

Colton Joint Unified School District Colton High School



Grades 9 through 12
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2019-20 School Accountability Report Card *Published February 2021*

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

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 2019-20 school year, 1963 students were enrolled, including 11.7% in special education, 14.9% qualifying for English Language Learner support, and 78.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	2.10%	Grade 9	543
Amer. Indian or Alaska Native	0.20%	Grade 10	526
Asian	0.30%	Grade 11	442
Filipino	0.20%	Grade 12	452
Hisp. or Latino	93.90%	Ungraded	0
Native Hawaiian or Pacific Islander	0.00%		
White	3.00%		
Two or More Races	0.40%		
Students with Disabilities	11.70%		
Socioeconomically Disadvantaged	78.50%		
English Learners	14.90%		
Foster Youth	0.70%		
Homeless	2.10%		
Total Enrollment			1,963

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 measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2019-20			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy (grades 3-8 and 11)	50.0	N/A	39.0	N/A	50.0	N/A
Mathematics (grades 3-8 and 11)	16.0	N/A	25.0	N/A	39.0	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or

less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Mathematics by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Assignment*, 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 Blackboard Connect (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 planned campus improvements for the 2020-21 school year include the following:

- Construction of new cafeteria (to be finalized in 2021)
- Modernization of softball and baseball fields

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
Cafeterium	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 Wednesday, August 19, 2020. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, August 19, 2020			
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
(A)	Hubb FF102 Gym - Timer box needs to be remounted (WO #54998)
(B)	S11 - Ceiling tile need replacing (WO #54968) S26 - North wall has water damage (WO #47399) Room 406 - Stained ceiling tile (WO #54977) Room 452 - Ceiling tiles have holes (WO #47483); Cove base not installed (WO #54978) Room 550 - Ceiling tile not installed (WO #54982) Room 570 - Ceiling tile hanging (WO #54984) Room 566 - Ceiling tile not installed (WO #54985) Room FF110 - Ceiling tile needs replacement (WO #54999)
(C)	Room 566 - Room dirty (WO #54986) Room 567 - Room dirty (WO #54987)
(D)	Room 56 - One row of lights are very low (WO #47408) Room 57 - Two light tubes are out (WO #47409) Room 64 - Lights out (WO #47415) Room 100 Band - East wall wires are hanging (WO #54971) Room 204 - Need a cover under light switch (WO #54972) Room 207 - Outlet cover on west wall (WO #54973) Room 452 - Outlet cover cracked (WO #47484) Room 510 - Double outlet cover by refrigerator (WO #54980) Room 511 - Plain cover needed on east wall (WO #54981) Room 559 - Blank cover needed by door (WO #54983)
(E)	Room 503 - Vacuum breaker leaking (WO #54979) Room 553 - Sounds like water spraying on outside wall (WO #54914) MC Gym 27 - Flush valve not installed (WO #54988) Girls Locker Room 106 - One shower leaking (WO #54989) Boys L/R - Shower leaking (WO #54990)
(H)	Room 301 - Door needs painting (WO #54974) Room 303 - Door needs painting (WO #54975) RR 300 Wing, Boys - Door closer missing screws (WO #54976)

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.

County Williams Settlement School Inspection Results

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning.

School Facility Inspection Results County Inspection Completed:		
Area Impacted	Deficiency Noted	Corrective Action Taken

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 by school staff and updated in January 2020. Staff responsibilities and safety plan updates were discussed with staff in August 2020.

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			
	17-18	18-19	19-20
	School		
% Students Suspended	4.7	6.5	
% Students Expelled	0.2	0.2	
	District		
% Students Suspended	4.6	5.0	
% Students Expelled	0.1	0.1	
	State		
% Students Suspended	3.5	3.5	2.5
% Students Expelled	0.1	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 prior years.

