colton High School. This report provides our stakeholders with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to school success, we hope that you will gain a better understanding of our school community through the information provided.

Colton High School has a long standing tradition of excellence. We are proud of our expanding advanced courses and the commitment to improving student achievement that is shared by all staff. We will continue to explore new educational ideas and trends to improve our effectiveness with students.

Be assured that we will work to build and sustain an exemplary academic program. We want to provide an enriching high school education for every student. Our mission is to create an educational environment that is a cooperative venture among students, school staff, parents, and other community members emphasizing self management, problem solving, and the use of technology.

Vision

Our vision is to establish CHS as an award winning, exemplary, California Distinguished High School that provides a supportive, collaborative, and stimulating learning environment where staff and students achieve the highest standards of excellence by:

Pursuing excellence
Respect and embrace diversity
Inspire school spirit
Develop enthusiasm for learning
Empowering one another

School Description

Colton High School is located in the central region of Colton and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2021-22 school year, 2122 students were enrolled, including 14.6% in special education, 15% qualifying for English Language Learner support, and 69.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.30%	Grade 9	559
Male	50.70%	Grade 10	568
Non-Binary	0.00%	Grade 11	503
Amer. Indian or Alaska Native	0.00%	Grade 12	492
Asian	0.40%	Ungraded	0
Black or African-Amer.	2.30%		
Filipino	0.10%		
Hisp. or Latino	94.50%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.40%		
White	2.20%		
English Learners	15.00%		
Foster Youth	0.30%		
Homeless	2.50%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	69.80%		
Students with Disabilities	14.60%		
		Total Enrollment	2,122

Student Achievement

Physical Fitness

In the spring of each year, Colton High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	41.0	N/A	31.0	49.0	47.0
Mathematics (grades 3-8 and 11)	N/A	12.0	N/A	17.0	33.8	33.0

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Percentages are not calculated when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2021-22					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	98%	98%	98%	98%	98%

Note: Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group (2021-22)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	400	377	94.25	5.75	41.11
Female	204	193	94.61	5.39	44.56
Male	196	184	93.88	6.12	37.50
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	377	357	94.69	5.31	41.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	50	92.59	7.41	16.00
Foster Youth	--	--	--	--	--
Homeless	16	12	75.00	25.00	33.33
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	309	292	94.50	5.50	40.07
Students with Disabilities	52	49	94.23	5.77	4.08

CAASPP Test Results in Mathematics by Student Group (2021-22)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	398	373	93.72	6.28	11.53
Female	204	191	93.63	6.37	11.52
Male	194	182	93.81	6.19	11.54
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	375	353	94.13	5.87	11.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	50	92.59	7.41	0.00
Foster Youth	--	--	--	--	--
Homeless	16	12	75.00	25.00	0.00
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	307	288	93.81	6.19	12.50
Students with Disabilities	51	48	94.12	5.88	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (grades 5, 8, and 10)	N/A	10.3	N/A	13.8	28.7	29.5

Any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (2021-22)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	835	780	93.41	6.59	10.26
Female	427	405	94.85	5.15	7.41
Male	408	375	91.91	8.09	13.33
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	14	11	78.57	21.43	9.09
Filipino	--	--	--	--	--
Hisp. or Latino	792	742	93.69	6.31	9.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	19	95.00	5.00	10.53
English Learners	112	102	91.07	8.93	0.00
Foster Youth	--	--	--	--	--
Homeless	33	26	78.79	21.21	0.00
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	646	602	93.19	6.81	9.63
Students with Disabilities	110	100	90.91	9.09	1.00

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program.

