

# Colton Joint Unified School District Colton Middle School

Grades 7 through 8  
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## 2022-23 School Accountability Report Card *Published February 2024*

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## Principal's Message

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

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

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

## Mission

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

## School Description

Colton Middle School is located in the western region of Colton and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2022-23 school year, 835 students were enrolled, including 11.4% in special education, 22.2% qualifying for English Language Learner support, and 89.2% 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	50.20%	Grade 7	417
Male	49.80%	Grade 8	418
Non-Binary	0.00%	Ungraded	0
Amer. Indian or Alaska Native	0.10%		
Asian	0.40%		
Black or African-Amer.	1.90%		
Filipino	0.10%		
Hisp. or Latino	95.00%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.40%		
White	2.20%		
English Learners	22.20%		
Foster Youth	0.10%		
Homeless	6.00%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	89.20%		
Students with Disabilities	11.40%		
Total Enrollment			835

# Student Achievement

## Physical Fitness

In the spring of each year, Colton Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test (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](http://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
7	95%	96%	96%	96%	96%

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/](http://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)	23.0	21.0	31.0	29.0	47.0	46.0
Mathematics (grades 3-8 and 11)	11.0	9.0	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	823	806	97.93	2.07	20.99
Female	417	408	97.84	2.16	24.51
Male	406	398	98.03	1.97	17.38
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	14	14	100.00	0.00	28.57
Filipino	--	--	--	--	--
Hisp. or Latino	786	769	97.84	2.16	20.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	18.75
English Learners	164	154	93.90	6.10	0.65
Foster Youth	--	--	--	--	--
Homeless	63	57	90.48	9.52	10.53
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	779	762	97.82	2.18	20.50
Students with Disabilities	93	91	97.85	2.15	0.00

CAASPP Test Results in Mathematics by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	823	809	98.30	1.70	9.27
Female	418	409	97.85	2.15	7.09
Male	405	400	98.77	1.23	11.50
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	13	13	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hisp. or Latino	787	773	98.22	1.78	9.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	6.25
English Learners	164	160	97.56	2.44	1.25
Foster Youth	--	--	--	--	--
Homeless	62	58	93.55	6.45	5.17
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	778	765	98.33	1.67	8.89
Students with Disabilities	93	91	97.85	2.15	0.00

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

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)	15.8	12.8	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	406	401	98.77	1.23	12.75
Female	217	213	98.16	1.84	12.74
Male	189	188	99.47	0.53	12.77
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	388	383	98.71	1.29	12.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	85	84	98.82	1.18	1.19
Foster Youth	0	0	0	0	0
Homeless	39	37	94.87	5.13	11.11
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	386	381	98.70	1.30	12.89
Students with Disabilities	43	42	97.67	2.33	0.00

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

### Opportunities to Volunteer

Chaperone  
Schoolwide Activities

### Committees

English Learner Advisory Council  
School Site Council  
School Safety Committee

### School Activities

Back to School Night  
Chat with the Cops  
Cookies with the Cops  
Intramural Sports  
Open House  
Parent Institute for Quality Education (PIQE)  
Parent Project  
School Dances  
Student Performances

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Colton Middle School's original facilities were built in 1953; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Addition of the PE Pavilion
- Addition of a locker room
- Admin modernization

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

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

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

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

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

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

### Facilities Inspection

The district's maintenance department inspects Colton Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Colton Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, November 29, 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: Wednesday, November 29, 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
(A)	Rm 2 - HVAC is not functioning properly per teacher
(B)	Rm FA1, P 49, P 45, P 43, P 37, Rm 21, Rm 20, Rm 9, Rm 8, Office, Rm 4, Rm 3, Rm 2 - Ceiling tiles have water stains  FA2 - Water stain ceiling tiles; carpet is torn  Rm 36 - Wallpaper is torn; flooring is unkept  Rm 35, Rm 34, Rm 33 - Water stain ceiling tiles  P 32, P 31, P 30, P 29 - Ceiling tiles missing  P 48 - Hole in ceiling tile; ceiling tiles are loose  27-Speech - Water stain ceiling tile; ceiling tile is torn  Rm 5 - Ceiling tile is broken
(C)	P 24, Rm 9, Rm 5, Rm 17 - Unsecured items are stored too high
(D)	Rm 34 - Cord is creating a trip hazard  Rm 33 - Two light panels are out  P 32 - Wires hanging from ceiling at entry; ethernet box is loose  P 48 - Light panel flickers  P 24 - Electrical cover is missing  Rm 8 - Outlet has no power; outlet cover is broken; one light panel is out
(E)	Staff RR, Girls RR - Menstrual products are not readily available  Rm 22 - Drinking fountain and faucet have a low flow  Rm 21, Rm 12 - Drinking fountain has no flow  Rm 20 - Drinking fountain has a low flow and constantly runs  Rm 15 - Faucet leaks at base and drain  Rm 9 - Faucet constantly runs; drinking fountain has no flow  Rm 8 - Sink is out of order  Rm 18 - Faucet has a low flow
(F)	P 29, P 46, P 43 - Plug in air freshener is present  P 42 - Fire extinguisher is not mounted; paint is peeling on gutter downspout  Rm 17 - Paint is peeling on interior wall
(G)	P 38 - Dry rot on siding
(H)	Rm FA1 - Trip hazard, hole in concrete walkway  FA2 - Trip hazard, asphalt raised at stairway  Rm 35 - Trip hazard on walkway  P 40, P 42, P 44, P 46, P 48, P 49, P 47, P 45, P 43 - Window screen missing  P 39 - Window screen is torn  Rm 8 - Door handle is loose  Rm 3 - Window seal is damaged  Girls RR - Window is broken

