



Colton High School

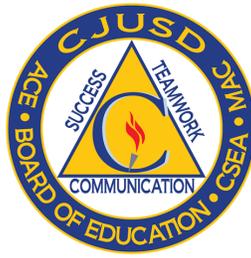
WASC Self-Study Report

777 W. Valley Blvd.

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Colton Joint Unified School District

April 7-10, 2019



Colton Joint Unified School District

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The mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families and our diverse communities.



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Preface

This self-study is the result of collaboration from many stakeholders, all determined to ensure it reflects continuous improvement with an emphasis on student learning in all content areas. These improvements have been spearheaded by our site Leadership Team, comprised of the Administrative Team, department chairs, Teachers on Assignment, and the Site Intervention team. Their contributions have been in conjunction with feedback from classroom teachers, student leadership, and parent groups.

Since Colton High School's last self-study in 2013, the school's stakeholders—administration, Leadership Team, teachers, students, and parent groups—have been committed to continual review of our goals, analysis of data, and reflection on process and practice. On an annual basis, our stakeholders review the school's Action Plan and "Critical Areas for Follow-Up." Student data (i.e. test scores, grade distribution, behavioral data) from the previous school year is analyzed for patterns and trends. This data is used to highlight key areas of growth and progress, and to provide direction in addressing our students' and school's critical areas of need. The stakeholders also review the current action plan, Single Plan for Student Achievement (SPSA), and add additional evidence supporting essential areas. Both the SPSA and WASC Action Plan identify assessments, data, and student engagement as the schools key areas of improvement based on the test results and WASC Focus Groups.

As preparation for this WASC visit, we developed a timeline mapping out the development of this self-study over 18-months. Regularly scheduled WASC leadership, focus group, and department meetings have been conducted to collect and reflect on the data in this report. During the 2017-18 school year, all stakeholders participated in a WASC Roll-Out staff meeting in which they were informed of the self-study process and expectations for participation over the past 18 months. Teachers selected their own focus groups of interest in which to participate. Focus groups have met monthly to respond to the self-study prompts.

Colton High School's Schoolwide Learner Outcomes (SLOs) have been recently revised to better reflect and align with our changed school climate and culture. The previously established SLOs were developed for the 2013 self-study, but since that time Colton High School has gone through significant changes in administration, teaching staff, testing data collected, and overall school culture. Due to these changes, the stakeholders re-evaluated and revised the SLOs to fit the current needs of our school's community.

As you read this self-study, it will be made clear just how focused and committed Colton High School is to the achievement of its students, as well as to building and maintaining a culture of growth and success that will positively impact the Colton community.

Chapter I Progress Report

Our previous self-study was in 2013, when we were granted a six-year with a two-day mid-cycle visit. During our 2016 revisit, the Leadership Team at Colton High School identified critical academic needs. These critical academic needs became “growth areas” and have served as the foundation for our Action Plan. These growth areas were reviewed and updated during the 2016 WASC Mid-Term Report. Progress on the Schoolwide Action Plan from 2013 Full Study and the 2016 Mid-Term Report is presented below.

Goal 1: Strengthen student success and achievement through curriculum and instructional strategies within a comprehensive system of support.

Ensure proper placement of students in math

Districtwide procedures continue to be implemented for math placement recommendations. It has been identified that the most critical time to look at proper math placement for a student is during the transitions into middle and high school. At these transitions, multiple data points such as grades, test scores, and programs are used to provide the initial math recommendation. Teachers are then asked to confirm or alter the placement based on what they observe in the classroom in regards to students’ math abilities.

Non-transitional students will be given a math recommendation for the upcoming year focused more on what courses they are currently taking along with past courses and grades. The teachers of non-transitional students also have an opportunity to suggest placement based on observations. Initial placement occurs at the beginning of 3rd quarter, allowing time for teachers to revisit their recommendations, and allowing the counselors time to meet with students to discuss the math recommendation for the following year.

Incoming 9th graders are placed in an appropriate math course based on a variety of indicators (test scores and grades in past math classes). Prior to the 2017-2018 school year, these indicators were used to determine 9th grade enrollment in one of the following math courses: a single period of Geometry or Algebra I, or two periods of Algebra I with support. Starting this school year, 2018-2019, while the indicators are the same, all 9th graders are enrolled in a single period of math, in either Algebra I or Geometry.

Removing the two period support class in Algebra I has had a strong impact on student achievement. It has placed a greater emphasis on first, best initial instruction. This has also fortified collaboration between the Algebra I team, making instruction and remediation efforts more deliberate and impactful. For the department as a whole, these changes have resulted in an increase in days of instruction by reducing the number of student schedule changes, and

overall student success in math. The following chart indicates the changes in D and F rates over the past four school years.

Changes in D-F Rates in Math Classes			
Year	Algebra I	Algebra 2	Geometry
2014-2015	56.5% F 17% D	47% F 17% D	24% F 27% D
2015-2016	43% F 19% D	33% F 22% D	20% F 27% D
2016-2017	44% F 25% D	36% F 15% D	24% F 27% D
2017-2018	33% F 26% D	15% F 22% D	4% F 23% D

Ensure proper placement of students in Read 180

District Educational Support Division and Language Support Services CPSs, and ELD counselors recommend English placement for all incoming 9th graders into Intensive English, Core English, Honors English, or Core English + ELD support. All placement recommendations are based on a careful analysis of the following measures: demographic data, English course grades, English course history, CELDT/ELPAC score history, CST/CAASPP score history, district unit assessment score history. Student Reading Inventory (SRI) Lexile score, and current teacher recommendation.

Intensive English students have multiple opportunities to exit the program once they meet exit criteria. The exit criteria is shared with all Intensive students. Intensive teachers and the Secondary ELA CPS review each student's data to recommend exit. The data to be reviewed is as follows: initial SRI scores, Semester 1 achievement/progress, November SRI scores, end of year achievement/progress, March and May SRI scores.

Target RSP population to improve student achievement

Quarterly collaboration times allow RSP and general education teachers to communicate on student progress, strategies implemented, accommodations provided, etc. This became more structured over the 2016-2017 school year by scheduling each department to meet with RSP teachers during late start time. This structure and accountability resulted in an increase of collaborative conversations between the general education and RSP teachers.

Communication between general education and RSP teachers has improved. Some general education teachers provide assignments, projects, and/or quizzes to RSP teachers prior to administration to allow for accommodations. In addition, the TOA's for the Math and English departments have collaborated with the RSP department to coordinate administration of final

exams to allow for necessary accommodations. This has helped improve the passing rate for those specific classes.

Supporting evidence: student grades

Target EL population to improve student achievement in classes utilizing SDAIE strategies. Ensure proper placement via ELPAC/CELDT, Read 180 and ELD Classes

The district English CPS tests 8th grade students using the SRI test to assess students' reading ability. This information is used with benchmark scores, grades, CELDT/ELPAC level and course history knowledge to place 9th graders into Read180, English I or Honors English I. The same criteria is used by the district office to make recommendations for ELD classes. EL applicants for pathways and AVID are reviewed on a case by case basis in an attempt to ensure equity of access for all learners. Students who are placed in a pathway or AVID have their language needs supported in a context other than an ELD support class. Their needs will be supported through other classes such as AVID, and/or pathway elective classes. Students in grades 10-12 and 9th graders who were not 8th graders in the district are placed into the proper English and ELD classes based on previous coursework. If no previous coursework is available, students take a placement test to determine what level of ELD they will receive. The EL district counselor works in conjunction with site counselors to ensure students are properly placed in classes.

The site EL TOA continued to work with the history and science departments to provide QTEL strategies, as well as with individual teachers who were in need of additional support. QTEL strategies supports English language learners and their teachers with strategies to engage and accelerate students' academic literacy and content knowledge. These strategies encourage student engagement and enhance the learning of EL and special education students by focusing on collaborative, productive, and interpretive techniques. The QTEL approach features high challenge with high support. Departments shared best practices at staff meetings to highlight how they were incorporating QTEL strategies into their curriculum. The EL TOA will continue to provide teachers with training on developing lessons that include scaffolding.

The district EL Counselor has been meeting with ninth grade EL students who earned D/F's on their first semester grades to counsel them on how they can make improvements.

The tables below show the impact on English language learner semester grades:

Sheltered Algebra-Semester 1					
	A	B	C	D	F
2014-2015	2%	3%	9%	19%	67%
2015-2016	2%	5%	11%	26%	44%
2016-2017	.89%	7.1%	10.7%	21.4%	59.8%
2017-2018	2.3%	4.6%	16.1%	33.8%	43%

Sheltered Geometry- Semester 1					
	A	B	C	D	F
2014-2015	6%	17%	11%	6%	60%
2015-2016	2%	5%	11%	26%	56%
2016-2017	0%	12.9%	25.8%	32.2%	29%
2017-2018	7.4%	18.5%	18.5%	25.9%	29.6%

Sheltered Earth Science					
	A	B	C	D	F
2014-2015	0%	2%	8%	49%	41%
2015-2016	6%	3%	12%	67%	14%
2016-2017*					
2017-2018*					

Sheltered Biology- Semester 1					
	A	B	C	D	F
2014-2015	3%	5%	43%	30%	19%
2015-2016	11%	17%	18%	24%	30%
2016-2017	12.6%	11.5%	28.4%	15.7%	31.5%
2017-2018	8%	18.3%	27.5%	22.9%	22.9%

* Colton High no longer offers Earth Science

Sheltered World History -Semester 1					
	A	B	C	D	F
2014-2015	3%	22%	22%	27%	26%
2015-2016	7.6%	18.2%	19.7%	42.4%	12.1%
2016-2017	10.6%	19.1%	25.5%	29.7%	14.8%
2017-2018	13.5%	25.4%	27.1%	16.9%	16.9%

Sheltered US History- Semester 1					
	A	B	C	D	F
2014-2015	0%	2%	8%	49%	41%
2015-2016	6%	3%	12%	67%	14%
2016-2017	6%	6%	27%	15.1%	45.4%
2017-2018	2%	18.7%	25%	10.4%	43.7%

Ninth grade data was gathered during the 3rd quarter of the 2016-2017 school year, and during the 2017-2018 school year on English language learners. The table below shows the D/F rates of 9th grade English language learners in Algebra I, English I, and Biology:

	2016-2017		2017-2018	
	D	F	D	F
Algebra I	17.4%	62.3%	38.3%	31.5%
English I	21.7%	56.6%	31.5%	28.9%
Biology	14.9%	29.8%	22.9%	22.9%

The data above has helped guide the professional development of integrated ELD instruction for the 2017-2018 and 2018-2019 school year.

Provide extra duty for intensive instruction to targeted students during school day, after school and on Saturdays

After school and Saturday School interventions are provided for all students. These interventions are used mostly by those in special programs, like AVID and AP. AVID students are required to use these programs if they receive grades of D or lower on weekly grade checks, or if they have poor attendance. Students with missing assignments are also required to attend Saturday School sessions. They continue attending these interventions until their grades improve to a C or higher. College tutors are present after school on Tuesdays and Thursdays to provide small group support for students. AVID core teachers also stay after school Monday-Friday to provide additional assistance for students. AP students are also targeted for after school instruction. Students with low performance on the sample FRQs (Free Response Question) released by the College Board, poor attendance, or low performance on the unit exam are encouraged to stay after school for additional assistance from the teacher. Additionally, Saturday study sessions have been added to the calendar to provide additional preparation for the AP tests.

During the 2016-2017 school year, the Algebra I course-alike team committed to administering common unit assessments (CUA) and referring students to a twice-weekly after school intervention program called "Afternoons with Algebra." Students were referred if they scored a 59% or lower on a CUA. Upon arriving to intervention, students received a 25-30 minute review of the material covered on the most recent CUA. After review, students would take a different version of the CUA with hope of improving their original score. The Math TOA delivered most of the reteach lessons, while 1-2 classroom teachers assisted students during independent practice. The new CUA was administered in a different classroom by another teacher. All teachers on the intervention team scored the retakes, and new scores were sent to the classroom teacher teachers. If students could not come after school, they were invited to work with the Math TOA during lunch. Data analysis on the "Afternoons with Algebra" program showed improved test scores, an increase in the amount of submitted work, and an increased

understanding of concepts when participating in after school instruction; however, the program only reached a small percentage of students and was not continued.

Saturday school sessions and after school help for math continues to be available to students. During this time, students may receive help from math teachers on homework, make up tests, or receive help on a specific task. Some group work, such as calculator training, has been conducted as well. This after school math help is provided three days each week and every Saturday school session. One Algebra II teacher has held multiple mini-workshops based on students' needs. Data analysis continues to show that students participating in the after school instruction improve their math grades, but limited numbers of students attend after school instruction. Overall, the percentage of math students passing classes with A-C grades are increasing.

Supporting evidence: AVID student achievement data, CAASPP scores, math grades, intervention program data analysis

Passage Rate in Math by Percentage of Students Earning A-C Grades			
	Algebra	Geometry	Algebra 2
2014-2015	33%	37%	31%
2015-2016	39%	56%	49%
2016-2017	38%	47%	41%
2017-2018	40%	64%	52%
2018-2019 (S1)	47%	59%	89%

Conduct meetings with each student individually to create a four-year education plan and to address any educational concerns

Counselors continue to meet with students individually to create, review, and discuss student plans for high school and beyond. At the start of each school year, counselors meet with students in grades 9 and 12. They meet with those in grades 10 and 11 at the start of the second semester. Letters are mailed home inviting parents/guardians to attend and participate in these meetings. Approximately 20% of parents attend the meetings with the counselors and students. Additionally, counselors visit our feeder middle schools to meet with and advise incoming 9th grade students during registration.

AVID teachers reinforce the counselors' work by developing four-year plans with their students beginning in 9th grade. These plans are reviewed and revised each year to reflect changes in the students' plans, such as repeating courses due to failing grades.

Supporting evidence: student four-year plans

Conduct meetings with at-risk students in grades 9 and 10 to discuss poor achievement and place on academic contracts, which include mandatory tutoring

The intervention teachers for grades 9 and 10 maintain a caseload of approximately 80 students each. Students with 3 or more Fs in grade 9, and those with fewer than 40 credits in grade 10 meet the criteria for intervention. Intervention teachers meet with approximately 15 students per week to discuss grades, goal-setting, attendance, behavior, and any issues at home that may be a potential cause for poor grades. At these meetings, which are documented in the “Visits” section of Q, Students are encouraged to check-in with their intervention teacher, attend tutoring on a regular basis, and turn in weekly grade checks. The consistent 1:1 interaction with an encouraging adult has proven to be beneficial to many of the students who are at risk of failing classes. Additionally, intervention teachers make contact with the students, teachers, and parents to stay well-informed about students’ behavior and grades across campus.

In first semester of 2018-2019, the 9th Grade Intervention Program placed on contract and monitored 65 students. After grades were posted, only 14 of the 65 students were flagged for continued monitoring because they failed 4 or more classes, a success rate of 78%. The Intervention Program has helped bring the overall percentage of 9th grade students on track to graduate to 87%. This number increased from 76% in 2017-2018. The 10th Grade Intervention Program has had similar results. After reviewing data from the first semester of the 2018-2019 school year, the 10th grade Intervention Program placed on contract and monitored 61 students with 30 credits or less. After first semester grades were posted, 62% of these students were exited from the program. Each semester, more students are added to the program, but the numbers are steadily in decline.

Supporting evidence: student achievement data

Goal 2: Support the Student Achievement Goals through focused staff development, use of data analysis and research based instructional practices

Develop and implement curriculum pacing guides in relation to the introduction of Common Core content standards - English

During the 2016-2017 school year, six English teachers participated in the District led Springboard textbook adoption piloting. After Curriculum Council and School Board approval, English teachers were provided professional development via Springboard curriculum training workshops. Curriculum maps were revised to reflect the new adoption of a rigorous text. Teachers began implementing the Springboard curriculum during the 2017-2018 school year. Grade level leads were selected during the 2016-2017 school year and continue to participate in district-sponsored trainings in order to continue developing and aligning curriculum to the adopted Common Core standards, create and modify Springboard unit assessments/embedded assessments, and deepen teacher understanding of Springboard implementation to ensure grade-level access to the curriculum for all students.