Covered in *California Assessment of Student Performance and Progress,* including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.   Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas.   Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement
Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ParentSquare (automated telephone message delivery system), flyers, the school marquee, the school website, email consortium, and Twitter. Contact the school office at (909) 580-5005 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
School Wide Activities

Committees
English Learner Advisory Council
Parent Booster Clubs
School Site Council
Parent's Institute

School Activities
Back to School Night
College Night
Financial Aide Night
Incoming Freshman Open House
Open House
Parent Workshops
Pastry with the Principal
Sports Events
Student Orientation
Student Performances
Grade Level Parent Nights
Parent Athletic Night

School Facilities & Maintenance
The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Colton High School's original facilities were built in 1922; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The campus improvements planned for the 2022-23 school year includes the following:

• Classroom conversion
• Rifton lift
• Baseball stadium and softball renovation
• New MPR
• Bleacher waterproofing
• 500 wing gutters

• Theater rigging replacement
• Auditorium seating refurbishment
• CTE culinary arts building

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and an evening crew are assigned to Colton High School. The day custodians are responsible for:

• Cafeteria setup/cleanup
• Groundskeeping
• Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening crew is responsible for:

• Classroom cleaning
• Office area cleaning
• Restroom cleaning
• Special events setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1922
Acreage	40.11
Square Footage	342572.7
	Quantity
Permanent Classrooms	70
Portable Classrooms	49
Restrooms (sets)	10
Computer Lab(s)	12
Science Lab(s)	11
Gymnasium(s)	2
Teacher Lounge(s)	1
Staff Work Room(s)	3
Multipurpose Room(s)	1
Library	1
Auditorium(s)	1
Auto Shop(s)	1
Band Room(s)	1
CADD Classroom(s)	1
Cafeteria(s)	1
Cafetorium	1
Choir Room(s)	1
Media Center(s)	1
Metal Shop	1
Staff Lunch Room(s)	1

Facilities Inspection
The district's maintenance department inspects Colton High School on an annual basis in accordance with Education Code §17592.72(c)(1). Colton High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, November 24, 2022. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Thursday, November 24, 2022			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior		✔	
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Vice Principal Office - Water stain ceiling tiles in hallway
	Rm 63 - Ceiling tile trim is loose
	Rm 250 - Ceiling tile is loose
	Rm 201, Rm 202, Rm 215, Rm 251, Rm 254, Rm 356, Rm 404, Rm 406, P Rm 460, P Rm 461, P Rm 463, P Rm 464, P Rm 466, P Rm 550, P Rm 551, P Rm 552, P Rm 571, P Rm 572, P Rm 573, P Rm 574 - Water stain ceiling tiles
	Rm 205, P Rm 452 - Water stain ceiling tiles; ceiling tile is damaged
	Rm 306 - Rubber molding is loose at base of wall
	Rm 400 - Wallpaper is torn
	P Rm 553, P Rm 554, P Rm 555 - Water stain ceiling tiles; ceiling tile is loose
	P Rm 557 - Water stain ceiling tiles; carpet molding is missing
	P Rm 541 - Floor tiles are broken at entry
(D)	Rm 217 - Conduit cover is missing
	Rm 301, P Rm 559, P Rm 575 - Outlet cover is missing
	Rm 303 - Conduit cover is missing; exposed wires
	Rm 401 - Ethernet boxes are loose on wall
	P Rm 451 - Ethernet box is loose on wall
	P Rm 452 - Light switch cover is broken
	P Rm 465 - Outlet cover is broken
(F)	Admin Area - Fire alarms are not functioning properly throughout school
	P Rm 450 - Fire extinguisher is not mounted
(G)	P Rm 450 - Dry rot on ramp skirting; dry rot on siding
(H)	Rm 75, Rm 58 - Air pressure on door is creating a loud whistling
	Rm 203 - Door does not close and lock properly
	Rm 250 - Trip hazard on walkway towards room 300
	Girls RR - Trip hazard at asphalt cement seam
	P Rm 450, P Rm 452, P Rm 453 - Trip hazard at ramp entry
	P Rm 555 - Grate cover is missing on side of portable
	P Rm 540 - Trip hazard at street crossing
	P Rm 543 - Fence is broken and bent between buildings
	P Rm 545 - Cement is broken and uneven on walkway; trip hazard
	Rm 104 - Trip hazard at top of cement ramp

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✔		

Rating Description
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, campus security officers patrol the campus, entrance areas, and designated common areas. The principal, assistant principal, and campus security officers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principals, and campus security officers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Colton High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Colton High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2022.

