

Colton Joint Unified School District Colton High School



Grades 9 through 12
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2022-23 School Accountability Report Card *Published February 2024*

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Principal's Message

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

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

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

Vision

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

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

School Description

Colton High School is located in the central region of Colton and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2022-23 school year, 1800 students were enrolled, including 15.1% in special education, 13.8% qualifying for English Language Learner support, and 86.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.20%	Grade 9	453
Male	51.80%	Grade 10	505
Non-Binary	0.00%	Grade 11	455
Amer. Indian or Alaska Native	0.10%	Grade 12	387
Asian	0.30%	Ungraded	0
Black or African-Amer.	2.30%		
Filipino	0.00%		
Hisp. or Latino	95.20%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.50%		
White	1.70%		
English Learners	13.80%		
Foster Youth	0.40%		
Homeless	5.00%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	86.90%		
Students with Disabilities	15.10%		
Total Enrollment			1,800

Student Achievement

Physical Fitness

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

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2022-23					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	79%	82%	83%	82%	83%

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

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

California Assessment of Student Performance and Progress

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

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

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy (grades 3-8 and 11)	41.0	37.0	31.0	29.0	47.0	46.0
Mathematics (grades 3-8 and 11)	12.0	15.0	17.0	19.0	33.0	34.0

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

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 (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	388	368	94.85	5.15	36.68
Female	187	178	95.19	4.81	44.38
Male	201	190	94.53	5.47	29.47
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	369	351	95.12	4.88	36.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	44	41	93.18	6.82	4.88
Foster Youth	--	--	--	--	--
Homeless	23	19	82.61	17.39	15.79
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	349	331	94.84	5.16	35.95
Students with Disabilities	64	59	92.19	7.81	6.78

CAASPP Test Results in Mathematics by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	387	366	94.57	5.43	15.07
Female	187	176	94.12	5.88	9.71
Male	200	190	95.00	5.00	20.00
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	368	349	94.84	5.16	14.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	43	41	95.35	4.65	2.44
Foster Youth	--	--	--	--	--
Homeless	23	20	86.96	13.04	5.00
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	348	331	95.11	4.89	14.24
Students with Disabilities	64	59	92.19	7.81	1.69

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

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

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

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (grades 5, 8, and 10)	10.3	15.4	13.8	14.1	29.5	30.3

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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 receive scores.

CAASPP Test Results in Science by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	749	724	96.66	3.34	15.35
Female	373	364	97.59	2.41	9.89
Male	376	360	95.74	4.26	20.89
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	12	12	100.00	0.00	16.67
Filipino	0	0	0	0	0
Hisp. or Latino	715	690	96.50	3.50	15.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	28.57
English Learners	85	78	91.76	8.24	0.00
Foster Youth	--	--	--	--	--
Homeless	44	35	79.55	20.45	8.57
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	655	634	96.79	3.21	14.69
Students with Disabilities	103	102	99.03	0.97	2.94

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

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

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

Parent Involvement

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

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

Opportunities to Volunteer

Chaperone
Classroom Helper
School Wide Activities

Committees

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

School Activities

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

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Colton High School's original facilities were built in 1922; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate

non-routine maintenance requests. Emergency repairs are given the highest priority. The campus improvements for the 2022-23 school year include the following:

- Theater rigging replacement
- Auditorium seating refurbishment
- Construction of the CTE culinary arts building