Teachers are provided ongoing opportunities to lesson plan and unit plan with the Springboard text during Thursday late start days and LCAP collaboration days. During this time, teachers use the pacing guides and curriculum maps to develop standards-based student projects, identify strategies to support student achievement, calibrate scoring, review formative and summative assessment data reports, and review student work.

Develop and implement curriculum pacing guides in relation to the introduction of common core - Math

As of 2015-2016, the Colton High School Math department continues implementing the district's recommended Common Core pacing guides. Two district course-alike teams have been formed for collaboration and consistency in implementation and assessment. One team is the Content Team, whose role is to study the CA Math Framework. Grade level Common Core Standards Representatives from each high school continue to meet to revise the pacing guides. During the 2017-2018 school year, those 2015-2016 pacing guides were adjusted by the district level team. This led to the creation of curriculum maps, which organize the adopted curriculum with a focus on unit instruction rather than the day-to-day focus of traditional pacing guides. In addition, the adoption of a late start schedule every Thursday, plus five district-provided LCAP days have created extra opportunities during the school year to collaborate and continue refining the curriculum maps.

Develop and implement curriculum pacing guides in relation to the introduction of Common Core - Social Science

At the end of 2016-17 school year, the Colton High School History department began rewriting the history curriculum to align with the new Social Science framework adopted in July 2016. While the standards remain similar, the approach to lesson design has changed. This change in the social science lesson design focuses more on student-centered activities to create increased learner engagement and provide greater access to grade-level standards for all students.

Resource notebooks for each social science course have been created, providing teachers with: overarching essential questions for the entire course; unit-level essential questions that are components of the overarching question; lesson-level essential questions that are components of the unit level question; primary source, stem-based assessments; and a standardized writing assessment component to be used in all classrooms. Other resources available include the ELA/ELD Common Core standards for grades 9-10 or 11-12, relative to course grade level, to enhance reading and writing instruction.

Develop and implement curriculum pacing guides in relation to the introduction of Common Core - Science

The science department continues to implement the same pacing guide as shared in the last WASC report. Science teachers were provided training in the NGSS standards during the 2016-2017 school year. Several science teachers have engaged in ongoing lesson studies, starting in 2017-2018 with lead Biology and Chemistry teachers, and 2018-2019 for Physics

teachers. Since the 2017-2018 school year, science teachers have collaborated in the development of curriculum units during scheduled late start and district provided LCAP collaboration days to embed the NGSS 5E (Engage, Explore, Explain, Extend, Evaluate) model, as well as Common Core reading and writing standards.

Continue staff development for EDI and identify two instructional strategies to be used school-wide

Since the last WASC self-study, Colton High School's emphasis on Explicit Direct Instruction (EDI) decreased as teachers began focusing on the implementation of Common Core standards. While EDI was no longer an integral focus of staff development, teachers maintained an instructional focus on providing learning objectives and checking for understanding as one formative assessment technique. EDI did provide guidance in developing a site-standardized whiteboard configuration, which teachers continue to use.

As Colton High School's staff moved away from focusing on EDI, they selected two instructional strategies for professional development: utilizing technology in the classroom and scaffolding. Departments have highlighted technology or scaffolding best practices at staff meetings to demonstrate how they were using them.

Since the last WASC self-study, a Technology Team formed at the end of the 2016-2017 school year and meets regularly after school to plan professional development, determine technology needs, and make recommendations for purchasing. The Technology Team uses staff meetings, late start opportunities, and pull-out days to train staff. Technology trainings have included the SAMR Model, Nearpod, Pear Deck, Remind 101, Quizizz, Google Classroom, Blackboard Connect, WeVideo, Smore, and Photopeach. With more training, there has been a higher demand for access to technology across campus. Additional Chromebooks have been purchased for classroom use so teachers can integrate more technology in their lessons. In addition to the Technology Team trainings, departments continue to schedule time with the district EdTech TOAs during late start collaboration time to enhance their professional development of technology in a small group setting.

Since the last WASC visit, professional development of scaffolding techniques has been a major focus. Review of EL data during the 2016-2017 school year revealed grade 9 students are struggling academically across the curriculum. A plan was created for the 2017-2018 school year to focus professional development on scaffolding during late start time with Algebra, Biology and English I so grade 9 students and teachers receive the most support. Site TOAs have embedded scaffolding practices in their professional development series, and shared these strategies with departments during collaboration, and teachers during individual planning time. The EL TOA has continued to provide professional development on scaffolding with History, Science and Individual teachers. She models how to integrate scaffolding strategies into lessons and provides teachers time to build additional lessons with her, or co-plan/co-teach. Additionally, over the past three years, approximately 10 teachers have attended summer QTEL institutes to learn essential scaffolding strategies, with more scheduled to attend in the summer

of 2019. And lastly, the English department continues to practice scaffolding strategies in their lessons and highlight strategies during their “best practices” time in their English department meetings.

Supporting evidence: lesson plans, QTEL trainings, sign-in sheets, reports on student hits on PowerSchool, student assessment data, collaboration minutes

Expand training in AP, Honors and AVID methodologies. Identify and implement agreed upon AVID strategies to use schoolwide

In May 2016, a team of core teachers attended an AVID Critical Reading training. After these eight teachers attended the training, they created a systematic staff development plan to share these strategies with all teachers at Colton High School. During 2016-2017 school year, the team trained their departments in small groups over the course of four weeks. Teachers shared samples of student work at department and staff meetings to compare student results within their departments and across disciplines.

Currently, AVID is focused on improving interactive focused note-taking. While a brief share out of the note-taking process occurred at the start of the 2018-2019 school year, the AVID department continues to send staff to Write Path trainings, and work with students on focused note-taking. AVID teachers participated in a more detailed note-taking training in December 2018 and February 2019. AVID leads will train their departments in-depth on interactive notes at the start of the 2019-2020 school year.

The Colton High School AP program and teachers follow the AP standards to ensure all students in AP classes are held to a high standard and given the opportunity to learn rigorous material and teachers are regularly using formative assessments strategies to guide instruction. AP Teachers employ AP Released Instructional Reports from College Board to assist in identifying students’ areas of strengths and growth opportunities. On these reports, content areas are highlighted to empower teachers to adjust their curriculum to better match the needs of the AP Exam. AP Teachers in the Social Science department used the Instructional Planning Reports to develop 1st, 2nd, and 3rd quarter smart goals focused on critical reading.

The AP department is committed to professional development. They meet monthly to focus on sound writing strategies, following the Free Response Question (FRQ)/Document Based Questions (DBQ) prompts and skill set development. Since the last WASC visit, the AP department continues sending five teachers to the annual AP conference. Two AP teachers are AP readers. A group of 4-5 teachers attend the AP Summer Institute (APSI) each year to deepen and enrich their understanding of their subject. APSI Training is a week-long course that develops teacher skills to prepare students for the rigors and challenges of college-level courses. Teachers focus on instructional approaches that will help the students meet the goals of AP Courses and AP Exams.

AP/Honor Teachers use a “shared collaborative” teaching method to assist students through advanced material labs. Teachers also use AVID WICOR Strategies and embed WICOR strategies into daily lesson plans where writing and inquiry are a central focus. Teachers also

use focus note-taking techniques on a regular basis, as well as having students collaborate to identify learning gaps in the course material through group activities. A number of teachers have attended Write Path training and Critical Reading workshops to gain a deeper understanding of how AVID strategies can be used in the AP classroom.

Many AP teachers have committed to tutoring after school and during Saturday School sessions to help students succeed in their AP classes. In the recent 2018-2019 school year, they have developed an intervention system. High-risk students are identified and a data sheet is created to track the classes in which they have difficulty. Intervention tickets are created to mandate after school or Saturday school to address deficiencies in their grades.

Supporting evidence: meeting minutes, sign-in sheets, agendas, student work samples, AP/Honors assessment

Provide training in the use of technology. Identify and share best practices using technology.

In the summer of 2017 the Colton High School Technology Team planned a four day pull-out plan for the 2017-2018 school year. All teachers were invited to participate. The four days were designed as “off-site” retreats and spread throughout the year. The professional learning sessions were planned and delivered by Technology Team members. Between sessions, Technology Team members provided one-on-one coaching for all participants. The program concluded with a final presentation during the fourth and final session in which all participating teachers shared their experiences implementing a passion project on which they worked throughout the year. These projects included establishing a digital exchange between a Spanish class a school in Ecuador, a “This American Life”-style podcast, an Hour of Code Week event, and a TED Ed Club which recorded and published TED-style talks. All teachers who completed the program received a Colton High School “21st Century Learning Team” certification. The planning team included the English TOA, an AP History teacher/History Department Chair, a Math Teacher, an AVID teacher, a Librarian, an ROP teacher, a Spanish Teacher, and an Assistant Principal. The teachers participating included an AP Spanish teacher/Department Chair, an AP U.S. History, three Math Teachers, two English teachers, an Art teacher, a P.E. teacher, a Science teacher, and a Spanish teacher.

In the summer of 2018, the Technology Team had its annual Technology Plan meeting and continued to build on the success of the previous year. This year, we began a new initiative to support our district’s Future Ready Schools pledge by creating our own “Future Ready Days.” The idea was to move away from professional development and instead, provide an experience for teachers looking to adopt or include more technology in their lessons. All teachers graduating from our year 1 program were invited to showcase their classrooms and show other teachers how they implement technology with their students. The Future Ready Days happened throughout the year, with two showcases during the first semester and one during second semester.

To do that, we implemented the Instructional Rounds in Education model. Teachers visited classrooms throughout the day and participated in short debriefing sessions after each classroom visit. To reflect on the experience, teachers recorded Flip Grid videos. At the end of the day, we held a Q&A session between the host and visiting teachers. The third Future Ready Day for this year will be a “Road Trip” to our feeder elementary schools in which we will calibrate and vertically align our curriculums to ensure everyone understands, is able to motivate, and has the capacity to meet the needs of this current generation of students. Colton High School has drawn the attention of the Future Ready Schools Program coordinators at the national level and has invited us to participate in their Equity Case Studies Program, to conduct a Webinar so we can share our innovative processes to professional learning.

Supporting evidence: Powerpoints from trainings, sign-in sheets, activity logs, agendas, PowerSchool results, Chromebook cart sign-ins

Provide training in the use of OARS. Use OARS as a collaborative tool to assess the academic achievement of students.

The Colton Joint Unified School District discontinued using OARS in June 2017, and began using the Illuminate online system. Prior to 2017, CHS staff used OARS to create authentic assessments to monitor student growth and accomplishment in all core subjects. Teachers used OARS (Online Assessment Reporting System) to track trends, growth, and mastery in order to efficiently analyze student data. The adoption of Illuminate has offered many benefits over the OARS program. Students take online assessments through Illuminate’s lockdown browser, including math and English final exams. This has made for easier management and analysis of data. Subject matter TOAs use the data to help their departments develop SMART goals, and to align curriculum mapping between departments at other district high schools.

Supporting evidence: data analysis forms, student assessment data, Curriculum and Assessment Team notes and agendas

Provide training on various research-based instructional strategies, including those focused on achievement of English Language Learners

In the 2017-2018 school year, Colton High School staff participated in professional development on formative assessment. In the 2018-2019 school year, they participated in professional development in one of the following three areas: Discourse and Collaboration, Reading Comprehension, and Writing Across the Curriculum.

Some departments use collaboration time to share best practices that support all learners, including special education students and English learners.

In the 2017-2018 school year, Colton High School formed an Instructional Leadership Team (ILT) with the support of District Language Support Services. The ILT focuses on three pedagogical areas with the goal of supporting the instruction of English Learners: Formative

Assessment, Authentic Discourse, and Responsive Instruction. The ILT consists of math teachers, science teachers, English teachers, teachers on assignment, and administration.

Supporting evidence: sign-in sheets, agendas, lesson plans created during staff meetings

Provide training in various strategies to improve student social/emotional well-being

Since our last WASC report, Colton High School's commitment to PBIS has deepened. Staff members have attended several workshops focused on social/emotional well-being, such as PBIS trainings, county trainings, and the Wellness Conference. Colton High School established an extended period schedule 1-2 times a month to provide lessons focused on respect, responsibility, and acting with integrity to ground students in the importance of treating others well.

Each year, PBIS sponsors an anti-bullying assembly with powerful guest speakers. The response from the students has been overwhelmingly positive. The PBIS team also organizes a "Kindness Week" in which students participate in a variety of daily events and activities. This week typically coincides with the anti-bullying assembly. In addition, Link Crew coordinates a Synergy event four times a year in which invited students are provided support for their social/emotional well-being through a high-energy, interactive day of activities.

Other supports and professional developments are provided for staff and students. The District provides mandatory professional development on Suicide Awareness for all teachers. The Mental Health and Awareness Community Coalition continues to conduct on-site demonstrations for students regarding the negative effects of drugs and alcohol. Colton High School also has two student-led clubs dedicated to social/emotional well-being, the HEAL Club, which is associated with Friday Night Live, an organization dedicated to creating awareness about the dangers of substance abuse, and Bring Change to Mind, a club that encourages students to talk about mental health and normalize the conversation surrounding it. Additionally, we are scheduled to open a Wellness Center in the 2019-2020 school year focused on helping all Colton High School students with matters of social/emotional growth.

Supporting evidence: S3 survey results, CHKS results, suspension data, attendance data, PBIS survey results, club charters and sign-in sheets

Implement Linked Learning program to pair students with professionals in a career area of interest. Expand cross-curricular instruction.

As of the 2016-2017 school year, Colton High School has three pathways: HEAL (Health Education Academy of Learning), Hospitality, and Welding. The HEAL pathway consists of nine teachers in the English, ROP, Physical Education and Science departments. The pathway was the first established pathway at Colton High School. It graduated its first class of students in 2017, and continues to grow. Sports Medicine and Therapy was recently added as its capstone class for grade 12 students.

The Hospitality Pathway, now in its fourth year, prepares students for either college or careers focused on hospitality, tourism or recreation. The Hospitality Pathways consists of eight teachers in the Food and Nutrition, marketing, history and English departments.

The Welding Pathway, currently in its third year, prepares student for careers in the welding field. It has five teachers in the welding, math and English departments.

Pathway teachers continue to meet to plan interdisciplinary projects. They with students individually to discuss grades and create plans for academic success.

Supporting evidence: student participation rate, grade comparisons, meeting agendas, cross curricular projects

Goal 3: Improve communication and culture within the school community

Expand the implementation of Link Crew

Link Crew is an elective class for students in grades 11 and 12 from all sub-groups, including English learners and special education students. The purpose of Link Crew is to help grade 9 students transition smoothly into high school. To establish relationships, each 9th grade student is assigned to a Link Crew leader, with whom they meet monthly, in what we call “Freshman Follow-Ups.” During Freshman Follow-ups, Link Crew leaders mentor the 9th grade students on a range of topics, including study skills, organization, and test taking strategies. These monthly meetings have helped the 9th grade students grow both academically and individually.

Throughout the year, Link Crew hosts many other activities for 9th grade students to help them grow socially, academically, and to establish a sense of connection to their school community. In addition to their work with students in grade 9, Link Crew also plans activities for the entire school population, such as Synergy, Random Acts of Kindness, and Social Experiments. Link Crew also helps promote the site’s PBIS Behavioral Expectations.

Supporting evidence: monthly meeting lessons, sign in sheets

Conduct workshops to increase parent involvement and improve student achievement

To continue building connections with parents and the Colton community, Colton High School hosts a few notable workshops. Pastry with the Principal continued during the 2017-2018 school year with the assistance of the District Community Liaison. The principal and the liaison presented to parents on the topics of showcasing student data, building resilience in their children, communicating with their teens, and technology in the classroom. Parents found the information so useful they requested follow-up meetings to share the progress with their children.

Incoming Freshmen Parent Nights continue each year. Additionally, the District Community Liaison and the Principal presented grade level specific information each night of registration to

all grade levels during the 2016-2017 school year. While the parents who attended found the information to be useful, few parents attended. Beginning the 2017-2018 school year, in addition to Back-to-School Night, a parent workshop series was held with English and Spanish sessions ranging in information from supporting special education students and preparing students for college, to algebra help. While parent attendance increased slightly at the workshops, information is reaching a minimal amount of parents.