Classroom Environment

Discipline & Climate for Learning

Colton High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	19-20	20-21	21-22
	School		
% Students Suspended	0.0	6.7	
% Students Expelled	0.0	0.1	
	District		
% Students Suspended	0.0	5.3	
% Students Expelled	0.0	0.1	
	State		
% Students Suspended	0.2	2.5	3.2
% Students Expelled	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic

Suspensions and Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	6.7	0.1
Female	5.2	0.0
Male	8.1	0.2
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	2.9	0.0
Filipino	0.0	0.0
Hisp. or Latino	6.6	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	18.2	0.0
White	12.7	1.8
English Learners	6.2	0.0
Foster Youth	0.0	0.0
Homeless	9.4	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	7.1	0.1
Students with Disabilities	6.5	0.0

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2019-20				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	26.0	24	46	13
Mathematics	25.0	17	47	6
Science	28.0	9	40	8
Social Science	26.0	11	36	6
2020-21				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	36	44	13
Mathematics	22.0	36	40	7
Science	25.0	24	34	8
Social Science	25.0	19	32	9
2021-22				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	33	46	22
Mathematics	25.0	20	47	13
Science	24.0	23	42	6
Social Science	24.0	20	34	12

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Pupil Engagement

Dropout & Graduation Rates

Colton High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include counseling, Pathway Intervention Synergy Day, academic contracts for freshman and sophomores, after school tutoring

for all grade levels (5 days per week), Link Crews mentoring program for freshman, and SART/SARB program. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	18-19	19-20	20-21
Dropout Rate	4.3%	12.5%	8.2%
Graduation Rate	91.2%	83.3%	88.7%
	District		
	18-19	19-20	20-21
Dropout Rate	4.8%	12.0%	9.4%
Graduation Rate	90.8%	81.3%	87.0%
	State		
	18-19	19-20	20-21
Dropout Rate	9.0%	9.4%	7.8%
Graduation Rate	84.5%	83.6%	87.0%

Graduation Rate by Student Group (Four-year Cohort Rate) (2021-22)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	453	402	88.7
Female	228	211	92.5
Male	225	191	84.9
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African-Amer.	--	--	--
Filipino	--	--	--
Hisp. or Latino	429	383	89.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	12	11	91.7
English Learners	82	69	84.1
Foster Youth	--	--	--
Homeless	60	51	85.0
Students Receiving Migrant Ed. Services	0	0	0.0
Socioeconomically Disadvantaged	436	390	89.4
Students with Disabilities	68	54	79.4

Note: For more information of the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Colton High School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2434	2254	668	29.6
Female	1185	1103	315	28.6
Male	1249	1151	353	30.7
Amer. Indian or Alaska Native	1	1	0	0.0
Asian	11	9	0	0.0
Black or African-Amer.	68	52	13	25.0
Filipino	2	2	1	50.0
Hisp. or Latino	2286	2130	632	29.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	9	3	33.3
White	55	51	19	37.3
English Learners	422	379	122	32.2
Foster Youth	15	12	4	33.3
Homeless	85	74	34	45.9
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	1926	1804	553	30.7
Students with Disabilities	372	330	136	41.2

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Colton High School revolve around the California State Content Standards and Frameworks. During the 2021-22 school year, Colton High School held staff development training devoted to:

• ELA & Mathematics
• Integrating Technology
• Writing Across the Curriculum
• ELD Program
• Mathematics
• Evaluating RSP Program & Creating Action Plan for Students with Disabilities

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Colton High School supports ongoing professional growth throughout the year on collaboration days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2020-21, 2021-22, and 2022-23 school years, Colton High School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2020-21 Training:
• Alludi (Online, Self-Paced PD for All Staff)
• CA Induction Program
• Colton Cohort (Orenda Data Review Sessions)
• Distance Learning Strategies (including Technology Tools) Equity
• Instructional Leadership Teams (Focused on Strategies to Support English Learners)
• Quality Teaching for English Learners (QTEL)