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

- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning

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

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

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

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

Facilities Inspection

The district's maintenance department inspects Colton High School on an annual basis in accordance with Education Code §17592.72(c)(1). Colton High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Sunday, November 26, 2023. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Sunday, November 26, 2023			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior		✓	
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Principal Office - Ceiling tile has a water stain (hallway) Rm 201, Rm 202, Rm 215, Rm 254, Rm 356, Rm 406, P Rm 460, P Rm 461, P Rm 463, P Rm 464, P Rm 465, P Rm 466, P Rm 550, P Rm 551, P Rm 552, P Rm 554, P Rm 557, P Rm 571, P Rm 572, P Rm 574 - Water stain ceiling tiles Rm 250 - Ceiling tile is loose Rm 256 - Ceiling tile is broken Rm 400 - Wallpaper is torn; ceiling tile is loose P Rm 451 - Wallpaper is torn; rubber molding is loose; holes in wall P Rm 452 - Water stain ceiling tiles; ceiling tile is damaged P Rm 553 - Water stain ceiling tiles/ceiling tile is loose P Rm 541 - Floor tiles are broken at entry; wallpaper is torn; hole in wall
(C)	Rm 63, Rm 67 - Unsecured items are stored too high P Rm 463 - Room is cluttered
(D)	Rm 72 - Cord is creating a trip hazard Rm 58 - Surge protectors are daisy chained Rm 85 - Two light panels are out Rm 253, Rm 355, P Rm 465, P Rm 468 - One light panel is out Rm 306 - Extension cords and surge protectors are daisy chained Rm 350, Rm 351 - Surge protectors are daisy chained creating a trip hazard Rm 401, P Rm 451 - Ethernet boxes are loose on wall P Rm 452 - Light switch cover is broken
(E)	Girls RR, P Girls RR - Menstrual products are not readily available (no menstrual notice is posted)
(F)	Admin Area - Fire alarms are not functioning properly throughout school Rm 58, Rm 256, Rm 351, Rm 402, P Rm 559, P Rm 571, P Rm 572 - Multiple plug in air fresheners present Rm 202, Rm 304 - Paint is peeling on door P Rm 450 - Fire extinguisher is not mounted
(G)	P Rm 450 - Dry rot on ramp skirting/dry rot on siding
(H)	Rm 75 - Door closer cover is missing Rm 200, Rm 201, Rm 254 - Door closer covers are missing Rm 203 - Door does not close and lock properly Rm 250 - Trip hazard on walkway towards Room 300; door closer covers are missing P Rm 540 - Trip hazard at street crossing P Rm 545 - Cement is broken and uneven on walkway/trip hazard

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, campus security officers patrol the campus, entrance areas, and designated common areas. The

principal, assistant principal, and campus security officers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principals, and campus security officers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Colton High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2023.

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			
	20-21	21-22	22-23
	School		
% Students Suspended	0.0	6.7	8.5
% Students Expelled	0.0	0.1	0.1
	District		
% Students Suspended	0.0	5.3	5.7
% Students Expelled	0.0	0.1	0.1
	State		
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	8.5	0.1
Female	6.8	0.1
Male	10.0	0.1
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	21.4	1.8
Filipino	0.0	0.0
Hisp. or Latino	8.1	0.1
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	5.7	0.0
English Learners	7.4	0.3
Foster Youth	15.0	0.0
Homeless	9.9	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	8.6	0.1
Students with Disabilities	9.2	0.0

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

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	2020-21			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	36	44	13
Mathematics	22.0	36	40	7
Science	25.0	24	34	8
Social Science	25.0	19	32	9
Subject	2021-22			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	33	46	22
Mathematics	25.0	20	47	13
Science	24.0	23	42	6
Social Science	24.0	20	34	12
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	22.0	35	47	4
Mathematics	21.0	42	34	1
Science	25.0	16	43	1
Social Science	24.0	14	43	1

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

Pupil Engagement

Dropout & Graduation Rates

Colton High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include counseling, Pathway Intervention Synergy Day, academic contracts for freshman and sophomores, after school tutoring for all grade levels (5 days per week), Link Crews mentoring program for freshman, and SART/SARB program. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

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

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	19-20	20-21	21-22
	Dropout Rate	12.5%	8.2%
Graduation Rate	83.3%	88.7%	83.8%
	District		
	19-20	20-21	21-22
	Dropout Rate	12.0%	9.4%
Graduation Rate	81.3%	87.0%	86.3%
	State		
	19-20	20-21	21-22
	Dropout Rate	8.2%	9.4%
Graduation Rate	83.6%	83.6%	87.0%

Graduation Rate by Student Group (Four-year Cohort Rate) (2022-23)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	364	305	83.8
Female	173	159	91.9
Male	191	146	76.4
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African-Amer.	--	--	--
Filipino	0	0	0.0
Hisp. or Latino	348	292	83.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	65	42	64.6
Foster Youth	--	--	--
Homeless	45	30	66.7
Students Receiving Migrant Ed. Services	0	0	0.0
Socioeconomically Disadvantaged	351	293	83.5
Students with Disabilities	45	24	53.3

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

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

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Colton High School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2036	1906	563	29.5
Female	973	915	289	31.6
Male	1063	991	274	27.6
Amer. Indian or Alaska Native	1	1	0	0.0
Asian	6	6	0	0.0
Black or African-Amer.	56	51	30	58.8
Filipino	0	0	0	0.0
Hisp. or Latino	1928	1808	518	28.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	9	5	55.6
White	35	31	10	32.3
English Learners	312	276	87	31.5
Foster Youth	20	14	5	35.7
Homeless	121	110	54	49.1
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	1823	1725	524	30.4
Students with Disabilities	315	285	113	39.6