Supporting evidence: sign-in sheets, flyers, minutes, PowerPoint presentations

Introduce and implement a Parent Resource Center on campus

While the Parent Resource Center no longer exists at Colton High School, the District Community Liaison hosts classes at Colton High School. These classes focus on such topics as teaching parents English and learning how to operate computers. Additionally, the District Community Liaison and Principal host parent nights and Pastry with the Principal.

Supporting evidence: sign-in sheets, flyers

Continue to implement Q gradebook in which teachers regularly update and maintain their grades online to provide current information regarding student academic progress

The majority of the teachers update Q weekly so parents, students, and staff can view student academic progress.

Supporting evidence: Q data

Increase parent involvement in student achievement, school governance and overall participation in school activities by increasing communication via personal contact, Teleparent, social media and the use of the marquee

Colton High School's staff uses a wide range of tools to maintain contact with parents in order to increase parent involvement and participation. Teachers make contact with parents by phoning them, using Blackboard Connect to send automated messages, or scheduling conferences. SDC and RSP teachers regularly phone and email parents regarding student performance and needs. Language assistants phone parents when needed to update EL families on student progress.

In addition to the teaching staff, site administration and District relay important schoolwide information using Blackboard, Twitter, and Facebook. Use of the daily student bulletin read over the intercom and the marquee in front of the school also provide important details for students and families to know. Student-centered groups, such as Athletics, ASB, Yearbook and Link Crew host Twitter accounts to celebrate successes and provide important information to students and families.

Parents are invited and encouraged to participate in a variety of meetings. Each parent is invited to the four-year academic plan meeting with the counselor and student. Three of five counselors

are bilingual, making it easier to communicate with families. The Athletic Director conducts parent meetings twice a year to educate parents on CIF rules, board policy, and necessary GPA requirements in order to participate in athletics. Parent nights and Pastry with the Principal continue to inform families on how the school can assist families. And at the end of each year, Colton High School hosts three honors assemblies to celebrate student success with families: Scholarship, Senior Night, and All School Awards.

Supporting evidence: sign-in sheets to events, Blackboard communication results, Twitter messages, Teleparent communication results, marquee, four-year plans, honors assembly brochures, incoming Freshmen PowerPoints.

Increase communication, expectations, and dissemination of critical data to all stakeholders for the purpose of decision making

The Colton High School hosts monthly meetings of the English Language Advisory Council (ELAC). ELAC consists of approximately 20 parents and/or community members who comment, question, and make suggestions to improve the school's programs. Their questions and suggestions impact the school budget, SPSA, and school safety plan. School Site Council also meets monthly, but is not as well attended. Despite changing the time of the School Site Council meetings, three parents regularly attend the meetings.

There is strong and consistent communication between administration and staff at Colton High School. Staff meetings are used for data analysis, staff development, dissemination of critical information which requires meaningful group interaction, or discussion of new initiatives. Department chair meetings are used to share ideas, happenings in the departments, updates for Department Chairs to share with their departments, and other clerical information, such as budget, ordering materials, and goal-setting. Administration and staff communicate through emails about routine information. Lastly, there are two Daily Bulletins, one for students and one for staff, which are used to communicate upcoming events.

The Principal reports to Cabinet three times each year about CHS' data. Necessary adjustments are made to improve student achievement. Certificated staff is involved in preparing for these meetings by reviewing data and making suggestions for improvement.

Supporting evidence: ELAC and SSC agendas and minutes, Daily Bulletins, department chair agendas, staff meeting sign-in sheets, staff meeting agendas, cabinet meeting notes

Improve student-student, student-staff, and staff-staff relationships by creating more opportunities for positive interaction

The Positive Behavior Intervention Strategies (PBIS) team continues to develop extended period lessons, sponsor Implementation Day where they introduce the schoolwide expected behaviors to all students, and recognize students who display respect, responsibility, and acting with integrity. The PBIS team began a "Check-in/Check-out" system with students who need additional behavior support. These students are chosen by the number of referrals the PBIS

team has received. The PBIS also sponsored two events: “Cookies with a Cop” and a Staff vs. Student basketball game. Tickets were sold to the basketball event by student leadership groups. All proceeds from ticket sales and snackbar were used to provide a scholarship for students who have overcome hardship. An essay contest was held and four students were selected to receive a \$250 scholarship to further their education.

Coordinated through Link Crew, Synergy is held 4-5 times a year, at least once per quarter. Synergy is an all-day event for students to engage in high-interest activities designed to promote social and emotional health and support. “Special” Synergy events are held at the beginning of the year for select groups, such as AVID and Pathways. The number of students attending Synergy range between 150-250 students. The positive leadership and effects of Link Crew on the Colton High School campus has been well recognized by other school sites.

Link Crew conducts Freshmen Follow-Up meetings every month during PE classes. Each grade 9 student is paired with a Link Crew leader who mentors them throughout the year.

Supporting evidence: PBIS lessons, PBIS matrix, Yellowjacket Cards, Check-In/Check-Out cards, sign-in sheets, and PBIS surveys

Improve working relationships between general ed and special education teachers through collaboration and professional development. Implement a process that is functional and effective.

Structured quarterly collaboration meetings are scheduled during late start time between general education teachers and RSP teachers. This has improved the amount of collaboration efforts between general education and special education teachers. Email communication is also used to request and provide information on RSP students. RSP teachers email copies of individual student IEPs to all general education teachers on each individual student’s schedule. Many teachers email, phone, or meet with other teachers, as needed, when specific issues arise. SDC teachers collaborate weekly on their shared students to discuss concerns and create action plans to help the students.

During the 2017-2018 school year, the RSP team delivered information to the departments on how to read an IEP and provide accommodations for students. Collaboration with the RSP and general education program continues to be an area of growth for Colton High School. A team of general education and special education teachers will convene to create systems to improve the collaboration between general and special education, with the common goal of improving services for RSP students.

Supporting evidence: emails, Department Chair records of attendance

Utilize the Campus Beautification Committee to address areas on campus which can be aesthetically improved. Use Student Forum and ASB as a means of identifying those areas of need.

Several actions have taken place to enhance campus beautification. Tiled murals have been affixed to two buildings showcasing student ceramic work and the history of the Colton High School campus. The maintenance department and site staff have worked together to improve the cleanliness of the outside of the school by adding more trash cans during lunchtime and limiting student access outside of the eating area during lunchtime. Students are reminded daily to throw their trash away at lunch. PBIS videos stress student responsibility for picking up trash on campus. This concept is also included in the schoolwide behavior matrix. A group of socially-conscious students, led by members of the Key Club, met on Saturdays during 2016-2017 to clean the campus, paint trash cans and benches, and beautify the school. New tables were purchased with campus beautification funds in the fall of 2018 to provide an additional seating area for students underneath newly constructed solar panels. The Class of 2018 donated funds to add a mural to the school on the side of the library, enhancing school pride.

Supporting evidence: PBIS matrix

During our last WASC visit in spring, 2016, the WASC Review Committee made the following recommendations:

Colton High School staff participates in WASC training and encourages members of CHS to participate in a WASC school visit: The WASC site coordinator attended a training and has participated in two WASC school visits. Additionally, five members of the staff participate in WASC school visits on a regular basis.

Students and parents indicated during the interview sessions they have difficulty meeting with the counselors and students are not encouraged to take rigorous and AP classes: Colton High School counselors give priority to parents who drop into the office to speak personally with a counselor over a concern. Parents who request meetings are responded to with a phone call to schedule a meeting. Concerns are sometimes resolved through these phone calls. While during the interviews, parents and students reported they are not being pushed to take rigorous classes, analysis of the master schedule enrollment numbers indicate over time more students have enrolled in AP and honors classes. Even though placement recommendations are made for which classes students should register, students and parents always have the option to waive the recommended classes and have students placed into more challenging classes.

Number of students enrolled in AP and honors classes			
S1 Date	# of students	S2 Date	# of students
December 2013	896	June 2014	826
December 2014	915	June 2015	881
December 2015	1188	June 2016	1139
December 2016	1326	June 2017	1255

Counselors need to work closely with grade 12 students to ensure they have the opportunity to receive resource information on financial aid for college attendance:

Counselors begin meeting with grade 12 students for academic reviews starting the second week of school. A portion of that academic review addresses a student's transition plan for college, discussing the steps they need to take to apply to college. These steps include applying for college, financial aid, scholarships, etc. Counselors also survey 12th grade students in the fall to determine which students need additional help with the college-going process. Any grade 12 student who indicates they wish to attend college, but has not begun the process is met with individually by their counselor to begin the application process. Additionally, the AVID coordinator presented a series of workshops to take grade 12 students step-by-step through the process of applying for college, and informing them of the steps they need to take between August and November. This event culminated with a Senior Signing Day ceremony. In the 2016-2017 school year, the district sponsored a district-wide College and Career Fair. Workshops were offered to assist students and their families with FAFSA applications and applying for college. Colton High School also offered a free after school SAT preparation class. Analysis of data revealed students experienced growth after taking the SAT classes.

Chapter II

Student/Community Profile and Supporting Data and Findings

School History and Background

Description of Community

The city of Colton was named after David Colton, a respected Vice-President of the Southern Pacific Railroad and a General during the Civil War. The city was first established among orange groves and rural lands; however, it is now surrounded by residential, business, and industrial areas. According to the most recent data of 2014, the city's current population is 53,057. The city's ethnic make up is 73% Hispanic with the remaining 27% a mix of White, Asian, Black, American Indian, and other non-specified races.



Colton High School is one of three comprehensive four-year high schools within the Colton Joint Unified School District. Colton High School was established in 1895 and had its first graduating class in 1896. Since opening its doors in 1895, to accommodate its growing population, Colton High has seen many structural changes. The school sits on 48 acres of land. It is home to a stadium, an auditorium, two gymnasiums, a multi-purpose room, 97 classrooms, 14 restrooms, a library/media center, a band room, a choir room, two computer labs, six science labs, an auto shop, a metal shop, a dance room, and a weight room.

Colton High School continues to improve its facilities. Completed in 2017, the Yellowjacket bridge was renovated to be IDEA (Individuals with Disabilities Act) compliant, and ensure its safety in the years to come. Additional major changes since 2013 include: an IDEA compliant ramp at the front of the school and a drought tolerant landscape in various areas of the campus. Most recently, the school district installed new solar panels and renovated the football stadium, which hosts a variety of community events, such as Junior All-American football, Colton Rugby Team, and American Cancer Society's Relay for Life.

Family and Community Trends

The surrounding community of Colton High School contains single family homes, low income apartments, and mobile homes. Within the Colton High School boundaries, 86.9% of our families are low income and qualify for free or reduced lunch. The homes available in the area are considered affordable in comparison to other parts of the San Bernardino County.

Colton is home to families that have set roots here for generations. Many families of current CHS students were also raised in the city and have either remained or returned to raise their own children and have them educated in the school district. At Colton High School, we even have 9 alumni teachers.

School Purpose (Mission & Schoolwide Learner Outcomes)

As Colton High School prepared for this current self-study and visit, accreditation procedures were updated and the ESLRs were replaced by Schoolwide Learner Outcomes (SLOs). This provided an opportunity for the school to reevaluate its overall vision and purpose in order to develop a more current framework to guide our instructional practices. A consensus on the vision and mission produced Schoolwide Learner Outcomes that reflect both the vision of Colton High School and the District.

Our mission is to establish Colton High School 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 through PRIDE (Pursue Excellence; Respect and Embrace Diversity; Inspire Pride, School Spirit and Community Contribution; Develop Enthusiasm for Learning; and Empower Through Education).

Parent/Community Organizations

Colton High School has two active parent groups: the English Language Advisory Committee (ELAC), and the School Site Council (SSC). ELAC is well attended by parents and community members. Both ELAC and SSC oversees the school budget and programs. They regularly ask for updates on different school programs and make recommendations for improvement. The District also facilitates two community groups: African-American parent advisory committee (AAPAC), and DELAC (District English Language Advisory Council).

School/Business Relationships.

Colton High School has a business relationship with Arrowhead Regional Medical Center, a local hospital that works with teachers and students in the HEAL Pathway. Students participate in field trips and receive volunteer opportunities at the hospital.

The Hospitality Pathway continues to build sustainable relations with local businesses in the community. Thus far, they have worked with Colton High's district food services, online meal service Healthy Penguin, and Ticklebelly Desserts. Business leaders are invited to advisory meetings to speak with students about their businesses. Additionally, the Hospitality Pathway takes its students on trips for field experience. Some notable trips include: Skypark in Sky Forest, where students were given a backstage tour and a lesson on the food service side of the business; Cal Poly Pomona to the Collins College of Hospitality Management, where students toured the campus and took a mini-class on etiquette and food preparation; and Fairplex at Pomona to participate in the Food-to-Fork presentation and activities. The Hospitality Pathway continues to pursue new relationships while sustaining its existing ones.

The Welding Pathway does not currently have any community or business relationships. They are in the process of forging those relationships and anticipate having them in place by June 2019.

Staff Description

Colton High School is composed of five administrators, a Security Manager, 115 certificated staff members, and 57 classified staff members. There are five full-time counselors, an English Language Learner Counselor and a part-time Psychologist, a Nurse, and a Speech/Language Pathologist. Our teachers are well-qualified, with 49.6% of our certificated staff holding a Masters Degree or higher. Of the 115 certificated staff members, 63 are white, 39 Hispanic, three African American, one Asian, one Filipino and four non-responses. Our current male to female ratio is 59 female teachers to 47 male teachers. These statistics are from the 2017-2018 CDE Dataquest, with the exception of the information regarding the number of classified personnel. That number came from Ed-Data.org, who's most recent calculation is from 2016-2017 school year.

Certificated Staff Education Level			
Doctorate	Masters	Baccalaureate	Total
1	57	57	115
Certificated Average Years of Experience 17-18			
Avg. Yrs of Service	Avg. Yrs. in District	#1st year	#2nd year
14	13	11	3

Colton High School has 33 paraprofessionals who work with students in the classrooms as instructional assistants for students with special needs. Instructional Assistants are placed in core content classes and in graphic communications, where there is a larger number of students with special needs. In addition to the paraprofessionals, Colton High School also employs 18 clerical staff, and six campus supervisors.

ACS WASC Accreditation History for School

This is the Colton High School Mission Statement:

Our mission 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 through P.R.I.D.E.

Schoolwide Learner Outcomes (SLO's)

Colton's Schoolwide Learning Outcomes were revised during our self-study process to accurately reflect school goals for our students. The SLO's were revised by the staff, who were encouraged to edit, revise, or add to the already existing SLO's from the 2013 self-study. When

revising the SLO's, the staff continued to consider the schoolwide critical areas of need, 21st century learning goals, and the future direction of Colton High School. Together we revised the pre-existing PRIDE (SLO) to better represent our students, culture, and the academic expectations we have for our current students and future graduates.

Pursue Excellence

- Meet or exceed graduation requirements.
- Utilize 21st century skills to demonstrate mastery of curriculum and college and career readiness standards.
- Read, write, speak, and collaborate effectively in an academic setting.
- Prepared to enter the college or career of their choice.
- Take a proactive approach to their current academic pursuits and future goals.

Respect and Embrace Diversity:

- Show empathy for others.
- Interact ethically and responsibly towards oneself and others in all settings
- Act ethically and take personal responsibility for actions

Inspire Pride, School Spirit, and Community Contribution:

- Create opportunities for everyone to promote positive and productive interactions.
- Promote a school community where everyone acts with respect, responsibility and integrity.
- Provide opportunities for everyone to be involved.

Develop Enthusiasm for Learning:

- Have opportunities to communicate clearly, solve problems, be creative and curious.
- Develop initiative to apply learned skills and knowledge to real world applications and experiences.
- Apply Digital Citizenship skills while using technology to process information.

Empower Through Education

- A school-wide focus by all students, staff, parents, and community on the benefits of education and the need for lifelong learning.
- Introduce and maintain necessary proactive interventions to assist students in fulfilling all graduation requirements.
- Make sound decisions about physical, emotional and mental health.

When the final PRIDE was revised, it was revisited at a staff meeting for final input from the staff. The SLOs were also shared at both ELAC and School Site Council meetings to gather parent and community input. Revisions were considered and made by the WASC leadership team. Currently we are in the process of ensuring all students know SLOs, understand them, and strive to have PRIDE while at Colton High School and beyond.

