Colton Joint Unified School District
Colton High School

Grades 9 through 12
Joda Murphy, Principal
joda_murphy@cjusd.net

777 West Valley Blvd.
Colton, CA 92324
PH: (909) 580-5005 FAX: (909) 430-2808
www.colton.k12.ca.us/chs

2013-14 School Accountability Report Card

Published February 2015

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

Website Address

www.colton.k12.ca.us

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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.

School 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 Profile

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 2013-14 school year, 1940 students were enrolled, including 13.2% in special education, 15.8% qualifying for English Language Learner support, and 87% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level
2013-14

Ethnic Group	%	Grade Level	#
African-Amer.	2.00%	Grade 9	526
Amer. Indian or Alaskan Native	0.30%	Grade 10	463
Asian	0.60%	Grade 11	458
Filipino	0.10%	Grade 12	493
Hisp. or Latino	92.70%		
Pacific Islander	0.30%		
Caucasian	3.90%		
Multi-Racial	0.20%		
		Total Enrollment	1,940

Student Achievement

Standardized State Assessments

Students at Colton High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Colton High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website http://star.cde.ca.gov.

STAR Results - All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Colton High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	33	35	32	42	44	42	54	56	55
Mathematics	21	17	16	43	42	40	49	50	50
Social Science	24	26	25	29	31	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Colton High School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	29	25	30	45	43	46	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	46
All Students (School)	30
Male	38
Female	21
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	30
Pacific Islander	
Caucasian	39
Multi-Racial	
English Learners	
Economically Disadvantaged	29
Migrant Educ.	
Students with Disabilities	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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 High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 74% of Colton High School's tenth grade students who took the test passed the math portion of the exam and 75% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam
All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Colton High School			CJUSD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English Language Arts	41	38	41	41	43	35	56	57	56
Mathematics	44	38	41	45	45	36	58	60	62

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2013-14	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	55	25	19	54	33	14
All Students (School)	59	28	13	59	30	11
Male	62	28	10	60	29	12
Female	55	28	17	59	31	10
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	58	28	14	58	31	11
Pacific Islander	*	*	*	*	*	*
Caucasian	52	38	10	68	16	16
Multi-Racial	*	*	*	*	*	*
English Learners	98	2	*	95	5	*
Economically Disadvantaged	58	28	13	59	30	11
Students with Disabilities	89	9	2	93	5	2

** To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.*

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.

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 disclosed 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 2013-14	Number of Standards Met:		
Grade Tested	Four of Six	Five of Six	Six of Six
Ninth	24.5	15.6	15.6

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.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison	2011	2012	2013
Statewide Rank	2	2	2
Similar Schools Rank	1	1	1

Results generated from 2011, 2012, and 2013 Base API Reports

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	13	10	-2
African-Amer.	31	18	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	12	9	5
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	2	13	*
Students with Disabilities	-1	-8	-5
Economically Disadvantaged	15	2	10
English Learners	0	5	27

** Fewer than 10 students were tested and results were not disclosed for privacy purposes*

Results generated from 2011, 2012, and 2013 Growth API Reports

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Dept. of Ed. website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	CHS	CJUSD
Overall Results	No	*
Participation Rate		
English Language Arts	Yes	*
Mathematics	Yes	*
Percent Proficient		
English Language Arts	No	*
Mathematics	No	*
Met API Criteria		
Graduation Rate	Yes	*

A "" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.*

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Colton High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2014-15		
	CHS	CJUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		13
% of Schools Currently in PI		44.8%

Note: Cells with N/A values do not require data.
**DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.*

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 – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement.*

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

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, TeleParent (automated telephone message delivery system), the school marquee, the school website, and email consortium. Contact the community liaison at (909) 580-5005 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
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
Open House
Sports Events
Student Orientation
Student Performances
College Night
Financial Aide Night
Incoming Freshman Open House
Parent Workshops

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. In the last 12 months, the following improvements have been completed:

• Curb appeal project (landscaping)