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, the principal, assistant principal, campus security officers, and the SRO patrol the campus, entrance areas, and designated common areas. The principal, assistant principal, SRO, 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, SRO, and campus security officers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

### School Site Safety Plan

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

## Classroom Environment

### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	20-21	21-22	22-23
	<b>School</b>		
% Students Suspended	0.1	7.7	13.4
% Students Expelled	0.0	0.2	0.1
	<b>District</b>		
% Students Suspended	0.0	5.3	5.7
% Students Expelled	0.0	0.1	0.1
	<b>State</b>		
% 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	13.4	0.1
Female	11.2	0.0
Male	15.6	0.2
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	17.4	0.0
Filipino	0.0	0.0
Hisp. or Latino	12.8	0.1
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	25.0	0.0
English Learners	18.1	0.5
Foster Youth	0.0	0.0
Homeless	4.4	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	13.6	0.1
Students with Disabilities	20.9	0.9

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				
2020-21				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	23.0	17	29	2
Mathematics	23.0	17	31	2
Science	24.0	11	26	2
Social Science	24.0	16	26	2
2021-22				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	5	35	
Mathematics	23.0	18	27	
Science	26.0	8	24	
Social Science	25.0	10	30	
2022-23				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	10	29	
Mathematics	25.0	12	29	
Science	28.0	3	28	
Social Science	28.0	3	30	

\*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

### Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Colton Middle 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	920	889	277	31.2
Female	465	446	131	29.4
Male	455	443	146	33.0
Amer. Indian or Alaska Native	1	1	0	0.0
Asian	3	3	0	0.0
Black or African-Amer.	23	21	10	47.6
Filipino	1	1	0	0.0
Hisp. or Latino	869	841	258	30.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	20	19	8	42.1
English Learners	210	205	62	30.2
Foster Youth	5	4	1	25.0
Homeless	68	64	24	37.5
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	870	846	269	31.8
Students with Disabilities	115	112	47	42.0

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.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Colton Middle School revolve around the California State Content Standards and Frameworks. During the 2022-23 school year, Colton Middle School held staff development training devoted to:

- Data Analysis
- Social Emotional Learning (SEL)
- Technology Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Colton Middle School supports ongoing professional growth throughout the year on late start days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training 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 Middle 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 Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2021-22	2022-23	2023-24
2	3	2

### Instructional Materials

All textbooks used in the core curriculum at Colton Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

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, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCS the sufficiency of instructional materials used for their visual/performing arts curricula. During the 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
<b>English Language Arts</b>		
2017	McGraw Hill, <i>Study Sync</i>	0 %
<b>Foreign Languages</b>		
2017	Vista Higher Learning, <i>Espanol Santillana - Level 1</i>	0 %
<b>History-Social Science</b>		
2019	Cengage Learning, <i>World History: Medieval and Early Modern Times</i>	0 %
2019	Teachers' Curriculum Institute, <i>History Alive! The United States Through Industrialism</i>	0 %
<b>Mathematics</b>		
2022	McGraw Hill, <i>Illustrative Mathematics, Math 7</i>	0 %
2022	McGraw Hill, <i>Illustrative Mathematics, Math 8</i>	0 %
<b>Science</b>		
2020	Accelerate Learning, <i>STEMScopes</i>	0 %

## Professional Staff

### Counseling & Support Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2022-23		
	No. of Staff	FTE
Academic Counselor	3	3.0
Health Assistant	1	0.5
Library Media Technician	1	1.0
Nurse	1	*
Psychologist	1	*
Speech Therapist	1	*
Counselor-to-Student Ratio: 1:278		

\* as needed

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

## Teacher Preparation and Placement

The charts below identify the number of teachers at Colton Middle 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 Middle 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)	42.5	97.4	882.9	93.0	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.1	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	5.9	0.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.3	14.3	1.5	11953.1	4.3
Unknown	1.0	2.3	44.8	4.7	15831.9	5.7
Total Teaching Positions	43.7	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)	39.8	84.6	888.7	92.1	228366.1	83.1
Intern Credential Holders Properly Assigned	1.2	2.7	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	3.9	14.3	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	5.9	23.3	2.4	12115.8	4.4
Unknown	1.4	3.0	32.4	3.4	18854.3	6.9
Total Teaching Positions	47.1	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	0.0
Local Assignment Options	0.1
Total Out-of-Field Teachers	0.1

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	2.7
Total Out-of-Field Teachers	2.7

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)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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)	4.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.7

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
<b>Average Principal Salaries:</b>		
Elementary School	\$137,203	\$139,860
Middle School	\$146,836	\$146,440
High School	\$162,598	\$158,447
<b>Percentage of Budget:</b>		
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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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.		% Diff. School & State
			School	State	
Total**	\$7,954	N/A	N/A	N/A	N/A
Restricted	\$478	N/A	N/A	N/A	N/A
Unrestricted	\$7,476	\$8,245	90.67	\$7,607	98.28
Average Teacher Salary	\$85,290	\$92,141	92.56	\$90,632	94.11

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 Middle 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.