ACS/WASC accreditation history

Following the last WASC Self-study review in 2013, the school was granted a six-year with a two-day mid-cycle revisit. Our mid-cycle visit was successful. We made progress toward achieving the goals on our Action Plan. We also made revisions based on our transition from the previous State Standards and CSTs to Common Core State Standards (CCSS) and Smarter Balanced Assessment Consortium (SBAC) exams. Revised action plans and areas of growth were established to address the visiting teams recommendations.

At the mid-cycle revisit in 2016, the WASC visiting team noted improvements made over the past three years. They specifically cited the institutional processes and programs that had elevated the level of instruction, and the strong efforts of the leadership team to address our Critical Academic Needs. The WASC visiting team noted the District had provided additional staffing resources to the school, such as TOAs and an additional assistant principal. The WASC team observed the staff was implementing successful instructional strategies. Ongoing professional development focused on high academic achievement.

The WASC team made a few important recommendations. They recommended sending staff to WASC trainings, ensuring the counselling staff is meeting with parents and students, and encouraging students to take rigorous classes and provide them with essential information about colleges, scholarships, and financial aid opportunities.

Program improvement status of school

The School Plan for Student Achievement (SPSA) is created from the district LCAP document. The site conducts a needs assessment, reviews data, and determines the actions necessary to improve the school. Parents in ELAC and SSC are a part of this process. The data is reviewed annually in ELAC and SSC, and they make recommendations to remove, add, or improve upon existing strategies.

The school has identified the following needs and goals from the district LCAP and continues to work towards achieving them:

- Increase the percentage of students who graduate and are prepared for college and/or career.
- Increase the percentage of English Language Learner students who achieve English Proficiency and are reclassified.
- Increase the reading proficiency and English Language Arts/Math competency of all students.
- Ensure students have access to quality resources, teachers, and facilities.
- Implement all academic content and state adopted performance standards.
- Support the mental and physical health of students.
- Promote parental participation, providing opportunities for parental input in decision making process.

The school monitors progress through grade data, state accountability system data, CELDT & ELPAC scores, school climate survey results, and PBIS assessment data. Each semester the site principal provides staff updates of each goal with a breakdown of progress as it pertains to significant identified subgroups.

School Program Data- Describe regular program of study that all students experience

Colton High School offers students a diverse range of programs to promote engagement, learning, and continuous achievement at every grade level. School programs include: Advancement Via Individual Determination (AVID), Advanced Placement (AP), Career-Technical Education (CTE), Pathways in Health, Welding, and Hospitality, and Navy Junior Reserve Officers Training (NJROTC).

English Language learners are provided support through designated English Language Development courses offered during the school day. General education teachers are provided additional support through the English Language TOA to assist EL students in the integrated general education classroom.

Students with disabilities are provided support through the Resource Specialist Program (RSP) and Learning Center classes scheduled during the school day. Teachers receive additional support for their students from RSP teachers as needed.

Lastly, as of the 2017-2018 school year, qualifying students can be enrolled concurrently in classes at our local community college, San Bernardino Valley College. Programs are in place to support to our English Language learners and students with disabilities.

B2. Provide a succinct summary of the programs you offer to students, some of which may be generic to the overall school program, and address the areas listed below for each program as applicable. Curriculum offered both onsite and outsources. Describe how courses support college and career preparedness and other goals. Types of instruction and extended learning opportunities.

Colton High school offers our students a wide range of A-G courses taught by highly qualified teachers. All students have access to a variety of core classes in all disciplines. Many of these courses are available as honors or Advanced Placement courses. We also offer wide slate of electives, from visual and performing arts to ROP courses.

Colton High School has a variety of interventions available to students who are struggling academically and/or at-risk of not completing enough credits to fulfill graduation requirements. Tutoring and classroom supports are provided daily by classroom teachers and support staff. After school tutoring is also offered by certificated classroom teachers. StepUP, our Saturday school program, is available on 22 Saturdays throughout the school year and offers students opportunities to resolve attendance issues, make-up assignments, receive tutoring in a variety of courses, and take test prep workshops.

Colton High serves students many types of students with special needs, including those who qualify for Severely Handicapped (SH-Mod/Severe), Special Day Class (SDC), 504 plan accommodations, Adaptive PE, and the Transitional Opportunity Program (TOP). Colton High has 15 certificated Special Education teachers on staff and 20 paraprofessionals to provide additional support to our students with special needs.

Students in grades 9 and 10 who are at-risk of not completing credits are referred to the appropriate grade level intervention teacher. Intervention teachers meet with approximately 10-15 students per week and mentor them, as needed, in areas of attendance, academics, and behavior. Students are placed on an academic contract to set goals and expectations. The process is ongoing until the students successfully improve their grades. After reviewing the data from first semester of the 2018-2019 school year, 65 students were being monitored by the grade 9 intervention teacher. When grades were posted, 51 students in grade 9 were exited from the intervention program, a decrease of 78% in total enrollment. Data for grade 10 students showed that 62% successfully exited the intervention program by improving their grades. Students who are not as successful and continue to be at-risk beyond grade 10 are mentored by their academic counselor. Data is collected at the end of each semester and reviewed to determine strengths and areas to grow for the intervention program.



Advancement Via Individual Determination (AVID)

Colton High School offers AVID as an elective in grades 9-12. The program emphasizes time-management and organization at every level, with note-taking and study skills being the focus in grades 9-10, and college readiness and post graduation preparation the focus in grades 11-12. Currently, there are 11 AVID sections.

Academically, the AVID elective focuses on WICOR: Writing, Inquiry, Collaboration,

Organization, and Reading to Learn. Additionally, students are provided with academic, social, and emotional support to help them succeed in the most rigorous courses. Qualifications for students to apply for the CHS AVID Program include: having the drive and determination to excel in rigorous curriculum; committing to a four-year program that will assist in their high school and college success; benefiting from learning time management and organizational strategies; being the first in their family to attend college.

AVID enrollment					
2013-2014	2014-2015	2015- 2016	2016-2017	2017-2018	2018-2019
398	420	347	360	302	404

Advanced Placement (AP)

Advanced Placement courses give students the opportunity to complete rigorous courses at an introductory college level. AP classes are available to all students who are academically prepared and show a desire to attempt a college level curriculum. In keeping with the AP College Board philosophy, Colton High School endeavors to eliminate barriers restricting access to AP for students from traditionally underrepresented ethnic, racial, and socioeconomic groups. Currently 917 students participate in the Colton High School program for Honors or AP classes. The number of students taking the AP placement exam has progressively increased since the last WASC visit.

Advanced Placement (AP) Test Taking			
2013-2014	2014-2015	2015-2016	2016-2017
227	255	326	352

Expository Reading and Writing Course (ERWC)

ERWC is a rigorous, full-year college preparatory English course offered to students in grade 12 that have been identified as “Conditionally Ready” on the Smarter Balanced State Assessment. The course includes a wide variety of expository texts, some literature, and an in-depth study of expository, analytical, and argumentative reading and writing. The University of California (UC) has approved the ERWC for area “B” credit (of the A-G requirements), and the course meets college preparatory requirements for both the UC and the CSU systems. Colton High School currently offers three ERWC classes. Our current ERWC teachers received training in a two-day workshop. The training provided teachers with a theoretical understanding of the ERWC, outlined the benefits of the course for students and school personnel, and offered pragmatic strategies for using the course materials to teach the course.

The goals of ERWC are to help students succeed in three important areas: Meeting the requirements of the California English-Language Arts Content Standards; attaining the standards of the CSU English Placement Test; and achieving the expectations of college and university faculty.

Career and Technical Education (CTE)

Colton High School’s CTE program provides equal access to students to experience projects within specific career fields, and offers the opportunity for students to follow career pathways. The CTE department consists of five instructors teaching nine different courses representing

three industries: Information Technology, Graphic Production Technology, Fashion Design, and Automotive industry. Pathways are offered in the Food Service & Hospitality industry, Health Care industry, and Welding Technology. Each course is state approved and validated by the corresponding industry. Several business partnerships have been established to support the CTE career pathways and industry courses.

CRY-ROP provides quality, hands-on career training programs in high-demand career fields to assist students at Colton High School in acquiring and developing marketable job skills. The ROP courses offered are: Auto General Service Technician I-V, Geographic Information Systems Fundamentals, Digital Business Communications, Graphic Communications, Medical Administrative Assistant Front Office, Medical Services, Sports Medicine and Therapy, STEAM Shop I-II, and Welding Technology. The ROP Career Center provides opportunities to explore a variety of post-secondary paths, from career, college and scholarships, and apprentice/trade schools to military service. Students have the opportunity to earn college credits through articulation agreements with local community colleges.



Navy Junior Reserve Officers Training Corps (NJROTC)

Colton High School offers students the opportunity to enroll in an NJROTC accredited curriculum. The course focuses on leadership development, academic success, practice for the SAT, with the overall goal being enrollment at an University. The Colton High School NJROTC unit has the most community contact of all the campus' organizations in the surrounding area. The unit is frequently requested by several community organizations each year to help with

various functions, such as Veteran dances and dinners, flag placement at cemeteries, and rest home events. Colton High School's NJROTC's main community focus are veteran organizations such as local VFWs and American Legions; however, they have also participated in events for City Hall, the Mayor of Colton, and with various political organizations within the community.

Positive Behavior Intervention and Supports (PBIS)

In addition to academic instruction, Colton High School understands the need to understand students' behavioral and social needs. In recognition of this, staff members focus on teaching and modeling appropriate behaviors, problem-solving skills, and creating collaborative learning environments to foster positive interactions. PBIS (Positive Behavior Interventions and Supports) has been a major part of creating and improving the opportunities for these positive interactions on campus and at home.



Each year, CHS has a PBIS implementation day. It is held during the first week of school and provides students with clear behavioral expectations for each setting on campus and at home. This offers students a strong understanding of what is expected of them on campus and what the consequences are for violating the set expectations. As a school, we recognize that we cannot simply teach these expectations and routines once. Colton High School has an extended period schedule twice a month to review the school expectations. These extended period lessons have been especially helpful after returning from a long break, during times in the year when staff anticipate having more troubles, or during times that continue to be problematic. Lessons may include re-teaching schoolwide expectations, how to earn Yellowjacket tickets, reviewing home performance expectations, or time to engage in contests between classes. The PBIS team creates these extended period lessons after reviewing the behavioral data and noting the areas of need.

Colton High School uses a PBIS Rewards System that acknowledges and rewards students who display one or more of the three PBIS expectations: Be Respectful, Be Responsible, and Act with Integrity. To acknowledge positive behavior and increase positive interactions, students can be awarded with Yellowjacket Tickets. All staff members are encouraged to award Yellowjacket Tickets when a student is “caught” meeting at least one of this PBIS expectations. Students submit their Yellowjacket Tickets to room 30. Each Friday, students are chosen from a random ticket drawing. The winning students’ names are shared during Monday’s morning announcements, and their names are printed in our Daily Bulletin on our school website. Winning students get to choose a PBIS Incentive from the display case in room 30. Staff members are also recognized for distributing Yellowjacket Tickets weekly and monthly. Their names are drawn from the submitted tickets and they are able to choose prizes. This encourages positive interaction among all staff members and students.

Since 2016-2017, In order to build a positive rapport with students, staff members, parents, and community members, the Colton High School Campus Resource Officer participated in Cookies with the Cop. Because of the positive response, this program has become an annual offering to the community. Students, staff members, and community members are invited to have cookies with our Campus Resource Officer. As a representative of the Colton Police Department, the officer is able to help the school community members gain a better understanding of who he is, hear their concerns, and answer any questions they may have about his role on campus. This has allowed our officer to share positive interactions with all stakeholders in our school community.

Each October, to support National Bullying Prevention Month, participating 2nd period classes hold a door decorating contest. Participating classes decorate their doors to display the theme of unity and/or anti-bullying. Class doors are judged using a rubric based on quality of construction, creativity, design, and attention to theme. The contest allows for group participation and increased interaction among students and teachers.

PBIS also hosts other activities, such as Room Service, Coffee & Bagels, and an end of the school year luncheon. These activities have increased morale on campus, and provided opportunities for staff members to come together, socialize, and support one another. For many, Colton High School is a family. Opportunities such as these make our staff feel appreciated.

Students who are referred to the PBIS Team may be placed in the Check-In/Check-Out (CICO) program. CICO is a prevention program intended for students who consistently demonstrate behavior inhibiting their academic success. It serves 5-10 students at a time. CICO identifies students who are in need of extra support early and provides them with frequent feedback by using the Yellowjacket CICO Card. A mentor who meets with these students daily to check their progress. After six weeks of continuous positive engagement, the PBIS team meets to discuss any appropriate adjustments that may need to be made based on student needs.

Career Center

The Colton High School Career Center provides students with resources to assist in career and college exploration. Students are able to take a career assessment, explore careers, and set career or college goals. Teachers are able to take their classes into the Career Center to take advantage of its opportunities and offerings. The Career Center works in conjunction with CRY-ROP, a program that provides hands-on career training in high-demand career fields to assist high school students in acquiring marketable job skills. The two programs together help students explore careers for their future while also taking career relevant courses through ROP while still in high school. Students are also able to obtain leadership skills, employment developments, and soft skills to help them continue onto college, the work force, or the military.

Link Crew

Link Crew is an elective class offered to students in grades 11 and 12 from all sub-groups, including English learners and special education. The focus for this course is providing leadership opportunities for students through assisting incoming grade 9 students with the transition from middle school to high school. Colton High School feels it is important to provide ample support to students during their first year of high school to help them transition and sustain success. Credit completion and behavioral data continues to show our grade 9 students struggle. With Link Crew's support being one of several factors, analysis of recent data shows more 9th grade students are passing classes.

Link Crew's involvement with grade 9 students begins with an 8th Grade Orientation event. During second semester, all incoming 9th grade students from our feeder schools are brought to Colton High School for a fun-filled day of activities, tours, classroom visits, and a pep rally to show them what high school life is like on a daily basis. When the school year begins, the grade 9 students are welcomed with a Back-to-School Freshmen Luau where they participate in team building activities with their new classmates. Link Crew



students are assigned a small group of 9th grade students they mentor during Freshman Follow-ups, a monthly event during P.E. classes where Link Crew students listen to any academic concerns that the grade 9 students may have, and offer their advice, teach study skills, time management skills, and build relationships.

Link Crew also encourages 9th grade teachers to nominate a “Freshman of the Week” who is chosen for various reasons such as: Most Improved, Improved Behavior, and Academic Excellence. While Link Crew’s main focus is hosting events for grade 9 students, it is involved in many other activities on campus to improve school culture, inspire school spirit, and encourage an overall feeling of belonging here at Colton High School.

Partnerships including business, industry, community and higher education.

San Bernardino Valley-Bound

Colton High School has a partnership with San Bernardino Valley Community College (SBVC) to help qualifying students in grade 12 attend college at SBVC. The Valley-Bound Program is a special program for low-income students at Colton High School and neighboring San Bernardino county schools. Students accepted in the program are able to attend SBVC and receive assistance with tuition, textbook fees, career counseling, and priority registration. In addition, students who are not accepted into the Valley-Bound program are given the opportunity to be part of the First Year Experience program (FYE), or the Extended Opportunity Programs and Services (EOPS). FYE offers guaranteed courses, book assistance and supplies, and embedded academic counseling that focuses on educational and career goals. EOPS services include specialized academic, career, and personal counseling, book vouchers and/or loans, transportation assistance, priority registration, transfer assistance, special activities and workshops. Every year there are 70-85 Valley-Bound applications turned in at Colton High School. Of those, 35-40 students are accepted into the Valley-Bound program, 20-30 students into the FYE Program, and 15-20 students into the EOPS.