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	48
Square Footage	-
	Quantity
Permanent Classrooms	70
Portable Classrooms	49
Restrooms (sets)	10
Band Room	1
Computer Lab(s)	12
Science Lab(s)	11
Gymnasium(s)	2
Teacher Lounge(s)	1
Staff Work Room(s)	3
Cafeteria	1
Multipurpose Room(s)	1
Library	1
Auditorium	1
Auto Shop	1
CADD Classroom	1
Choir Room	1
Media Center	1
Metal Shop	1
Staff Lunch Room	1
Wood Shop	1

Deferred Maintenance

Colton High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Colton High School received $30,118 in deferred maintenance funds for the repair and/or maintenance of wall systems and flooring.

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, December 18, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, December 18, 2014			
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
(C)	502 - Graffiti
(E)	Girls Locker Room - Drinking fountain broken
(H)	217 & Security Office - Broken Windows; 503 - Two broken doors

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, 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 8/29/2014. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Inspection Results County Inspection Completed: 8/29/2014		
Area Impacted	Deficiency Noted	Corrective Action Taken
Category: Overall Cleanliness		
353, Library, Locker Rm Boys	353 - Sharp unprotected objects unsecured; Library - Cluttered classroom or storeroom; Locker Rm Boys - Area has unabated graffiti, Flooring is excessively dirty/stained	353 - Remedied during inspection; Library - 9/16/14 informed site staff of needed correction; Locker Rm Boys - 9/16/14 removed graffiti and cleaned floor
Category: Electrical (Interior & Exterior)		
403, 615, Gym	403 & 615 - Electrical outlet/junction box covers or light switch covers are damaged or missing; Gym - Lighting fixtures or bulbs are not functioning properly or missing	403 & 615 - Remedied during inspection; Gym - 9/10/14 replaced switch
Category: Restroom		
500 & 600 RR Boys; 600 RR Boys Staff; Grounds RR B	500 RR Boys - Toilet seats are loose or damaged; 600 RR Boys - Urinal is not working; 600 RR Boys Staff - sink is damaged, excessively stained or clogged; Grounds RR Boys - Graffiti etched into restroom fixtures and/or partitions; Gym RR Girls North - Stall doors or latches not functioning as designed; Health Office & McIntosh Gym RR Girls - Electric hand dryers are damaged or broken; Locker Rm Boys - Soap dispensers empty; Locker Rm Boys - Toilet paper dispensers empty	Health Office, Locker Rm Boys, McIntosh Gym - Remedied during inspection; 500 RR Boys - 9/12/14 replaced seats; 600 RR Boys - 9/12/14 replaced flash valve and replaced faucet; Grounds RR Boys - 9/12/14 removed graffiti; Gym RR Girls - 9/12/14 repaired latch
Category: Hazardous Materials (Interior & Exterior)		
Administration, Health Office	Maintenance products not stored properly	Remedied during inspection
Category: Interior Surfaces (Walls, Floors, & Ceilings)		
Cafeteria, Library and Locker Room Boys	Cafeteria - Walls have damage from cracks, tears, holes and/or water damage; Library - Carpeting damaged, rippled, or stained; Locker Room Boys - Lockers are damaged or non-functional	Cafeteria - 9/9/14 patched wall; Library - 9/16/14 cleaned carpet; Lockers - 9/9/14 repaired
Category: Windows/ Doors/ Gates (Interior and Exterior)		
Dance Room	Doors or door jambs are broken or damaged	9/8/14 repaired door
Category: Drinking Fountains (Interior & Exterior)		
Football Stadium, Locker Rm Boys	Football Stadium - sink/fountain is not working properly, has moss or mold, is leaking; Locker Rm Boys - Sink/fountain is now working properly	Football Stadium - 9/10/14 repaired, cleaned and replaced faucet; Locker Rm Boys - 9/10/14 replaced fountain
Category: Fire Safety		
Locker Room Boys & Girls	Locker Rm Boys - Elevator/wheel chair lift is not functioning; Locker Rm Girls - Fire extinguisher is missing	Locker Rm Boys - repaired 9/9/14; Locker Rm Girls - Remedied during inspection
Category: Playgrounds/ School Grounds		
Softball Field	Stationary equipment not properly stored	9/16/14 removed quipment

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 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 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 October 2014.