2021-22 Training:
• SBSS Standards for Math Practices
• Cognitive Coaching
• HSS Alive
• TEL
• Trauma Resource Institute
• Web Training

2022-23 Training:
• Educational Technology
• Parent Project
• Science Training
• Dual Immersion CABE
• Positive Behavior Interventions and Supports (PBIS)
• Restorative Practices
• Differentiating Instruction
• LETRS Training
• DIBELS Training
• Professional Learning Group

Colton High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2020-21	2021-22	2022-23
3	2	3

Instructional Materials

All textbooks used in the core curriculum at Colton High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Thursday, September 15, 2022, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 23-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2009	Bedford/St. Martin's, *The Compact Reader*	0 %
2009	Bedford/St. Martin's, *The Language of Composition: Reading, Writing and Rhetoric*	0 %
2017	College Board, *SpringBoard, English Language Arts & English Language Development*	0 %
2014	CSU, *Expository Reading and Writing Course*	0 %
2008	Houghton Mifflin Harcourt, *Read 180 Universal, FLEX Real Book*	0 %
2019	Houghton Mifflin Harcourt, *Read 180 Universal, Stage C Real Book*	0 %
2009	Wadsworth Publishing, *Perrine's Literature: Structure, Sound, and Sense*	0 %
Foreign Languages		
2017	EMC Paradigm, *Deutsch Aktuell, Levels 1, 2 & 3*	0 %
2010	Houghton Mifflin Harcourt, *Bien dit, Levels 1, 2 & 3*	0 %
2017	McGraw Hill Education, *El Espanol Para Nosotros, Levels 1 & 2*	0 %
2017	Pearson, *Abriendo Paso*	0 %
2017	Pearson, *Reflexions*	0 %
2017	Vista Higher Learning, *Denk Mal 2*	0 %
2017	Vista Higher Learning, *Themes (French)*	0 %
History-Social Science		
2019	Bedford, Freeman, Worth, *Krugman's Economics for AP*	0 %
2016	Bedford/St. Martin's, *Ways of the World: A Global History with Sources*	0 %
2019	Cengage Learning, *U.S. History, 1877 to Present, America Through the Lens*	0 %
2006	McDougal Littell/Houghton Mifflin, *The American Pageant*	0 %
2019	McGraw Hill, *World History, Culture and Geography: The Modern World*	0 %
2019	Pearson, *Magruder's American Government*	0 %
2019	Teachers' Curriculum Institute, *Econ Alive! The Power to Choose*	0 %
Mathematics		
2021	California Math Readiness Initiative, *MRWC (Mathematical Reasoning with Connections)*	0 %
2017	Cengage Learning, *Calculus for AP*	0 %
2017	Freeman, *Statistics & Probability w/Applications*	0 %
2010	Holt, Rinehart and Winston, *Practical Mathematics; Consumer Applications*	0 %
2015	Houghton Mifflin Harcourt, *AGA California Algebra I*	0 %
2015	Houghton Mifflin Harcourt, *AGA California Algebra II*	0 %
2015	Houghton Mifflin Harcourt, *AGA Geometry, California Edition*	0 %
2009	Pearson, *Pre-Calculus*	0 %
Science		
2020	Activate Learning, *Active Physics*	0 %
2020	Lab-Aids, *EDC Earth Science*	0 %
2019	McGraw Hill, *Chemistry*	0 %
2020	McGraw Hill, *CUS Exploring Geology*	0 %
2020	McGraw Hill, *Zoology*	0 %
2020	Pearson, *CA Experience Chemistry*	0 %
2020	Pearson, *Essentials of Human Anatomy and Physiology*	0 %
2007	Pearson Prentice Hall, *Biology, AP Edition*	0 %
2007	Prentice Hall, *AP Physics*	0 %
2007	Prentice Hall, *Biology, California Edition*	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at http://www.universityofcalifornia.edu/admissions/general.html.