San Bernardino Valley Community College-Concurrent Enrollment

Colton Joint Unified School District fostered a partnership with San Bernardino Valley College in the summer of 2017. This partnership has provided opportunities for eligible students to take college level courses on site. San Bernardino Valley College administration has worked with Colton High School staff to enroll students in courses offered at San Bernardino Valley College, and biannual meetings are held to monitor progress. This partnership has promoted student academic achievement, increased opportunities for students to complete college preparatory classes, and provided exposure to the college experience. CHS students must be a Senior or Junior with have a minimum GPA of 3.0 to participate in the program. Student enrollment has been approximately 15 students per semester. The classes offered to date are as follows:

Fall 2017: Career Exploration and Life Planning SDEV-103

Spring 2018: Child Growth & Development CD-105

Fall 2018: Art Appreciation ART-103

Spring 2019: Music Appreciation MUS-100

California State University, San Bernardino

Colton High School is a partner high school under the CSUSB [TRIO](#) program. The purpose of the TRIO program is to increase college attendance and graduation rates among traditionally underrepresented groups: first-generation students, low-income students and students with disabilities. Students in the program are non-AVID students who are on track to graduate. A TRIO intern assigned to our campus meets weekly with the students to monitor their academic progress. The counselor offers academic counseling to the students and assists them to stay on track for eligibility to the University. The Counselor will also assist the students with their college applications and completing the FAFSA.

University of California, Riverside

Colton High School is a partner high school in the UCR [EAOP](#) program. The program is designed to help low-income high school students and potential first-generation college students succeed in high school and pursue higher education. Although it emphasizes academics, the program also includes fun enrichment activities for participants. The EAOP programs and services are designed to motivate, encourage, and prepare students to graduate high school and pursue a postsecondary education. An EAOP coordinator monitors the progress of these students (we target non-AVID students) to ensure they have the best opportunity to be accepted into UCR.

Mock Trial

Mock Trial combines academics with the Judicial Process. Our Mock Trial team is coached by seasoned attorneys from the San Bernardino County's District Attorney Office. Students participate in trials presided over by seasoned San Bernardino County Court Judges and evaluated and coached by a number of vetted San Bernardino County attorneys.



B3. Address the types of online instruction and programs for the students.

Credit Recovery is used for students needing to improve grades in courses, or to retake courses they have failed. Students may also enroll in Career Express Online (CEO) through CRY-ROP, an online CTE programs for students in grades 9-12. Students may take a variety of courses such as computer literacy, criminology, and 3D Animation.

B4. Provide a succinct summary of the support and intervention programs, actions and services funded with supplemental and concentration funds, federal Title I, Title II, and Title III and other federal finds. Describe how the district LCAP and Single Plan are aligned for high need students: English Learner, low-income, and foster youth students.

Colton High School offers both integrated and designated courses for our English Learners. Under LCAP, we provide several opportunities for professional development to support this population of students. With district guidance, we have formed an Instructional Leadership Team. Comprised of English, math, and science teachers, this team meets regularly to discuss instruction revolving around three important pedagogical areas: formative assessment, authentic discourse, and instructional responsiveness. The teachers on the team develop lessons focused on these areas to support their integrated EL students, and discuss how to adjust instruction to best support all learners.

Other opportunities for professional development are provided under LCAP for our math department. A team of math teachers from our school attends workshops throughout the year with Kentaro Iwasaki to learn about different tools and strategies to use with students, specifically English learners. The tools and strategies from these workshops support teachers with integrated ELD.

At staff professional development meetings, additional training is provided to support staff in working with our EL population. The staff have learned about different practices that support integrated ELD. The areas that the staff have learned about are formative assessment, student discourse and collaboration, critical reading, and writing across the curriculum.

LCAP funding has given Colton Joint Unified School District the ability to hire Teachers on Assignment (TOA). Colton High School has four teachers on assignment who work with teachers who need support with developing lessons and integrating ELD into their instruction. The TOAs have developed professional development opportunities for the whole staff as well as for departments. They also work individually with teachers.

English learners who need additional language support have one period of designated ELD. Designated ELD classes correspond with the students' English class. For example, if a student has English I, then the student will have ELD for English I. The designated classes use the ELD standards as the focal standards.

The school uses students' CELDT (now ELPAC) levels as a factor to determine if students need time for designated ELD. The levels are also used to determine the level of support a student may need in the classroom and/or on assessments.

Low-Income/Socio-Economically Disadvantaged Student

Colton High School has focused on supporting students through first, best initial instruction. Teachers meet in subject-specific collaborative groups on Thursdays and during five district provided LCAP days to plan instruction, share best practices, and create common assessments. Using LCAP resources, the district has provided the site with TOAs in English, EL, and math to support teachers through professional development, coaching, and lesson planning. The TOAs have worked with students after school through a Writing Center, after school algebra program, and an English learner after school support center. Additional Title I money was used for after school instruction to support students in various content areas, including AP courses. Students

attend the after school program for support on homework, retaking tests, and receiving additional support on previously misunderstood concepts.

Foster Youth and Homeless Students

Foster youth and students identified as homeless are provided with additional supports by the district. Some of these supports include a backpack with school supplies and hygiene products for homeless students, graduation gown for grade 12 students, and access to free breakfast and lunch during school breaks in the CHS cafeteria. The transportation department provides city bus passes for students and families in need. In June 2015, Student Services, in partnership with Transition Opportunity Program Services (TOPS), opened the TOPS Closet. Open by the district periodically, the TOPS Closet redistributes used clothing gathered from the Lost & Found areas at district schools and public donations. However, when necessary, Student Services will open the TOPS Closet for a family or student in need.

B5. Services available for students designated with special learning needs.

Colton High School serves many types of students with special needs: mild-to-moderate students who are placed in the Resource Specialist Program (RSP) or Special Day Class (SDC), Severely Handicapped students (SH-Mod/Severe), and students with 504 plan accommodations. Adaptive PE, and Transitional Opportunity Program (TOP) services are provided to qualifying students. Colton High has 15 certificated Special Education teachers on staff and 33 paraprofessionals to provide additional support to our students with special needs.

Colton High School continues to develop collaboration between the general education teachers and special education teachers, and improve services offered to RSP students. Students who qualify for special education will be placed in the least restrictive environment that may include: the Resource Specialist Program, Special Day Class, or Moderate-to-Severe classes. Students who qualify with mobility issues can also be placed in an adaptive PE class.

Students in the RSP program are assigned to a Case Carrier who monitors academic progress regularly, acts as a liaison for general education teachers, and facilitates annual IEPs. RSP students are enrolled in general education classes, and most RSP students are assigned to a Learning Center class for one period a day. The Learning Center is facilitated by an RSP teacher and offers the student additional support on assignments, opportunities to retake tests or quizzes as needed, or complete homework and other class assignments. Students are often given additional support in their core classes through instructional assistance and communication between the general education and special education teacher. Some students, per their IEP, are enrolled in self-contained, core SDC classes. SDC students are enrolled in general education electives and PE classes.

Structured quarterly collaboration meetings are scheduled during late start time between general education teachers and RSP teachers. This has improved the amount of collaboration efforts between general education and special education teachers. Email communication is also

used to request and provide information on RSP students. RSP teachers email copies of individual student IEPs to all general education teachers on each individual student's schedule. Many teachers email, phone, or meet with other teachers, as needed, when specific issues arise. SDC teachers collaborate weekly on their shared students to discuss concerns and create action plans to help the students.

The Transition Opportunity Program (TOP) is a transition course for Moderate-to-Severe students. This program is designed to assist students who have completed high school, but still need support, in learning daily living skills. TOP is housed in a building with three classrooms and a kitchen/apartment setting. Students rotate each year through "Community," "Independent Living," and "Vocational" modules taught in 12-week trimester sessions. Students use an online, interactive curriculum from News To You/Unique Learning to explore their curriculum areas and gain insight into topical areas of life skills.

C. Demographic Data:

C1a. Parent Education level

Parent Education Level				
Education Level	2015-2016	2016-2017	2017-2018	2018-2019
Not High School Grad	557	611	611	592
High School Grad	786	784	779	792
Some College	497	548	503	514
College Graduate	105	121	121	135
Grad School/Post Grad Training	54	71	65	69
Decline to State/Unknown	154	136	121	78

C1b. Percent of eligible Free and Reduced Lunch students

Free and Reduced Lunch		
Year	Free and Reduced Meals	Enrollment Used for Meals
2015-2016	1,597 (81.8%)	1,953
2016-2017	1,599 (81.2%)	1,970
2017-2018	1,639 (87.1%)	1,881

The table to the left indicates the percentage of students at Colton High School who are receiving free or reduced lunch. The data indicates that while our enrollment has slightly decreased, the percentage of students receiving free or reduced lunch benefits has increased by 6%.

C2. Student Enrollment**C2a-b.**

Colton High Enrollment						
Year	Total	9th Grade	10th grade	11th grade	12th grade	Gender
2018-2019	1,880	530	466	455	396	Male-953 Female- 893
2017-2018	1,881	506	489	437	406	Male-1,049 Female- 907
2016-2017	1,970	542	508	468	452	Male-1,058 Female- 912
2015-2016	1,953	533	514	467	439	Male- Female-

Since the last WASC visit, Colton High School's enrollment has remained consistent year to year. The minimal decline that occurred prior to the 2017-2018 school year is due to the realignment of district boundaries.

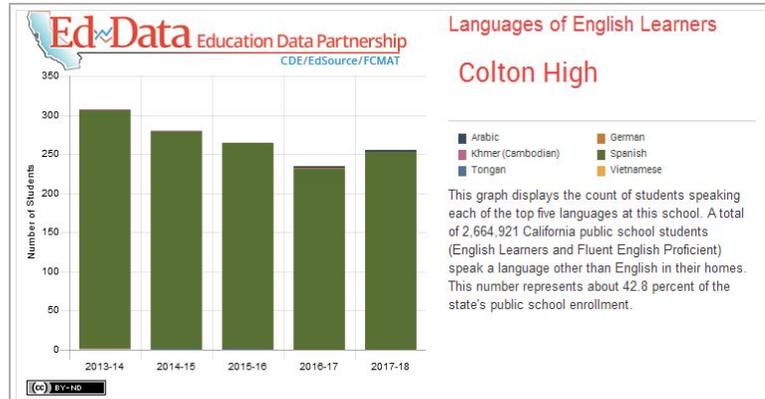
C2c.

Enrollment by Ethnicity			
Ethnicity	2017-2018	2016-2017	2015-2016
Total	1,881	1,970	1,953
Latino	1,737	1,870	1,800
White	69	80	85
Afro- Amer.	48	46	45
Amer. Indian-Alaskan	5	3	2
Asian	3	9	11
Filipino	5	5	2
Pacific Islander	3	6	4
Two or more races	*	4	4

The data above indicates the different ethnicities represented at Colton High School. The ethnicities enrolled is consistent of the surrounding community and has not fluctuated over the past three years.

C2d.

The predominant language, other than English, spoken by our EL learners, is Spanish. Other languages spoken in the home are Tongan and Vietnamese.



C2e. Title I

Colton High School is a schoolwide Title I school. Title I is a federal program that provides supplementary services to low-achieving students from low-income families. The program provides funds to schools with high proportions of transient, low-income, or English Learner students. The goal is to improve student achievement in reading and math.

As part of our agreement for receiving Title I funding, we have several responsibilities. Most important is identifying students most in need of educational help and measure their progress using the state's educational standards. We are also responsible for setting goals for student improvement and implementing research-based instructional programs that support and supplement regular classroom instruction.

C2f.(1) Special Needs population

Enrollment by subgroup					
Subgroup	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Student w/ Disabilities	267 (14.2%)	278 (14.2%)	285 (14.5%)	282 (14.4%)	266 (13.6%)
All Students	1880	1,956	1,970	1,953	1,963

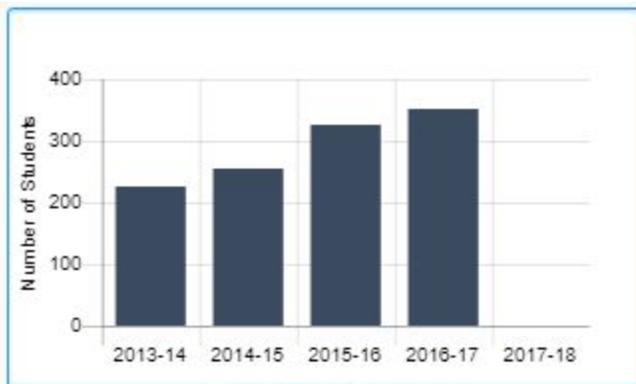
The data above was generated by the California Department of Education. It indicates our special education enrollment remains consistent from year-to-year, similar to our overall enrollment. On average, 14% of our student population has an IEP.

C2f.(2) *not all scores are currently available

AVID Enrollment					
	2018-2019*	2017-2018	2016-2017	2015- 2016	2014-2015
AVID students	404 (21.7%)	302 (15.4%)	360 (18.3%)	347 (17.8%)	420 (21.4%)
Gender		Male-98 Female-204	Male-123 Female-237	Male-117 Female-230	Male-153 Female-267
All Students	1880	1,956	1,970	1,953	1,963

AVID Enrollment by Ethnicity					
	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
American Indian or Alaskan Native		1	0	1	2
Asian		2	5	4	1
Native Hawaiian or Other Pacific Islander		1	1	1	0
Hispanic or Latino		285	336	323	397
Black or African American		6	5	7	9
White		7	13	11	10
Two or More Races		0	0	0	0
Decline to state		0	0	0	1

Our AVID program has served on average 19% of the student population over the last five



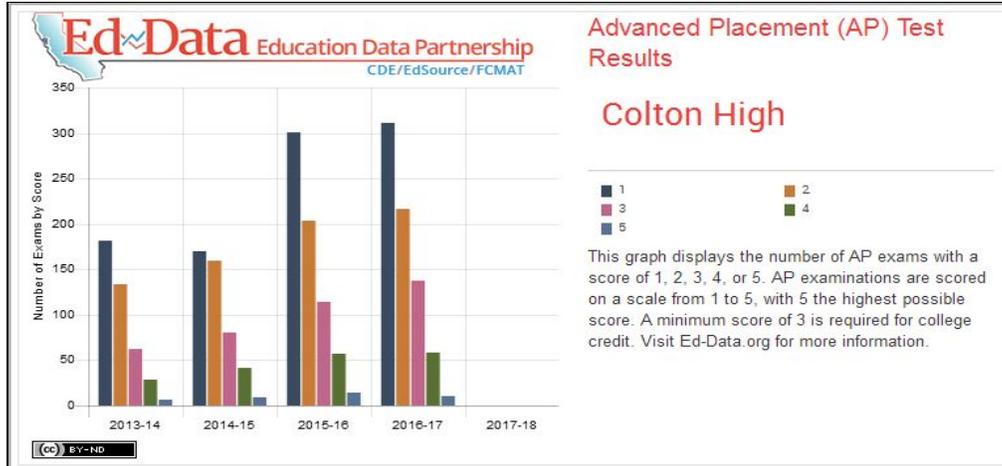
years. However, AVID strategies are used in many classes in service of non-AVID students.

C2f.(3) Advanced Placement enrollment

This graph displays the number of students in multiple graduating classes who took one or more Advanced Placement (AP) exams. AP courses and the related exams enable students to complete college-level work in many courses while still in high school. One

student may have taken multiple AP exams.

Colton High has steadily increased AP student enrollment each year, aligning with our goal to offer rigorous instruction. www.ed-data.org (2017-18 data not yet released.)



The chart above is evident of the improved passage rate by students taking AP exams. While we continue to increase our AP enrollment, we also are continuing to increase the number of students receiving a 3 or 4 on their exams. However, students receiving a 5 has remained relatively the same year-to-year.

C2f.(4) Percent of eligible Free and Reduced Lunch students

The table to the right indicates the percentage of students at Colton High School who are receiving free or reduced lunch. The data indicates that while our enrollment has slightly decreased, the percentage of students receiving free or reduced lunch benefits has increased by 6%.

Free and Reduced Lunch		
Year	Free and Reduced Meals	Enrollment Used for Meals
2015-2016	1,597 (81.8%)	1,953
2016-2017	1,599 (81.2%)	1,970
2017-2018	1,639 (87.1%)	1,881

C3. Language Proficiency Numbers for the following:**a. English Learners enrollment by grade level**

English Language Learners					
Grade/Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrollment	1963	1953	1970	1881	1849
Total EL	280	265	234	255	232
Grade 12	54	38	31	37	29
Grade 11	59	54	55	57	51
Grade 10	74	76	63	75	63
Grade 9	93	97	85	86	89
R-FEP	42	69	96	62	TBD

b. English Language Proficiency Assessment for Ca. (ELPAC)

ELPAC 2017-2018				
Total Tested	4	3	2	1
189	34 (17.9%)	76 (40.2%)	41 (21.96%)	38 (20.11%)

Data on Addressing the Eight State Priorities:**LCFF Priority 1: Basics (Teachers, Instructional Materials, Facilities)**

Colton High School is staffed with 115 certificated teachers appropriately assigned in their respective credential areas. Currently one teacher is in the process of being National Board certified. There are no teachers with short term staff permits or provisional instructional permits. One teacher is instructing outside her credentialed area—she holds a Single Subject: Government with Supplementary Authorization: World History—but is authorized to teach Social Science courses in accordance with EC §44263. One SDC teacher is enrolled and progressing successfully in an intern program.