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			
	11-12	12-13	13-14
	CHS		
# of Students Suspended	295	129	80
# of Students Expelled	10	4	5
	CJUSD		
# of Students Suspended	1738	1224	1054
# of Students Expelled	52	32	31
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

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 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
	2011-12			
	Avg. Class	Number of Classrooms		
Subject	**Size**	**1-22**	**23-32**	**33+**
English	27.4	24	98	21
Mathematics	27.7	12	81	3
Science	29.8	7	60	15
Social Science	29.1	11	59	15
	2012-13			
	Avg. Class	Number of Classrooms		
Subject	**Size**	**1-22**	**23-32**	**33+**
English	27.0	21	58	15
Mathematics	25.0	20	34	11
Science	28.0	9	34	14
Social Science	28.0	10	45	15
	2013-14			
	Avg. Class	Number of Classrooms		
Subject	**Size**	**1-22**	**23-32**	**33+**
English	27.0	24	38	20
Mathematics	28.0	11	22	21
Science	27.0	12	28	14
Social Science	26.0	14	37	8

**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.*

Dropouts

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 monitoring CAHSEE test results and performance, counseling, academic contracts for freshman and sophomores, after school tutoring for all grade levels (3 days per week), Link Crew 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, 2012-13 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			
	CHS		
	10-11	11-12	12-13
Dropout Rate	11.9%	11.3%	9.3%
Graduation Rate	81.0%	82.6%	82.6%
	CJUSD		
	10-11	11-12	12-13
Dropout Rate	14.4%	12.5%	12.9%
Graduation Rate	74.7%	77.7%	77.8%
	California		
	10-11	11-12	12-13
Dropout Rate	14.7%	13.1%	11.4%
Graduation Rate	77.1%	78.9%	80.4%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, and earn a passing grade in Algebra 1 to receive a high school diploma from Colton High School. Alternative methods of acquiring a diploma are available through the Continuation School and Community Day School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Colton High School. The following table illustrates the percentage of students graduating from Colton High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2012-13**		
Colton High School	CJUSD	California
82.6 %	77.8 %	80.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

** The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published*
*** Most current information available*

Completion of High School Graduation Requirements for the Graduating Class of: 2013			
	CHS	CJUSD	State
All Students	77%	76%	84%
African-Amer.	66%	83%	75%
Amer. Indian or Alaskan Native	-	25%	77%
Asian	100%	88%	92%
Filipino	100%	100%	92%
Hisp. or Latino	77%	74%	80%
Pacific Islander	100%	66%	84%
Caucasian	84%	83%	90%
Multi-Racial	-	100%	89%
English Learners	54%	50%	53%
Economically Disadvantaged	80%	79%	82%
Students with Disabilities	46%	54%	60%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Colton High School revolve around the Common Core State Standards. During the 2013-14 school year, Colton High School held staff development training devoted to:

- Google Apps Training
- InterWrite Board Training
- Common Core State Standards and Strategies

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 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 2013-14 school year, Colton High School's teachers attended the following events hosted by the Colton Joint Unified School District:

- Common Core State Standards
- Grade Level Benchmark Assessments
- OARS Training
- Pacing Guides