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at http://www.calstate.edu/admission/.

Courses for UC/CSU Admission	
	%
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	96.1
2020-21 Graduates who Completed all Courses Required for UC/CSU Admission	28.0

Advanced Placement

In 2021-22, Colton High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2021-22	
	No. of Courses Offered*
Computer Science	1
English	3
Fine and Performing Arts	0
Foreign Language	3
Mathematics	2
Science	4
Social Science	5
All Courses	18

* Where there are student course enrollments of at least one student.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Colton High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Colton High School offers the following programs that promote

leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

• Work Experience
• Regional Occupational Programs
• Workability
• Career Pathways
• CTE

Individual student assessment of work readiness skills takes place through:

• End of course exams
• Completion of course-required projects
• On-the-job observation
• Classroom observation

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2021-22 school year, Colton High School offered the following career technical education programs as elective courses:

• American Sign Language
• Business Economics
• Consumer Economics
• Child Development & Guidance
• Fashion Textiles & Apparel
• Family & Human Development
• Food & Nutrition
• Marketing
• Geography Information Systems (GIS)

Colton High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Colton High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at http://www.cde.ca.gov/ci/ct/.

Career Technical Education (CTE) Program Participation 2021-22	
Total number of students participating in CTE programs	913
Percentage of students completing CTE program and earning a high school diploma	66.4 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

Professional Staff

Counseling & Support Staff

Colton High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Colton High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a

full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2021-22		
	No. of Staff	FTE
Academic Counselor	5	5.0
Psychologist	2	2.0
Health Assistant	1	1.0
Librarian	1	0.3
Library Media Technician	1	1.0
Nurse	1	0.6
Speech Therapist	1	0.4
Counselor-to-Student Ratio: 1:424		

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at Colton High School, Colton Joint Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Colton High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	82.5	86.5	888.7	92.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.2	3.4	14.3	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.0	3.2	23.3	2.4	12115.8	4.4
Unknown	6.5	6.9	32.4	3.4	18854.3	6.9
Total Teaching Positions	95.4	100.0	965.0	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff memeber working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is

defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	1.8
Misassignments	1.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.2

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assigment Options	
Total Out-of-Field Teachers	

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	3.0
Total Out-of-Field Teachers	3.0

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.7

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

District Expenditures

Salary & Budget Comparison
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2020-21		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$52,385	$51,081
Mid-Range Teacher Salary	$83,107	$77,514
Highest Teacher Salary	$107,291	$105,764
Superintendent Salary	$240,465	$298,377
Average Principal Salaries:		
Elementary School	$133,775	$133,421
Middle School	$142,721	$138,594
High School	$156,144	$153,392
Percentage of Budget:		
Teacher Salaries	32.64%	31.6%
Administrative Salaries	5.28%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Student
For the 2020-21 school year, Colton Joint Unified School District spent an average of $13,891 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

• After School Education & Safety (ASES)
• After School Kids Code Grant Pilot Program
• California Clean Energy Jobs Act
• Career and Technical Education Programs
• Career Technical Education Incentive Grant Program
• COVID Relief Funding
• Education Protection Account
• Lottery: Instructional Materials
• Mental Health-Related Services
• On-Behalf Pension Contributions
• Other Federal Funds
• Other Local: Locally defined
• Special Education
• State COVID Relief Funding
• State Lottery
• Strong Workforce Program
• Title I
• Title II
• Title III
• Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2020-21					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$8,402	N/A	N/A	N/A	N/A
Restricted	$302	N/A	N/A	N/A	N/A
Unrestricted	$8,100	$6,268	129.22	$6,594	122.84
Average Teacher Salary	$90,111	$87,236	103.30	$85,368	105.56

Note: Cells with N/A values do not require data.

SARC Data

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

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

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

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2023.