Certificated Staff Education Level			
Doctorate	Masters	Baccalaureate	Total
1	57	57	115

Certificated Average Years of Experience 17-18			
Avg. Yrs of Service	Avg. Yrs. in District	#1st year	#2nd year
14	13	11	3

Of the 115 certificated staff members, 63 are white, 39 Hispanic, three African American, one Asian, one Filipino and four non-responses. Our current male to female ratio is 59 female teachers to 47 male teachers. The statistics is from the 2017-2018 CDE Dataquest

The 32 paraprofessionals employed at Colton High School have the minimum number of 48 semester units of college coursework or passed the District Paraprofessional exam. All meet the requirements of the Every Student Succeeds Act (ESSA).

Professional development programs/activities and numbers participating (ex. Training in content areas or in instructional approaches, departmental activities, university programs) [provide in chart format]

Since our mid-cycle review, the Colton High School staff created the document titled “Essential Components of a Learning Experience.” Staff determined if the objective, activating prior knowledge, modeling, practice, reflection, WICOR strategies, formative assessment, differentiation and students engagement were embedded in a lesson, students would be successful in the classroom.

The staff participated in schoolwide training on formative assessment during the 2017-2018 school year. During the 2018-2019 school year, staff members participated in schoolwide professional development by choosing from one of three strands: discourse, critical reading, or writing across the curriculum. All three strands were designed to create a common understanding of what these strategies would look like in the classroom. Colton High School also has small learning communities for teachers who self-selected to participate in in-depth trainings and practices centering around technology or discourse. Additionally, departments share strategies, design lessons and build common assessments during their Thursday collaboration time and five LCAP days. Approximately 9 teachers have been trained in QTEL strategies over the course of five years. Five math teachers have attended the growth mindset conference at Stanford.

c. Pupils have access to standards-aligned instructional materials. Comment on the process that your district has used to verify the use of standards-aligned materials. Include the resolution that your board of trustees has adopted to verify the use of standards-aligned materials.

Colton High School students have access to standard-aligned instructional materials. The Board of Education has adopted high standards for student achievement which challenge all students to reach their full potential and specify what students are expected to know and be able to do at

each grade level and in each area of study. These standards reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship.

The Superintendent or designee provides the Board with recommended standards using a process that involves teachers, school site and district administrators, students, parents/guardians, representatives from business/industry and postsecondary institutions, and/or community members. They ensure the proper articulation of standards between grade levels and the alignment of the standards with the District's vision and goals, graduation requirements, college entrance requirements, and other desired student outcomes. The Superintendent also ensures the standards are easily understandable and measurable.

District content standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, and career technical education shall meet or exceed statewide model content standards adopted by the State Board of Education.

District curriculum, instruction, student assessments, and evaluations of the instructional program are aligned with district content standards. In accordance with Education Code §44662, standards of expected student achievement also shall be used in evaluating teacher performance.

Teachers and school administrators will receive ongoing professional development to inform them of changes in the standards and to build their capacity to implement effective standards-based instructional methodologies.

The Superintendent or designee shall annually communicate the applicable standards to students and their parents/guardians to inform them of the expectations for student learning at their grade level. Staff shall continually assess students' progress toward meeting the standards, report each student's progress to the student and the parents/guardians, and offer remedial assistance in accordance with Board policy and administrative regulation.

The Superintendent or designee shall ensure that district standards are regularly reviewed and updated as necessary. At a minimum, District standards are reviewed whenever applicable statewide standards are revised and in response to changing student needs.

d. School facilities are maintained in good repair - description and evidence of the safety conditions, cleanliness, and adequacy of school facilities [Priority 1]; include information regarding science facilities meeting the UC a-g course requirements for laboratory time, chemical storage, and facilities.

School facilities are maintained in good repair. The District has a process for requesting work order repairs, which are responded to in a timely manner. School cleanliness has been an area of concern, and was addressed with the new Director of Maintenance and Operations in winter



of 2018. Solar panels were installed in the parking lot and over a lunch area in summer 2018. The most recent facilities improvement was the renovation of the Football Stadium; construction was completed in January 2019. The improved stadium includes several updated amenities, including a weight room, locker rooms, ticket booth, restrooms, and snack bar.

LCFF Priority 2: Implementation of academic standards

The degree to which the school has implemented academic, content, and performance standards. Comment on the process the district and school has been used to examine, align, and assess curriculum for the student content standards.

The academic program at Colton High School is aligned with the most current academic standards set by state and federal criteria. Since the last WASC visit, there have been significant changes in the curriculum. With the adoption of the California Common Core Standards, Colton High School staff has been active in implementing these standards at every level. When the California Common Core Standards were adopted, the district began an initiative to make sure these standards would be implemented with fidelity. Prior to actual implementation there were multiple workshops and trainings by district and county representatives.

Initially, English and math teachers were targeted and trained in the California Common Core Standards. Math teachers adopted their new textbook in fall 2014. Math began using the Interim Assessment Block (IAB) exams in spring of 2016 to help prepare students for the CAASPP test and additional training was provided in fall 2018 to help teachers understand how to use the data from the IAB reporting system. Math teachers have participated in the district wide assessment and content teams. The district's purpose for the content team is for colleagues to collaborate and study the [CA Math Framework](#), the Math [Progression Documents](#), and [SBAC Questions](#) to reveal the Story of Math through the math trajectories illuminating the shifts of CCS, FOCUS, COHERENCE, and RIGOR. The assessment team's purpose is to create district wide math benchmarks and final exams. The math team members continue to meet to refine benchmarks, checkpoint tests, and other formative assessments.

When the district adopted the SpringBoard textbook in 2016-2017, teachers met in districtwide content teams to create revised curriculum maps in alignment with the SpringBoard curriculum. During the 2018-2019 school year, districtwide grade level content teams continued meeting to develop and align curriculum to the adopted standards, create and modify SpringBoard unit assessments/embedded assessments, and deepen teacher understanding of SpringBoard implementation.

The district began training science teachers on the Next Generation Science Standards in 2016. Science teachers were first trained on the NGSS standards before subject content leads participated in lesson studies to observe student learning with NGSS standards. Chemistry and biology teachers were trained in 2017, with physics teachers participating in the lesson studies during the 2018-2019 school year. Colton High School teachers began building unit maps collaboratively to implement the NGSS standards.

SDC teachers were trained in common core standards, formative and summative assessments, and the new textbook adoptions. During the 2018-2019 school year, SDC teachers working with the latest update of the adopted READ 180 curriculum received training and coaching from the district and an outside consultant from the publishing company. Lastly, all SDC teachers have participated in the afterschool professional development opportunities on campus.

The history book adoption occurred during the 2018-2019 school year and the book selections were vetted through the Secondary Curriculum Council and presented to the School Board for public comment in February 2019. The Board will vote on the selections at the next meeting, and then the books will be ordered. The District has formed three subject specific committees of teachers from all district high schools. Two teachers from each grade level will participate in redesigning the course curriculum, pacing, priority and secondary standards, assessment, and exit criteria. Unit and course pacing design will be completed by May 2019. The assessment portion will be designed during the 2019-2020 school year. AP World History books were updated in 2017-2018 to respond to the course redesign by the College Board. Colton High School added AP Psychology to the curriculum in the 2017-2018 school year. It is the district's intent to update the textbooks for AP US History, AP Macroeconomics, and AP Government by 2021. The district provided five collaboration days each year for all teachers to work collaboratively to build common assessments, design lessons, and share strategies. Late start collaboration time is also used for these purposes.

LCFF Priority 3: Parent engagement

Describe efforts to seek parent involvement and input in school decision-making.

Colton High School makes great efforts to engage the parents of our students and include them as part of the educational decision making for their children. The school is committed to having all stakeholders fully knowledgeable of our school program and the opportunities which exist at our school.

Parent participation begins before students are enrolled. Each February, the school welcomes incoming grade 9 students with a full-day orientation to our school which includes Synergy activities, tours of our different classrooms including the pathway programs, a pep rally, and an evening Parent Night to recap the day's events and familiarize parents/guardians with school activities, supports, and programs. After school starts in August, Colton High School hosts its annual Back to School Night. The event begins in the auditorium with introductions and information on school programs before parents follow their child's schedule to meet each teacher and obtain information related to that class.

Colton High School has multiple parent support groups which meet regularly. The School Site Council meets monthly on Thursdays at 8:30 am to review school-wide policy decisions and provide feedback on the budget and school programs. The English Language Advisory Council meets monthly on Tuesdays at 9 am to review school-wide policy decisions and provide feedback on the budget and school programs.

The school also has multiple booster programs that support our sports programs on campus. Active booster programs with many parents provide consistent and valued support for extracurricular programs. All Booster organizations are led by parents who serve willingly and without compensation in support of student athletes.

Q is an online grading program which continues to inform parents of student progress. The school website contains important information and dates to inform parents of activities at the school site. ELAC has requested a more organized and current website, and the school is in the process of updating the website.

4. LCFF Priority 4-Performance on Standardized Tests

Colton High School reviews multiple assessment measures to determine student progress and help guide instructional practices and the allocation of resources. Since the last WASC visit, the state of California adopted the new California Assessment of Student Performance and Progress testing system (CAASPP). Since the introduction of CAASPP testing, the staff has been exploring ways to support student success, including the development of common assessments and rubrics. Additionally, the school presents an extended period PBIS lesson for students in grades 9-11 to understand the impact the CAASPP score has on their college trajectory.

Colton High School scores in English have continued to rise. The site was particularly proud to achieve the scaled score average range of standards met for the 2017-2018 school year. The English department attributes this to their curricular planning and sharing of best practices.

Colton High School scores in math continue to show that much improvement is needed to meet the state targets. An entire plan to improve the grade 9 algebra curriculum was created for the 2018-2019 school year. This plan involved removing the algebra support class in order to focus on providing first, best initial instruction for student in grade 9. The math department continues

to collaborate extensively within and between subject alike groups to ensure essential standards are being taught in the most effective, efficient manner.

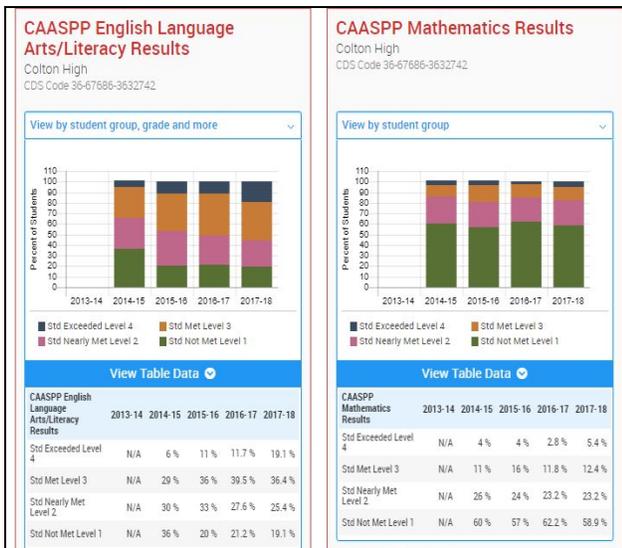
Smarter Balance	2018	2017	2016	2015
English Language Arts				
Number of students enrolled	434	436	424	405
Number if students tested	429	420	409	386
Number if students with scores	429	420	404	385
Standards EXCEEDED: level 4	19.11%	11.67%	11%	6%
Standards MET: level 3	36.36%	39.52%	36%	29%
Standards NEARLY MET: level 2	25.41%	27.62%	33%	30%
Standards NOT MET: level 1	19.11%	21.19%	20%	36%

Smarter Balance SWD	2018	2017	2016	2015
English Language Arts				
Number of students enrolled	55	64	41	405
students tested with disability	54	57	39	35
Number if students with scores	54	57	37	35
Standards EXCEEDED: level 4	5.56%	0.00%	0%	0%
Standards MET: level 3	5.56%	7.02%	3%	6%
Standards NEARLY MET: level 2	25.93%	28.07%	30%	3%
Standards NOT MET: level 1	62.96%	64.91%	68%	91%

Smarter Balance	2018	2017	2016	2015
Math				
Number of students enrolled	434	436	423	405
Number if students tested	426	423	403	384
Number if students with scores	426	423	397	384
Standards EXCEEDED: level 4	5.40%	2.84%	4%	4%
Standards MET: level 3	12.44%	11.82%	16%	11%
Standards NEARLY MET: level 2	23.24%	23.17%	24%	26%
Standards NOT MET: level 1	58.92%	62.17%	57%	60%

Smarter Balance SWD	2018	2017	2016	2015
Math				
Number of students enrolled	55	64	41	405
students tested with disability	54	58	38	33
Number if students with scores	54	58	35	33
Standards EXCEEDED: level 4	1.85%	0.00%	0%	0%
Standards MET: level 3	0.00%	1.72%	3%	0%
Standards NEARLY MET: level 2	3.70%	5.17%	3%	6%
Standards NOT MET: level 1	94.44%	93.10%	94%	94%

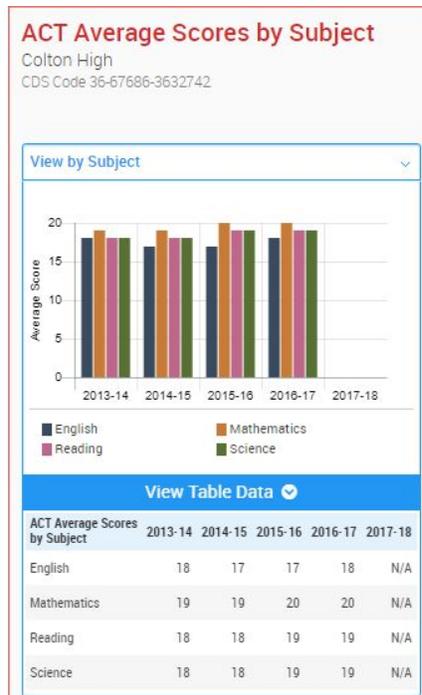
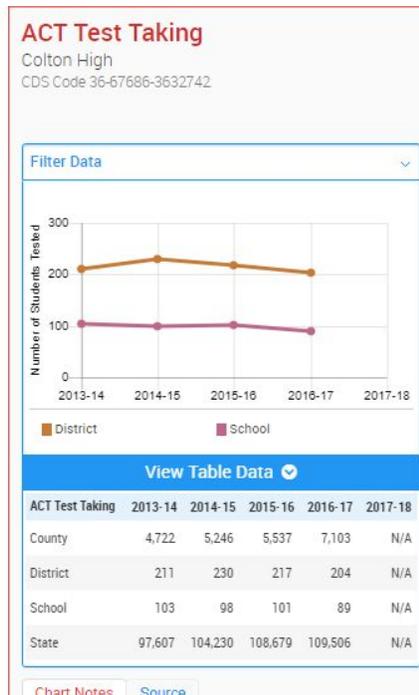
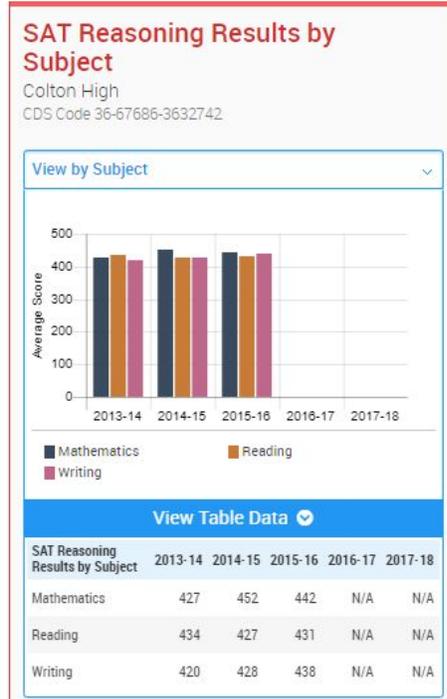
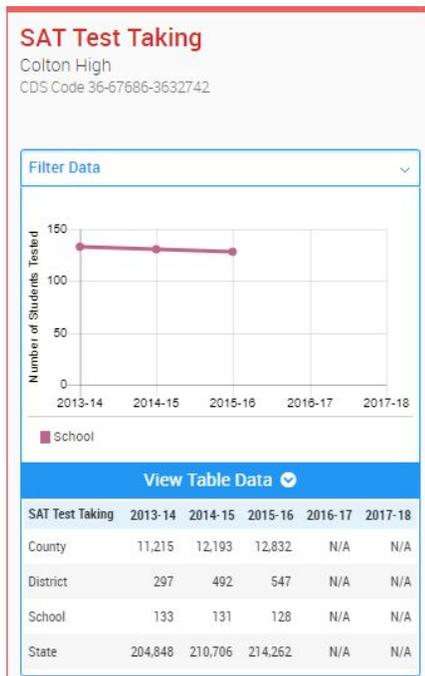
a. Results from the CAASPP; disaggregated data by student groups, and performance categories and explanation from the dashboard results.



