

Colton Joint Unified School District Colton Middle School

Grades 7 through 8
Yvette Roman, Principal
yvette_roman@cjusd.net



670 West Laurel Street
Colton, CA 92324-1523
PH: (909) 580-5009 FAX: (909) 876-4095
www.cjusd.net/cms
CDS #: 36676866061857

2018-19 School Accountability Report Card *Published February 2020*

Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798
(909) 580-5000

Website Address

www.cjusd.net

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Principal's Message

As principal of Colton Middle School, I have the honor of presenting our Annual School Accountability Report Card. The data contained in this report will be useful in informing you of our school and community, including but not limited to: demographics, achievements, progress evaluation, discipline, budget, and staff recruitment and training.

The Colton Middle School staff is committed to providing our students with a standards-based and grade appropriate curriculum daily. Through our hard work and commitment together, our students will be challenged to reach their maximum potential by focusing on our district goals.

Our School Accountability Report Card is not only a means of complying with the state legislature, but an opportunity to share Colton Middle School with the community, parents, family, and friends. Our goal is to keep you well informed. We keep the lines of communication open and welcome any suggestions, comments, or questions you may have. I know I speak for the staff in saying that parents, community members, and staff must work together for the education of all students.

Mission Statement

We aim to inspire and empower our students to excel both academically and socially, while preparing them to be productive citizens and future leaders.

School Description

Colton Middle School is located in the western region of Colton and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2018-19 school year, 1040 students were enrolled, including 12.8% in special education, 17.4% qualifying for English Language Learner support, and 89% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	2.40%	Grade 7	524
Amer. Indian or Alaska Native	0.20%	Grade 8	516
Asian	0.40%	Ungraded	0
Filipino	0.10%		
Hisp. or Latino	94.10%		
Native Hawaiian or Pacific Islander	0.00%		
White	2.50%		
Two or More Races	0.30%		
Students with Disabilities	12.80%		
Socioeconomically Disadvantaged	89.00%		
English Learners	17.40%		
Foster Youth	1.00%		
Homeless	13.50%		
Total Enrollment			1,040

Student Achievement

Physical Fitness

In the spring of each year, Colton Middle School is required by the state to administer a physical fitness test to all students in grade seven. 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 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Seventh	22.9	18.0	19.3

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

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	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	32.0	31.0	40.0	39.0	50.0	50.0
Mathematics (grades 3-8 and 11)	23.0	21.0	25.0	25.0	38.0	39.0

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.

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	1003	992	98.90	1.10	30.80
Male	511	505	98.83	1.17	26.15
Female	492	487	98.98	1.02	35.60
Black or African-Amer.	23	22	95.65	4.35	13.64
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hisp. or Latino	953	944	99.06	0.94	31.28
Native Hawaiian or Pacific Islander					
White	20	19	95.00	5.00	22.22
Two or More Races	--	--	--	--	--
English Learners	384	379	98.70	1.30	19.68
Socioeconomically Disadvantaged	924	914	98.92	1.08	29.31
Students with Disabilities	118	115	97.46	2.54	2.63
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	141	138	97.87	2.13	28.26

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	1004	981	97.71	2.29	20.86
Male	511	501	98.04	1.96	22.04
Female	493	480	97.36	2.64	19.62
Black or African-Amer.	23	21	91.30	8.70	4.76
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hisp. or Latino	954	936	98.11	1.89	21.01
Native Hawaiian or Pacific Islander					
White	20	17	85.00	15.00	23.53
Two or More Races	--	--	--	--	--
English Learners	385	375	97.40	2.60	12.03
Socioeconomically Disadvantaged	925	905	97.84	2.16	19.71
Students with Disabilities	118	113	95.76	4.24	2.65
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	141	137	97.16	2.84	16.06

Note: ELA/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.

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

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 Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

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 flyers, the school marquee, school newsletters, the school website, and Blackboard Connect (automated telephone message delivery system). Contact the principal at (909) 580-5009 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Schoolwide Activities

Committees

English Learner Advisory Council
Library Advisory Committee
School Site Council
School Safety Committee

School Activities

AVID Nights
Back to School Night
Children's Project
Cookies with the Cops
Math Nights
Open House
Parent Institute for Quality Education (PIQE)
Student Performances

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 Middle School's original facilities were built in 1953; 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. In the last 12 months, the following improvements have been completed:

- Installation of solar panels
- Installation of Promethean TVs or SMART boards in all classrooms

2019-20 Campus Improvements in Progress:

- Renovations to the cafeteria

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. One day custodian and an evening crew are assigned to Colton Middle School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning

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

- Classroom cleaning
- Cleaning desktops and whiteboards
- Office area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	1953
Acreage	20.1
Square Footage	82815.1
	Quantity
Permanent Classrooms	24
Portable Classrooms	22
Restrooms (sets)	6
Library	1
Administration Offices	2
Chromebook/Laptop Carts	37
Kitchen (connected to MPR)	1
Lounge	1
Multipurpose Room(s)	1

Facilities Inspection

The district's maintenance department inspects Colton Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Colton Middle 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, June 26, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2019-20, 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, June 26, 2019			
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)	Rm 15 - AC not coming on (WO #45552)
(B)	Library - Stained tile (WO #45527)
	Rm 6 - Ceiling tile has a hole (WO #45530)
	Rm 10 - Stained ceiling tile (WO #45536)
	Rm 11 - Rear window sills paint peeling (WO #45537)
	Rm 13 - Stained ceiling tile (WO #45539)
	RR by Rm 13-Boys - Toilet paper on ceiling (WO #45542)

	Rm 14 - Damaged ceiling tile by entrance (WO #45551)
	Rm 16 - Walls need touch up painting (WO #4555); cabinet door not installed (WO #45557)
	Rm 20 - Stained ceiling tile (WO #45572)
	Rm 24 - Stained ceiling tile (WO #45580); cabinet and counter needs painting (WO #45582)
	Rm 27 - Tack board ripped (WO #45584)
	Rm 29 - Hole in south wall (WO #45586)
	Rm 31 - Stained ceiling tile (WO #45617)
	RR by Rm 32-Girls - Ceiling tile has hole in it (WO #45619)
	RR by Rm 32-Boys - Stained ceiling tile (WO #45621)
	Rm 35 - Stained ceiling tile (WO #45625)
	Rm 43 - Stained ceiling tile (WO #45700)
	Rm 48 - Stained ceiling tile (WO #45704)
	RR by Rm 48-Girls - Toilet paper on ceiling (WO #45705)
	RR by Rm 48-Boys - Ceiling tile not installed (WO #45709); light cover not installed (WO #45710)
(D)	Admin Offices - Two bulbs out in principal's office (WO #45524); reception area has two lights out (WO #45525); reception area has outlet out (WO #45526)
	Library - Light fixture out on east end (WO #45528)
	Cafeteria - Lights out cafeteria closed for remodel
	Rm 3 - Exhaust fan burned out (WO #45529)
	Rm 8 - Wire-mold covering not installed (WO #45532)
	Rm 9 - Wire-mold covering not installed (WO #45533); EXIT sign not lit (WO #45534)
	RR by Rm 14-Girls - Hand dryer not working (WO #45548)
	Rm 15 - EXIT sign not lit (WO #45553); light fixture at entrance out (WO #45554)
	Rm 19 - Half of the lights do not come on (WO #45567)
	Rm 29 - Outlet cover broken (WO #45587)
	RR by Rm 32-Staff - Light fixture out (WO #45622)
	RR by Rm 32-Staff - Light fixture out (WO #45623)
	Rm 44 - LED fixture cover cracked laying on desk (WO #45701)
(E)	RR by Rm 13-Boys - Urinal not working (WO #45541); center all seat not installed (WO #45545); faucet leaking (WO #45546)
	RR by Rm 20-Staff - Vacuum breaker leaking (WO #45571)
	Rm 20 - Drinking fountain not working (WO #45573)
	Rm 22 - East facing fountain and sink not working (WO #45575)
	RR by Rm 32-Girls - Center stall toilet seat broken (WO #45620)
	RR by Rm 32-Staff - Toilet does not flush properly (WO #45624)
	RR by Rm 48-Girls - Two toilets do not flush properly (WO #45706); one toilet out of service (WO #45707)
	RR by Rm 48-Boys - Toilets stopped up (WO #45713)
	RR by Rm 48-Staff - Toilet is stopped up (WO #45714)
	RR by Rm 48-Staff - Toilet is stopped up (WO #45715)
(F)	Rms 1B, 9, 10 - Chemicals under the sink
(H)	Rm 14 - Door does not close on its own (WO #45549)
	Rm 17 - Door does not close on its own (WO #45559)
	Rm 18 - Doors do not close on their own (WO #'s 45560 & 45562)

Rm 20 - Door does not close on its own (WO #45574)
Rm 23 - Door does not close on its own (WO #45577)
Rm 24 - Outside hand rail on the ground (WO #45583)
Rm 27 - Door not closing on its own (WO #45585)
Rm 31 - Door hitting the frame (WO #45618)
Rm 45 - Door does not close on its own (WO #45702)