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.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Colton High School are currently being aligned to the Common Core State Standards. 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 04, 2014, 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. 15-07 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 2014-15 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		
2002	Pearson Prentice Hall, *Timeless Voices, Timeless Themes*	0 %
2009	Sopris West Educational Services, *Language!*	0 %
History-Social Science		
2006	Glencoe/McGraw-Hill, *Economics: Today and Tomorrow*	0 %
2006	Glencoe/McGraw-Hill, *United States Government: Democracy in Action*	0 %
2006	Holt McDougal, *Modern World History: Patterns of Interaction*	0 %
2006	McDougal Littell, *The Americans Reconstruction to the 21st Century*	0 %
Mathematics		
2008	Holt, Rinehart and Winston, *Algebra I*	0 %
2008	Holt, Rinehart and Winston, *Algebra II*	0 %
2010	Holt, Rinehart and Winston, *Algebra Readiness, Volumes I-IV*	0 %
2008	Holt, Rinehart and Winston, *Geometry*	0 %
2010	Holt, Rinehart and Winston, *Practical Mathematics; Consumer Applications*	0 %
2008	Houghton Mifflin, *Calculus of a Single Variable*	0 %
2008	Prentice Hall, *Pre-Calculus, Blitzer, 3rd Edition*	0 %
2007	Prentice Hall, *Stats: Modeling the World*	0 %
Science		
2007	Holt, Rinehart and Winston, *Holt Chemistry*	0 %
2007	Holt, Rinehart and Winston, *Holt Physics*	0 %
2007	Pearson Prentice Hall, *Biology*	0 %
2007	Pearson Prentice Hall, *Earth Science*	0 %
2007	Prentice Hall, *Advanced Biology*	0 %
2007	Prentice Hall, *Advanced Physics; Principles with Applications*	0 %
2007	Thomas Learning/Brooks Cole, *Advanced Chemistry & Chemistry Reactivity*	0 %
	Science Laboratory Equipment	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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 UC website at 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	
	%
2013-14 Students enrolled in courses required for UC/CSU admission	64.4
2012-13 Graduates who completed all courses required for UC/CSU admission	28.4

Advanced Placement

In 2013-14, 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.

Advanced Placement Courses Offered & Student Participation 2013-14		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	8	N/A
All Courses	18	4.0

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

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
- CTE
- Career Pathways

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 2013-14 school year, Colton High School offered the following career technical education programs as elective courses:

- Consumer Economics
- Child Development and Guidance
- Fashion Textiles and Apparel
- Family and Human Development
- Food and Nutrition
- Business Economics
- Marketing
- Sports Marketing
- GIS - Geography Information Systems

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/.

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	5	5.0
Health Clerk	1	1.0
Librarian	1	0.3
Library Technician	1	1.0
Nurse	1	0.6
Psychologist	1	1.0
Speech/Language/Hearing Pathologist	1	0.4

Counselor-to-Student Ratio: 1:388
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 2013-14 school year, Colton High School had 83 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Colton High School	100.0 %	0.0 %
District Totals		
All Schools	99.0 %	1.0 %
High-Poverty	99.0 %	1.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	CHS			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	83	83	86	1011
Teachers with full credentials	83	83	86	1010
Teachers without full credentials	0	0	0	1
Teachers teaching outside subject area	2	2	1	9
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

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: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	$41,036	$41,761
Mid-Range Teacher Salary	$65,100	$66,895
Highest Teacher Salary	$84,042	$86,565
Superintendent Salary	$168,279	$227,183
Average Principal Salaries:		
High School	$122,963	$123,217
Percentage of Budget:		
Teacher Salaries	42%	38%
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 2012-13 school year, Colton Joint Unified School District spent an average of $8,061 of total general funds to educate each student (based on 2012-13 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 2012-13 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Teacher Recruitment/Incentives
- Title I, Title II, Title III and Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	CHS	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	2026	N/A	N/A	N/A	N/A
Total**	$5,682	N/A	N/A	N/A	N/A
Restr.†	$142	N/A	N/A	N/A	N/A
Unrestr.††	$5,541	$4,999	110.84	$4,690	118.14
Avg. Teacher Salary	$67,564	$67,853	99.57	$70,720	95.54

** Average Daily Attendance*
*** Total Restricted and Unrestricted $ per student*
† Restricted (Supplemental) $ per student
†† Unrestricted (Basic) $ per student
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 High 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 API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Colton High School's SARC and access the internet at any of the county's public libraries. The closest public library to Colton High 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 January 2015. Data to prepare the school facilities section were acquired in February 2015.