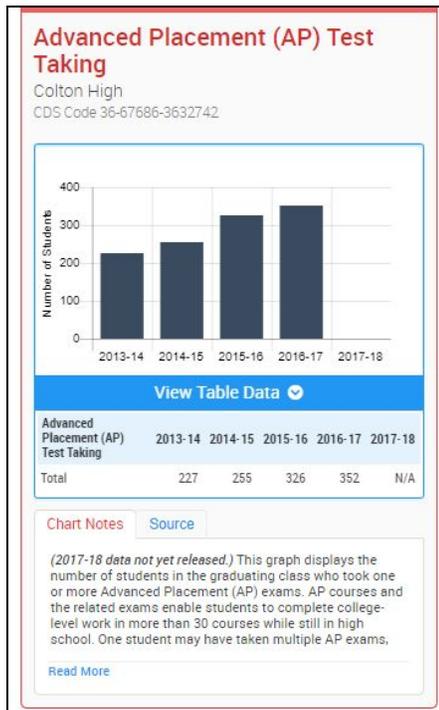
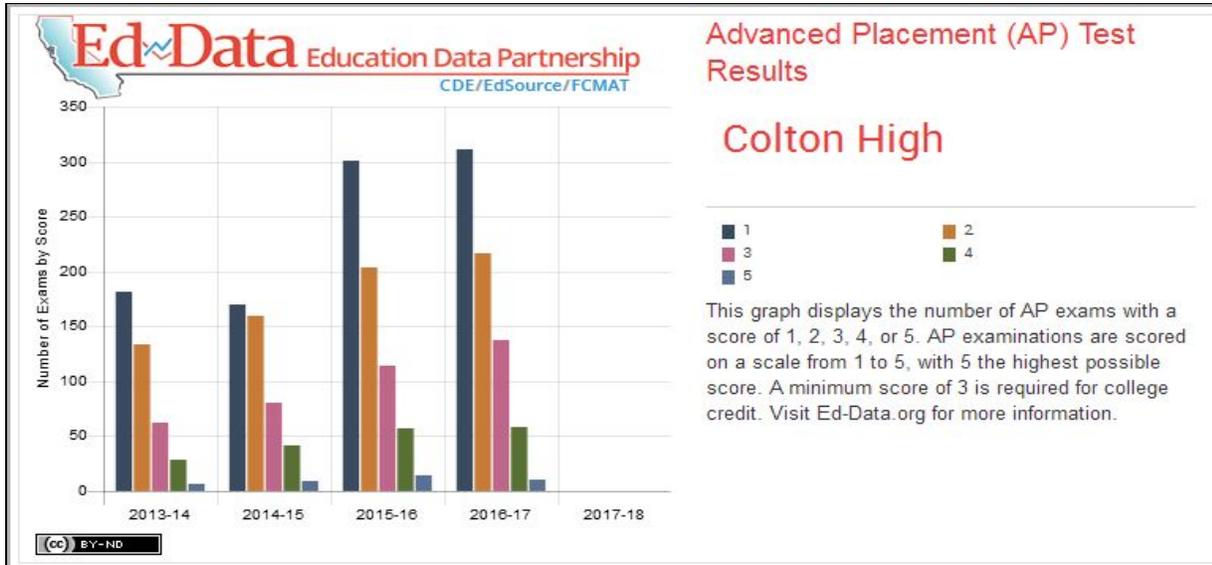
Colton Highs CAASPP assessments have shown consistent growth in English Language Arts with a steady growth in the number of students who are meeting or exceeding the state standards. On the Math CAASPP assessments, the school has not seen the same consistent increase over the past several years. We continue to work diligently to improve our instruction and strategies to reach an increase student achievement reflected in the CAASPP scores.

b. SAT and ACT results, including numbers/percentage of students taking the exams and percentage approved for the CSU EAP.

SAT scores have fluctuated over the years. Since 2016, the district has contracted with an SAT prep company to assist juniors in the spring and seniors in the fall improve their SAT scores, at no cost to families. This course is provided to students through after school and Saturday school time to administer practice tests and train students how to take the SAT test.



c. AP test results, including #of ss enrolled in AP courses, % taking the exams and the % of student passing exams. ID the person responsible for maintaining course approval.



d. EL Proficiency , Incl. performance on EL indicator from the CA dashboard and other relevant data.

While most of the Colton High School students are English Proficient, there is a significant subgroup of English Language Learners at various stages of language acquisition and designation. Colton High School offers a variety of programs that support English Learners and

their families. Courses include English support classes, READ 180, and a large variety of teaching strategies to support EL learners in all classroom settings.

Percentage of Students at Each Performance Level

*will be displayed instead of a number on test results where 10 or fewer students have tested.

CELDT Levels															
	2014-2015					2015-2016					2016-2017				
	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total
Advanced	3 3%	3 4%	4 7%	3 6%	13 5%	4 5%	1 1%	6 12%	2 6%	13 5%	4 5%	0 0%	2 4%	0 0%	6 3%
Early Advanced	41 43%	33 45%	27 48%	17 36%	118 43%	33 35%	24 30%	24 46%	12 33%	93 35%	27 33%	11 18%	17 32%	10 37%	65 29%
Intermer	32 34%	33 45%	15 27%	16 34%	96 35%	40 42%	38 48%	16 31%	14 39%	108 41%	25 31%	32 53%	25 47%	8 30%	90 41%
Early Inte.	18 19%	2 3%	8 14%	7 15%	35 13%	9 9%	11 14%	2 4%	6 17%	28 11%	16 20%	12 20%	7 13%	7 26%	42 19%
Beginning	1 1%	3 4%	2 4%	4 9%	10 4%	9 9%	5 6%	4 8%	2 6%	20 8%	9 11%	5 8%	2 4%	2 7%	18 8%
Number tested	95	74	56	47	272	95	79	52	36	262	81	60	53	27	221

Of the 189 students who were tested on the ELPAC in 2017-2018, 58% of the students placed at level 3 or 4, indicating they are on-track to be reclassified. Colton High School will monitor the academic progress of and support the students who placed at level 2 with interventions and academic guidance counseling, supported by the district EL Counselor.

2017-2018 ELPAC							
Performance Level	9	10	11	12	All	Oral	Written
Level 4	25%	18%	*	*	18%	33.8%	7.9%
Level 3	38%	32%	47%	59%	40%	31.75%	27.5%
Level 2	17%	27%	*	*	22%	20.11%	31.75%
Level 1	20%	23%	*	*	20%	14.29%	32.80%

Based on the ELPAC data, the Colton High School EL students' strengths are in listening and speaking, while they have the opportunity for growth in reading and writing. The school recognizes that 64.5% of our EL students are a level 1 or 2 on written expression and will require additional learning strategies within the classroom. The staff will continue to support all students and their academic placement to enhance their English Language skills and



assist them towards qualifying for exit from EL placement. The site EL TOA will continue to support teachers in developing lessons and learning experiences that will support the EL learners and all learners in their class.

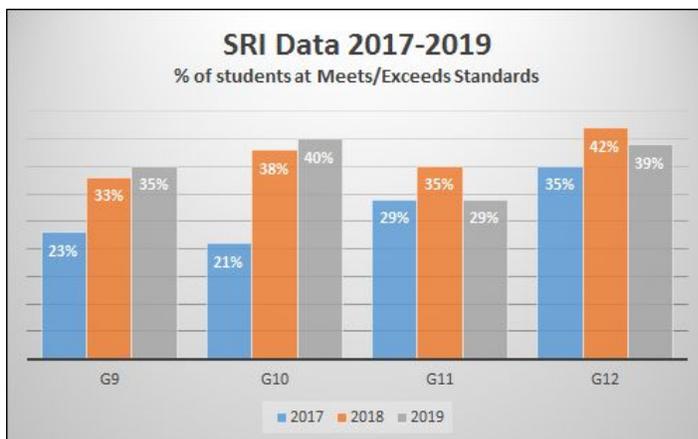
EL Reclassification			
Year	Total	# of English Learners	Students redesignated RFEP
2017-2018	1,956	255	62 (26.5%)
2016-2017	1,970	234 (11.9%)	96 (36.2%)
2015-2016	1,953	265 (13.6%)	69 (24.6%)

Colton High School has seen an increase in the number of students being reclassified out of the EL program. There was a significant increase from the 2015 to 2017 school year. The 2017-2018 school year has not yet been reported by the CDE, however the districts calculations show we are to

expect similar or higher numbers.

e. Other local assessments

End of course examinations, district benchmark assessments, and writing assessments; results of the diagnostics assessments indicating number of students reading as or below the 6th grade level or 860 lexile score and performing below the 7th grade level in math; formative curriculum-embedded assessments. [Lexile and quantile measures are designed to measure student reading and math performance and instructional materials on the same scale. Smarter Balanced Assessments use these measures in the development of the test items and tasks. The Lexile Frameworks matches student reading ability with the text complexity of math skills and concepts in learning resources.]



Starting in 2017, CJUSD began assessing all general education students' reading capacity through use of the Student Reading Index (SRI). The SRI measures at which Lexile a student can comprehend a text with 70% or better accuracy. Prior to 2017, only special education students in SDC courses, and students placed in Read180 intervention were assessed using the SRI.

Since 2017, general education students have shown growth in meeting or exceeding the grade level standard for Lexile scores. Grade 9 has grown by 12% in the number of students meeting or exceeding standards (1050L-1700+L). Grade 10 has grown by 19% (1080L-1700+L). Grade

11 has maintained their level of performance at 29% of the students meeting or exceeding standards (1185L-1700+L). Grade 12 also showed 4% growth (1185L-1700+L).

Report card analysis percentage of D's and F's for last three semester.

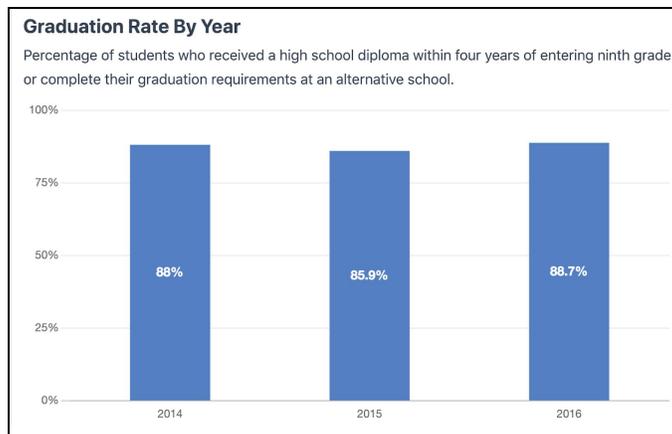
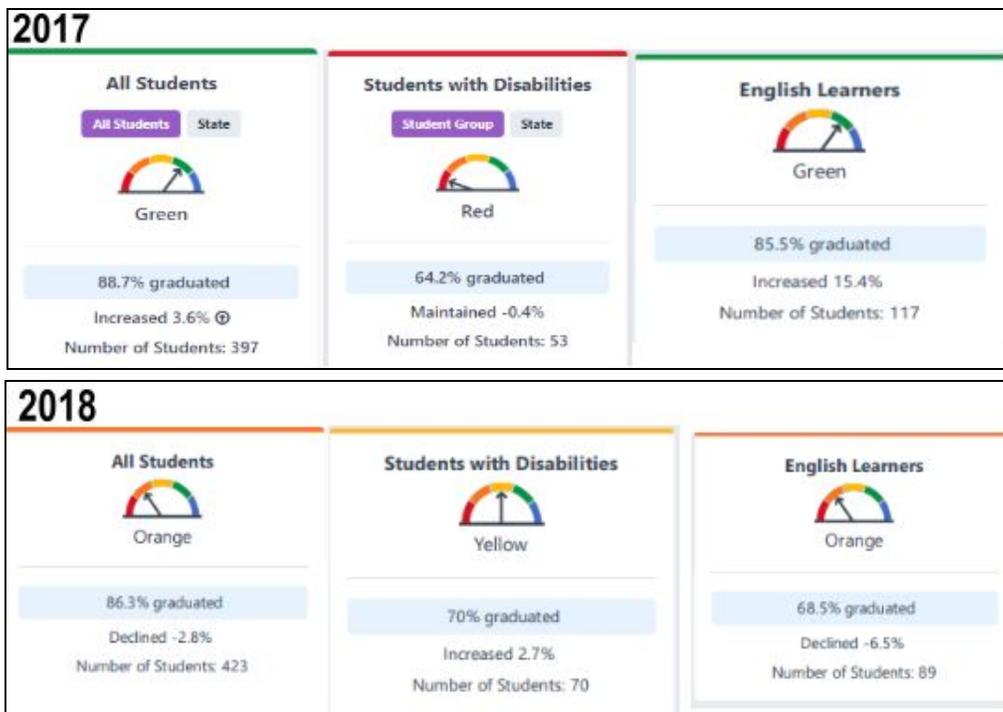
D & F Distribution 2016-2017 - 2018-2019 Semester 1 by Percentages			
Subject	2016-2017	2017-2018	2018-2019
9th grade Algebra	62	51	53
9th grade English	50	54	51
9th grade Biology	41	31	32
10th grade English	41	36	40
10th grade geometry	41	36	41
10th grade world history	41	32	35
11th grade English	14	37	27
11th grade Algebra 2	78	48	11
11th grade US History	47	40	35
10th-11th grade Chemistry	14	42	39

While most grade distribution patterns have remained consistent over the years, it is important to note the subjects where significant changes have occurred. The decrease in the percentage of students earning a D or F in biology between 2016 and 2017 was a source of pride for the science department and administration. During the 2017-2018 school year, the decision was made to place all 9th grade students into biology; previously, grade 9 students with low GPAs were placed into earth science. Even though all grade 9 students were placed in biology, the D and F rate decreased, and this trend maintained the following school year. Unfortunately, when all 10th grade students were placed into chemistry, the opposite effect occurred. Much focus has been placed on ninth grade algebra over the past years, as data has shown that significant numbers of students fail algebra in the ninth grade. Professional development, math placement, and a math improvement plan centering around ninth grade algebra has yielded a slight reduction in the percentage of students earning Ds and Fs. It is important to note the algebra support class was removed from our master schedule beginning the 2018 2019 school year. A math plan centering around first, best initial instruction was created, as students placed in the algebra support class also received a high amount of Ds and Fs. The most significant changes in data occurred in algebra 2. Math placement and change in pedagogy are attributed to the changes.