Note: Double dashes (--) appear in the table when the number of students is ten or

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

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 2022-23 school year, Colton High School held staff development training devoted to:

- ELA & Mathematics
- Integrating Technology
- Writing Across the Curriculum
- ELD 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 sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2021-22, 2022-23, and 2023-24 school years, Colton High School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2021-22 Training:

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

2022-23 Training:

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

2023-24 Training:

- Speech Learning
- CET Group (Former Future Ready)
- Behavior Training
- N2Y Professional Learning
- Cognitive Coaching
- EL Summer Institute

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		
2021-22	2022-23	2023-24
2	3	2

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 21, 2023, 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. 24-13 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 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		
2017	College Board, <i>SpringBoard, English Language Arts & English Language Development</i>	0 %
2014	CSU, <i>Expository Reading and Writing Course</i>	0 %
Foreign Languages		
2017	McGraw Hill, <i>Asi Se Dice, Level 2</i>	0 %
2017	McGraw Hill Education, <i>Asi Se Dice, Level 1</i>	0 %
History-Social Science		
2019	Cengage Learning, <i>U.S. History, 1877 to Present, America Through the Lens</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		
2022	McGraw Hill, <i>Illustrative Mathematics, Algebra 1</i>	0 %
2022	McGraw Hill, <i>Illustrative Mathematics, Algebra 2</i>	0 %
2022	McGraw Hill, <i>Illustrative Mathematics, Geometry</i>	0 %
Science		
2020	Activate Learning, <i>Active Physics</i>	0 %
2020	Lab-Aids, <i>EDC Earth Science</i>	0 %
2020	Pearson, <i>CA Experience Chemistry</i>	0 %
2007	Prentice Hall, <i>Biology</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	
	%
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.5
2021-22 Graduates who Completed all Courses Required for UC/CSU Admission	28.8

Advanced Placement

In 2022-23, 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 2022-23	
	No. of Courses Offered*
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	3
Mathematics	2
Science	6
Social Science	8
All Courses	23

* 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 2022-23 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 2022-23	
Total number of students participating in CTE programs	857
Percentage of students completing CTE program and earning a high school diploma	48.2 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

Professional Staff

Counseling & Support Staff

Colton High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Colton High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2022-23		
	No. of Staff	FTE
Academic Counselor	5	5.0
Psychologist	2	2.0
Health Assistant	1	1.0
Librarian	1	0.3
Library Media Technician	1	1.0
Nurse	1	0.6
Speech Therapist	1	0.4
Counselor-to-Student Ratio: 1:360		

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

Teacher Preparation and Placement

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

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

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	89.1	85.1	882.9	93.0	234405.2	84.0
Intern Credential Holders Properly Assigned	1.0	1.0	1.0	0.1	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.7	2.6	5.9	0.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.7	3.6	14.3	1.5	11953.1	4.3
Unknown	8.1	7.8	44.8	4.7	15831.9	5.7
Total Teaching Positions	104.7	100.0	949.0	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	82.5	86.6	888.7	92.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.2	3.4	14.3	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.0	3.2	23.3	2.4	12115.8	4.4
Unknown	6.5	6.9	32.4	3.4	18854.3	6.9
Total Teaching Positions	95.4	100.0	965.0	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	
	Number
Permits and Waivers	1.5
Misassignments	1.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	
	Number
Permits and Waivers	1.5
Misassignments	1.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	
	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.4
Local Assignment Options	3.3
Total Out-of-Field Teachers	3.7

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

Class Assignments / Indicator (2021-22)	
	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2

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

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,005	\$55,550
Mid-Range Teacher Salary	\$87,263	\$84,645
Highest Teacher Salary	\$112,656	\$111,284
Superintendent Salary	\$246,477	\$278,268
Average Principal Salaries:		
Elementary School	\$137,203	\$139,860
Middle School	\$146,836	\$146,440
High School	\$162,598	\$158,447
Percentage of Budget:		
Teacher Salaries	30.96%	32.21%
Administrative Salaries	4.91%	4.89%

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 2021-22 school year, Colton Joint Unified School District spent an average of \$17,591 of total general funds to educate each student (based on 2021-22 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 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2021-22					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$8,463	N/A	N/A	N/A	N/A
Restricted	\$476	N/A	N/A	N/A	N/A
Unrestricted	\$7,987	\$8,245	96.86	\$7,607	105.00
Average Teacher Salary	\$91,524	\$92,141	99.33	\$90,632	100.98

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

SARC Data

DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in January 2024. Data to prepare the school facilities section were acquired in December 2023.