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				
Subject	2017-18			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	33	47	15
Mathematics	24.0	28	44	2
Science	25.0	17	39	5
Social Science	27.0	10	43	5
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	30	47	15
Mathematics	22.0	29	43	2
Science	26.0	12	43	6
Social Science	26.0	13	36	9
Subject	2019-20			
	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

*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.

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.

In the following Dropout & Graduation Rates table, 2018-19 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 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		
	16-17	17-18	18-19
Dropout Rate	5.1%	8.0%	4.3%
Graduation Rate	89.1%	86.3%	91.2%
	District		
	16-17	17-18	18-19
Dropout Rate	6.2%	7.1%	4.8%
Graduation Rate	87.0%	86.3%	90.8%
	State		
	16-17	17-18	18-19
Dropout Rate	9.1%	9.6%	9.0%
Graduation Rate	82.7%	83.0%	84.5%

For the formula to calculate the 2018-19 and 2019-20 adjusted cohort graduation rate, see the 2019-20 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

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 2019-20 school year, Colton High School held staff development training devoted to:

- ELA & Mathematics
- Google Apps Training
- Integrating Technology
- Writing Across the Curriculum
- ELD Program
- Evaluating RSP Program & Creating Action Plan for Students with Disabilities
- Evaluating Math Program

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 session 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 2018-19, 2019-20, and 2020-21 school years, Colton High School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2018-19 Training:

- Educational Technology
- ELA Adoption
- Foreign Language
- Instructional Leadership Teams (Focused on Strategies to Support English Learner)
- Kentaro (Math) THSM Core
- Positive Prevention/Sex Education
- Next Generation Science Standards (NGSS)
- Social Studies Adoption

2019-20 Training:

- AVID
- Colton Cohort (Orenda Data Review Sessions)
- Equity Institute
- Instructional Leadership Teams (Focused on Strategies to Support English Learner)
- Next Generation Science Standards (NGSS)

- Pathways
- Student Services Summit (Focusing on Support Student Social and Emotional Health & Wellness)

2020-21 Training:

- Alludo (On-line, Self-Paced PD for All Staff)
- AVID
- 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)
- Mathematics
- Pathways
- Quality Teaching for English Learners (QTEL)
- National Institute for School Leadership (Administrative Training)
- Next Generation Science Standards (NGSS) and Science Adoptions
- Strategies to Support English Learners and English Language Development