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

Rating Description

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

County Williams Settlement School Inspection Results

On an annual basis, representatives from the County Office of Education visit Colton Joint Unified School District's schools that are in the API Decile Ranks 1 - 3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on 8/26/2019. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Inspection Results County Inspection Completed: 8/26/2019		
Area Impacted	Deficiency Noted	Corrective Action Taken
Category: Restroom		
15	Soap/sanitizer dispensers damaged, broken or missing	Work order #48035
Boys' Locker Room	Restrooms/showers used as storage area	
Boys' Restroom Adjacent to Room 13	Soap/sanitizer dispensers damaged, broken or missing	Work order #48047
Boys' Restroom Adjacent to Room 13	Toilet water pressure too low	Remedied 8/26/19
Boys' Restroom adjacent to Room 32	Partitions/stall doors (if partitions have been designed for doors) are damaged or not securely attached or non-functional	Work order #48038
Girls' Locker Room	Restrooms/showers used as storage area	
Girls' Restroom adjacent to Room 14	Fixture/apparatus damaged, broken, missing or unsecured	Work order #48045
Girls' Restroom adjacent to Room 14	Toilet seats are loose or damaged	Work order #48045
Girls' Restroom adjacent to Room 48	Graffiti etched into restroom fixtures and/or partitions	Work order #38044
Main Office Area	Soap/sanitizer dispensers empty	Remedied 8/26/19
Nurse's Office	Sink water pressure too low	Work order #48041
Category: Sinks/Fountains		
4	Classroom sink or faucet is leaking	Work order #48034
Boys' Restroom adjacent to Room 13	Sink/fountain fixture is loose	Work order #48047
Boys' Restroom adjacent to Room 48	Sink/fountain fixture is loose	Work order #47914
Cafeteria/Kitchen	Sink/fountain water pressure too high	Work order #48042
FA1	Classroom sink paper	Remedied 8/26/19

Girls' Restroom adjacent to Room 14	towel dispensers empty	Work order #47916
Girls' Restroom adjacent to Room 32	Sink/fountain fixture is loose	Work order #47913
Girls Restroom adjacent to Room FA	Sink/fountain missing knobs or buttons	Work order #47912
Category: Playgrounds/ School Grounds		
Athletic Courts/Fields	Bleachers missing, damaged and/or broken	Work order #48036
Category: Windows/ Doors/ Gates (Interior and Exterior)		
Athletic Courts/Fields	Fencing has holes or is not secured properly	Work order #48048
Athletic Courts/Fields	Sections of fence damaged or missing	Work order #48048
Staff Restroom adjacent to Room 48	Locks and other security hardware are not functioning properly	Work order #48022
Category: Interior Surfaces (Walls, Floors, & Ceilings)		
Boys' Locker Room	Lockers are damaged or non-functional	Work order #48046
Boys Restroom adjacent to room FA	Walls have damage from cracks, tears, holes and/or water damage	Work order #48049
Category: Hazardous Materials (Interior & Exterior)		
Boys' Restroom adjacent to Room FA	Paint is peeling, chipping, or cracking	Work order #48049
Category: Structural Damage		
Grounds	Exterior utility cover is damaged, missing or unsecured	Work order #48043
Category: Electrical (Interior & Exterior)		
Restrooms Adjacent to Room 32	Electrical outlet/junction box covers or light switch covers are damaged or missing	Work order #48050

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, the principal, assistant principal, campus security officers, and teachers 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 principal, 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 Middle 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 Middle 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 March 2019.

Classroom Environment

Discipline & Climate for Learning

Colton Middle 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			
	16-17	17-18	18-19
	School		
% Students Suspended	11.6	12.7	11.1
% Students Expelled	0.2	0.3	0.1
	District		
% Students Suspended	4.6	4.6	5.0
% Students Expelled	0.1	0.1	0.1
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

Class Size

The Teaching Load 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				
2016-17				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	15	45	
Mathematics	25.0	15	44	
Science	26.0	6	31	
Social Science	29.0	1	35	
2017-18				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	13	51	
Mathematics	25.0	19	40	
Science	28.0	3	34	
Social Science	30.0	1	36	
2018-19				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	19	42	
Mathematics	24.0	23	38	
Science	27.0	5	34	
Social Science	28.0	3	35	

*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.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Colton Middle School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Colton Middle School held staff development training devoted to:

- Data Analysis
- Instructional Strategies

- Positive Behavior Interventions and Supports (PBIS)
- Technology Training

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 Middle School supports ongoing professional growth throughout the year on late start 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 school year, Colton Middle School's teachers attended the following events hosted by the Colton Joint Unified School District:

2017-18 Trainings:

- EdTech
- English Language Arts Adoption
- English Language Development
- Mathematics
- Next Generation Science Standards (NGSS)
- Positive Behavior Interventions and Supports (PBIS)
- Social Studies Adoption Training
- Technology Training
- Writing

2018-19 Trainings:

- Educational Technology
- ELA Adoption
- Foreign Language
- Instructional Leadership Teams (Focused on strategies to support English Learners)
- Kentaro (Math) THSM Core
- Middle School Electives
- Positive Prevention/Sex Education
- Next Generation Science Standards (NGSS)
- Social Studies Adoption

2019-20 Trainings:

- AVID
- Colton Cohort (Orenda Data Review Sessions)
- Equity Institute
- Instructional Leadership Teams (Focused on strategies to support English Learners)
- Next Generation Science Standards (NGSS)
- Pathways
- Student Services Summit (Focusing on support student social and emotional health and wellness)

Colton Middle 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		
2017-18	2018-19	2019-20
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Colton Middle School are aligned to the California Content Standards and Frameworks.

Instructional materials for English Language Arts and History-Social Science are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

Mathematics are not from the most current state-board adopted list of materials. The state did not adopt advanced math materials. Selected materials align with state standards and complement the non-advanced materials. For consistency, middle school use the same materials as grades 9-12. The Science instructional materials are not from the most current state-board adopted list of materials, but the materials in use are aligned to state standards. The district is currently reviewing options for new science materials with implementation in 2020/21.

On Thursday, September 05, 2019, 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. 20-03 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, and (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.

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 2019-20 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			Pupils Lacking Textbooks
Adoption Year	Publisher & Series		
English Language Arts			
2017	McGraw Hill, <i>Study Sync</i>		0 %
History-Social Science			
2019	Cengage Learning, <i>World History: Medieval and Early Modern Times</i>		0 %
2019	Teachers' Curriculum Institute, <i>History Alive! The United States Through Industrialism</i>		0 %
Mathematics			
2015	Houghton Mifflin, <i>Go Math! HMH California Edition</i>		0 %
2015	Houghton Mifflin Harcourt, <i>California Algebra I</i>		0 %
Science			
2007	McDougal Littell, <i>Focus on Life Science</i>		0 %
2007	McDougal Littell, <i>Focus on Physical Science</i>		0 %

Professional Staff

Counseling & Support Staff

Colton Middle 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 Middle 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) 2018-19		
	No. of Staff	FTE
Academic Counselor	3	3.0
Health Assistant	1	0.5
Library Media Technician	1	1.0
Nurse	1	*
Psychologist	1	*
Speech Therapist	1	*
Counselor-to-Student Ratio: 1:347		

* as needed

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 2018-19 school year, Colton Middle School had 48 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
	17-18	18-19	19-20	19-20
Total Teachers	47	49	40	920
Teachers With Full Credentials	47	48	40	920
Teachers Without Full Credentials	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	4
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	1	3

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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$48,646	\$48,612
Mid-Range Teacher Salary	\$77,175	\$74,676
Highest Teacher Salary	\$99,632	\$99,791
Superintendent Salary	\$231,260	\$275,796
Average Principal Salaries:		
Elementary School	\$123,962	\$125,830
Middle School	\$125,262	\$131,167
High School	\$147,280	\$144,822
Percentage of Budget:		
Teacher Salaries	36%	34%
Administrative Salaries	6%	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 2017-18 school year, Colton Joint Unified School District spent an average of \$11,812 of total general funds to educate each student (based on 2017-18 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 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.		% Diff. School & State
			State		
Total**	\$6,001	N/A	N/A	N/A	N/A
Restricted	\$355	N/A	N/A	N/A	N/A
Unrestricted	\$5,645	\$6,490	86.99	\$7,507	75.21
Average Teacher Salary	\$75,852	\$82,085	92.41	\$82,403	92.05

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Colton Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Colton Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Colton Middle School is Colton Public Library - Main Library, a branch of Colton Public Library.

Address: 656 N. Ninth St., Colton

Phone Number: (909) 370-5084

WebSite: <http://www.ci.colton.ca.us/Pages/librarywelcome.htm>

Number of Computers Available: 12

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 section were acquired in December 2019. Data to prepare the school facilities section were acquired in November 2019.