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		
2018-19	2019-20	2020-21
3	3	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 eight-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 24, 2020, 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. 21-07 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 2020-21 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 Fremont and Worth, <i>The Language of Composition: Reading, Writing, Rhetoric Student</i>	0 %
2009	Bedford/St. Martin's, <i>The Compact Reader</i>	0 %
2017	College Board, <i>SpringBoard, English Language Arts & English Language Development</i>	0 %
2014	CSU, <i>Expository Reading and Writing Course</i>	0 %
2009	Wadsworth Publishing, <i>Perrine's Literature: Structure, Sound, and Sense</i>	0 %
Foreign Languages		
2017	EMC Paradigm, <i>Deutsch Aktuell, Levels 1, 2 & 3</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Bien dit, Levels 1, 2 & 3</i>	0 %
2017	McGraw Hill Education, <i>Asi Se Dice, Levels 1, 2, 3 & 4</i>	0 %
2017	McGraw Hill Education, <i>El Espanol Para Nosotros, Levels 1 & 2</i>	0 %
2017	Pearson, <i>Abriendo Paso</i>	0 %
2017	Pearson, <i>Reflexions</i>	0 %
2017	Vista Higher Learning, <i>Denk Mall, 2nd Edition</i>	0 %
2017	Vista Higher Learning, <i>Themes (French)</i>	0 %
History-Social Science		
2019	Bedford, Freeman, Worth, <i>Krugman's Economics for AP</i>	0 %
2016	Bedford/St. Martin's, <i>Ways of the World: A Global History with Sources</i>	0 %
2019	Cengage Learning, <i>Introduction to Comparative Politics</i>	0 %
2019	Cengage Learning, <i>U.S. History, 1877 to Present, America Through the Lens</i>	0 %
2006	McDougal Littell/Houghton Mifflin, <i>The American Pageant</i>	0 %
2019	McGraw Hill, <i>World History, Culture and Geography: The Modern World</i>	0 %
2019	Pearson, <i>Magruder's American Government</i>	0 %
2019	Teachers' Curriculum Institute, <i>Econ Alive! The Power to Choose</i>	0 %
Mathematics		
2017	Cengage Learning, <i>Calculus for AP</i>	0 %
2017	Freeman, <i>Statistics & Probability w/Applications</i>	0 %
2010	Holt, Rinehart and Winston, <i>Practical Mathematics; Consumer Applications</i>	0 %
2015	Houghton Mifflin, <i>Geometry, California Edition</i>	0 %
2015	Houghton Mifflin Harcourt, <i>CA Algebra I</i>	0 %
2015	Houghton Mifflin Harcourt, <i>CA Algebra II</i>	0 %
2009	Pearson, <i>Pre-Calculus</i>	0 %
Science		
2020	Activate Learning, <i>Active Physics</i>	0 %
2020	Lab-Aids, <i>EDC Earth Science</i>	0 %
2019	McGraw Hill, <i>Chemistry</i>	0 %
2020	McGraw Hill, <i>CUS Exploring Geology</i>	0 %
2020	McGraw Hill, <i>Zoology</i>	0 %
2020	Pearson, <i>CA Experience Chemistry</i>	0 %
2020	Pearson, <i>Essentials of Human Anatomy and Physiology</i>	0 %
2007	Prentice Hall, <i>Biology, California Edition</i>	0 %
2007	Prentice Hall, <i>Campbell: Biology in Focus (AP Edition)</i>	0 %
2007	Prentice Hall, <i>Physics: Principles with Applications</i>	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	
	%
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	96.5
2018-19 Graduates who Completed all Courses Required for UC/CSU Admission	30.7

Advanced Placement

In 2019-20, 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 2019-20		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	1	N/A
English	5	N/A
Fine and Performing Arts	0	N/A
Foreign Language	4	N/A
Mathematics	2	N/A
Science	6	N/A
Social Science	8	N/A
All Courses	26	17.8

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

* 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 2019-20 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 2019-20	
Total number of students participating in CTE programs	1010
Percentage of students completing CTE program and earning a high school diploma	45.5 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	52.0 %

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) 2019-20		
	No. of Staff	FTE
Academic Counselor	5	5.0
Psychologists	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: 1:393		

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 Assignment

During the 2019-20 school year, Colton High School had 83 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials & Assignments			
	School			District
	18-19	19-20	20-21	20-21
Total Teachers	99	83	93	995
Teachers With Full Credentials	99	83	93	995
Teachers Without Full Credentials	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	1	1	1	8
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	1	1	1	8
Vacant Teacher Positions	0	0	2	12

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2018-19		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$50,105	\$50,029
Mid-Range Teacher Salary	\$79,490	\$77,680
Highest Teacher Salary	\$102,621	\$102,143
Superintendent Salary	\$254,135	\$284,736
Average Principal Salaries:		
Elementary School	\$125,624	\$128,526
Middle School	\$134,480	\$133,574
High School	\$152,250	\$147,006
Percentage of Budget:		
Teacher Salaries	34%	33%
Administrative Salaries	5%	5%

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 2018-19 school year, Colton Joint Unified School District spent an average of \$12,390 of total general funds to educate each student (based on 2018-19 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 2018-19 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
- Career and Technical Education Programs
- Classified School Employee Professional Development Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2018-19					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$8,191	N/A	N/A	N/A	N/A
Restricted	\$675	N/A	N/A	N/A	N/A
Unrestricted	\$7,516	\$6,693	112.29	\$13,080	57.46
Average Teacher Salary	\$84,525	\$82,937	101.91	\$83,052	101.77

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.

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 February 2021.