LCFF Priority 5: Pupil Engagement

a. Graduation rate: performance category on the CA dashboard

Since the last WASC visit, the California Department of Education has altered the business rules in its calculation of the graduation rate. The rate is now calculated using an Adjusted Cohort Graduation Rate (ACGR) formula, which looks at students who complete their high school course of study in four years. The metric no longer exits students who pass the California High School Proficiency Exam (CHSPE), students who complete via adult educational programs, or students who transfer to an adult education or community college program. Due to these changes, the graduation rate for Colton High has seen a decline from prior years. The graduation rates for 2016-17 and 2017-18 reflect the new business rules.



b. Chronic Absenteeism

Attendance is a critical component of the academic success of our students. The staff at Colton High School actively encourage students to attend all classes, and maintain communication with parents regarding their student attendance. Teachers report attendance daily via Q, an online attendance program. Records are accessible to students and parents online through the Q portal on the Colton High School website. The school's Blackboard attendance monitoring system also notifies parents by phone when a student is absent for any part of the day. The administrator in charge of attendance meets with students when attendance becomes an issue, and if needed a parent conference is held to place the student on a SART (School Attendance Review Team) contract for further intervention. If additional measures need to be taken, additional meetings will be held to determine other interventions. These interventions may include a home visit, referral for SARB (School Attendance Review Board), or an alternative studies programs, if appropriate. Students with chronic absenteeism also receive notification by mail from district Student Services.

Chronic Absenteeism - 90-Day Count			
Year	Chronic Absence Count	Total # Enrollment	Percentage of Absences
08/07/2017-01/11/2018	319	1897	16.82%
08/08/2018-01/09/2019	308	1895	16.25%

Chronic Absenteeism - 30/60/90-Day Count			
Time	Chronic Absence Count	Total # Enrollment	Percentage of Absences
08/08/2018-09/19/2018	354	1952	18.14%
08/08/2018-10/31/2018	332	1907	17.57%
08/08/2018-01/09/2019	308	1895	16.25%

The following are the district recommendations regarding all chronic absenteeism and interventions.

- Chronic Absentees without a SART contract. Students need to be SARTed and documented in Q visits.
- Chronic Absentees with a SART. All interventions need to be documented and parent meeting regarding attendance. If there's no improvement, and they have received Truancy Letter #2, then refer to SARB.
- Chronic Absentees with transfers. Students who have been SARTed/SARBed in the last 2 years and administration has spoken to parents and students regarding attendance concerns, submit a Violation of Transfer Agreement to Student Services.

- Chronic Absentees that are in Special Education program. Inform Case Carriers of attendance concerns. Attendance goals need to be included in the student’s IEP and Case Carrier should be communicating with parents to identify barriers/reasons preventing student from attending school on a regular basis.
- Chronic Absentees with SARB can ONLY have qualified absences if a doctor’s note is submitted or parent brings student in to be checked by the School Nurse or Health Technician, and they agree that the student is sick, may return to home. No other absences are qualified for SARB students.

c. Dropout rate for middle and high school

d. Tardiness rate

Tardies continue to be an issue at Colton High School. Over the past few years, in order to address the number of tardies, we have instituted a Tardy Sweep policy. The policy is implemented during random periods throughout a school day. Students swept up by security are given lunchtime detentions and returned to class. This policy has not proven to be effective in reducing the number of tardies each school year, as the table below shows. Administration is working to address this issue and planning other interventions.

Tardy Rate									
Year	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Total
2015-2016	1409	20563	4463	3470	3679	2753	3079	7	39423
2016-2017	1655	24579	4151	3300	5057	3343	4782	77	46944
2017-2018	2282	24461	5167	4043	4667	4264	5329	150	50363

Average Daily Attendance	
Year	Attendance Rate
2016-2017	95.49%
2017-2018	95.39%

e. Average daily attendance

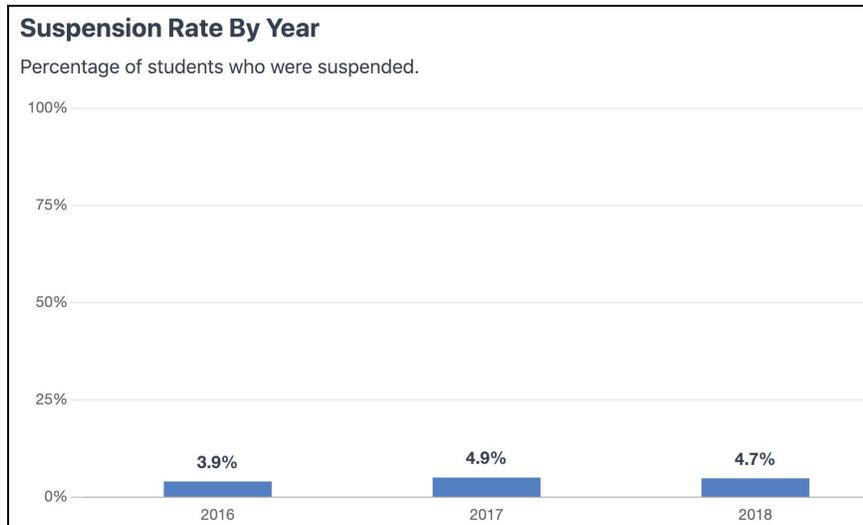
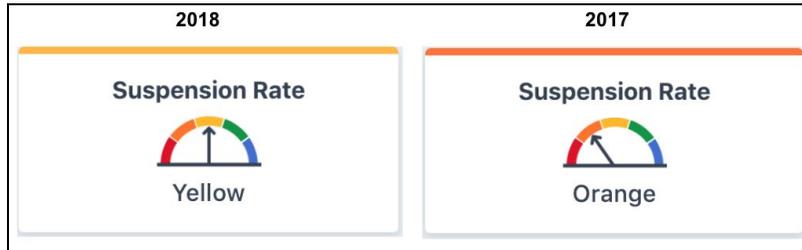
Colton High School has a very successful Saturday School Program, called StepUP. This program helps students not only remediate absences, but also provides access to tutoring and course remediation. During the 2018-2019 school year 2,551 students have attended Saturday school resolving 1,243 attendance issues.

6. LCFF Priority 6-School Climate

Suspension rate: performance category on the California Dashboard

As indicated below, suspension rates have fluctuated over the years, but have remained relatively low. It is the goal of the CHS staff to promote a positive learning environment for all students, and maintain a campus focused on helping students succeed. CHS has made strides to support our student population by creating school connections and developing positive

behaviors to help students succeed academically and personally. Although, it's a work in progress the following programs have played a significant role in working towards achieving this goal: PBIS extended day lesson, PBIS schoolwide and classroom expectations, South Coast counseling on site, District Counseling, 9th and 10th grade academic intervention, Freshman Follow Ups, PBIS Check In/Check Out, Link Crew's Synergy, and the CART Program through the Colton Police Department.



PBIS Survey

The School Climate survey is administered to students twice annually. The latest data analysis of the fall 2018 survey reveals students feel the strongest in the areas where teachers treat them with respect, and when the behaviors in class allow teachers to teach. According to the findings of the School Climate Survey, students scored Colton High School low in the areas of “students are frequently recognized for good behavior” and “school is a place at which I feel safe.” It is important to note the difference in scores between grade 9 and grade 12 students when answering the question “I know an adult at school that I can talk with if I need help.” Grade 9 students marked this as one of their lowest scores of all nine questions, while grade 12 students marked it as one of their highest scores.

Expulsion rate

Over the past two years Colton High School has had a total of 11 expulsions; three in 2016-2017, five in 2017-2018, and three in 2018-2019. Colton High School continues to provide

intervention efforts to decrease the number of student expulsions.

Expulsions Rate		
2016-2017	2017-2018	2018-2019
3	5	3

Discipline referrals

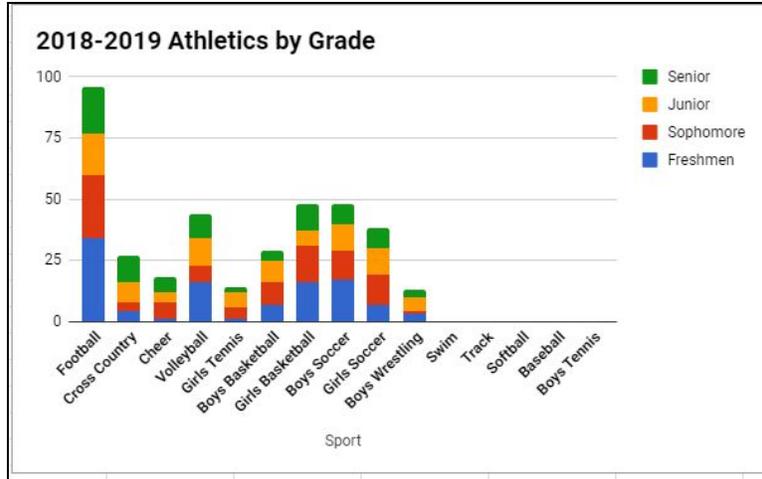
In 2016-2017 the administrative team identified a need to handle discipline referrals in a more systematic and consistent manner. The team created a discipline matrix to help maintain consistency when dealing with student discipline. The discipline matrix is a living document and is reviewed annually, and updated as needed.

Additionally, staff created a “major and minor” discipline document to identify office and classroom managed behaviors. The first document was created by the staff in 2014-2015. In 2016-2017, in an effort to address teacher feedback, the “major and minor” document was reviewed and revised by the staff. The administrative team and PBIS team reviews the referral process with the staff every year and as needed during staff meetings. During staff meetings the staff reviews discipline data, PBIS interventions, counseling support, classroom interventions, discipline flowchart, and the referral process.

In 2016-2017, the administrative team identified a need to have a discipline expectations assembly with the 9th grade class. A Powerpoint presentation is shown annually to all grade 9 students during their PE class in the auditorium. The presentation reviews school behavior expectations and consequences. The administrative team, School Resource Officer, and Security Supervisor all work together in presenting the behavior expectations.

Student participation in co-and extra-curricular activities.

Colton High School offers a comprehensive athletic program that features seasonal sports for boys and girls. We offer 15 sports at Varsity and Junior Varsity levels. In addition to sports programs, Colton High School’s students are offered a wide variety of club options, which provide opportunities for additional interaction between students who share interests. Club Rush takes place during the Fall and Spring semesters. Students receive information about clubs, meet involved students, and sign-up to attend club meetings and become members. There is an ASB procedure required by students who are interested in forming a new club on campus.



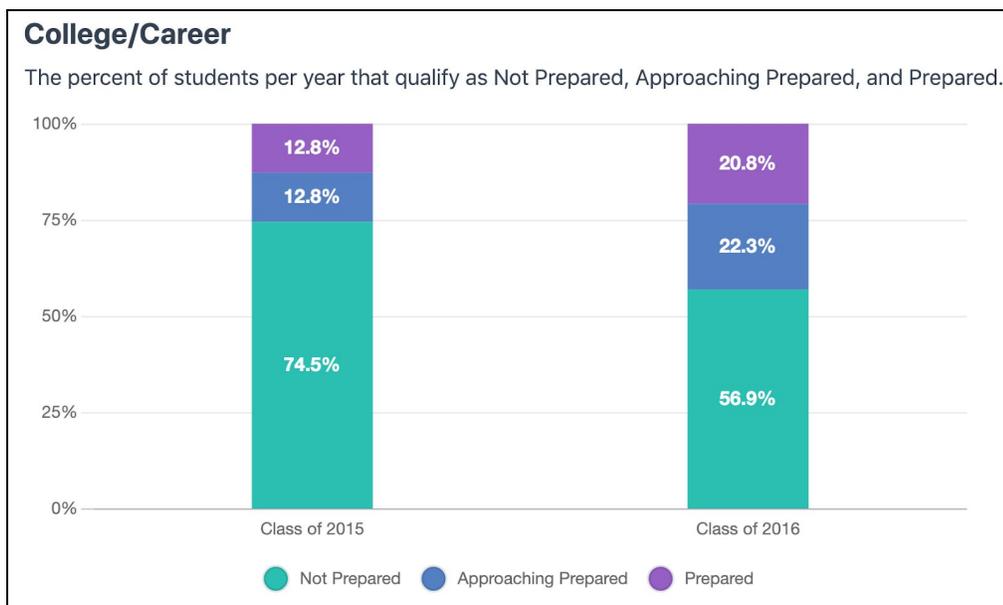
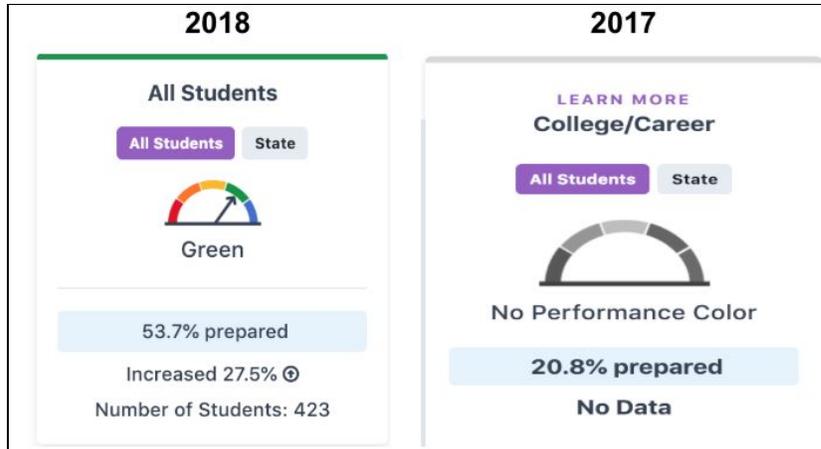
All active clubs follow a procedure set up by ASB to ensure all clubs comply with CHS guidelines. The clubs available at this time to CHS students are Academic Competition, AP Scholars, AP/Honors Biology Club, Art Club, ASB Productions/Thespian Club, AVID Club, Bring Change to Mind, Campus Light, Chess Club, CHS Welding, Colton Pride, CROSS, Eco-Friendly Friends, FCCLA, Graphic Communications, HEAL, Hive Nation Travel Club, Horror Club, Interact, LGBT+ Club, Marine Biology Club, Mock Trial/Debate Club, National Honor Society, Poly Club, PossAbilities, Renaissance, Robotics Club, Sports Medicine, TED Ed Club, and the Yellowjacket Literate Book Club.

LCFF Priority 7: Assess to a Broad Course of Study

Providing students with the opportunities, access, and support needed to complete the UC/CSU A-G requirements has been a priority for Colton High School. We have provided the following services to increase the A-G completion rate over the past five years: academic reviews conducted by counseling focus on pushing students into challenging classes and meeting A-G requirements; push for a college-going culture; after school tutoring five days a week, with an emphasis on math and AP classes; Saturday School support; and a focus on math instruction, collaboration, and an algebra 9 plan to increase the amount of students passing math with a grade of C or higher.

The counseling staff works with each student individually to determine the best course of study and promote A-G coursework. All curriculum and instructional activities are aligned with district and state standards.

In addition to courses on campus, Colton High School and the district partner with ROP to provide opportunities for career-ready instruction to prepare students for career opportunities. ROP classes are designed to provide students with knowledge and training that meet current employment, business, and industry demands. Students gain knowledge, hands-on experience, and demonstrate career readiness skills.



- a. Number of students meeting UC a-g requirements: the number enrolled in the UC approved courses.

The table below shows the percentage of students who are enrolled in a-g courses. The percentage of students continue to decline, however with a focus on instruction and student engagement in our action plan, these numbers will increase over time. All a-g courses are maintained and approved by the Director of Secondary Curriculum.

Percentage of Students meeting A - G requirements				
2013-2014	2014- 2015	2015-2016	2016-2017	2017-2018
21.4%	23.9%	23%	13.10%	18%

LCFF Priority 8: Other Pupil Outcomes

The Colton Joint Unified School District follows sound economic principles to support student learning and provide appropriate facilities, resources, and staff. The district provides financial

support for Colton High School through normal funding sources following appropriate state frameworks. The school receives funding from the following programs: College Readiness Grant, LCAP, Lottery funds, Special Education, and Title I funds.

Schoolwide Learner Outcomes

Our Schoolwide Learner Outcomes are presented through the acronym PRIDE. They were most recently revised during the 2018-2019 school year by administration and staff. We have made great progress towards fulfilling these outcomes.

Most of the Colton High School staff has adjusted their instructional strategies to meet the requirements of Common Core Standards. Students are reading, writing, speaking and working more collaboratively than they did six years ago. However, we continue to work with our students on meeting and exceeding the graduation requirements and being prepared to enter the job and work force as evidenced by our A-G completion rate. Teacher observational data indicates we must continue to work with our students on taking more initiative to successfully meet their academic pursuits and future goals. Our PBIS program has instilled a sense of respect, integrity, and responsibility in our students. Observational and anecdotal data reveal there is an increased amount of spirit at different events.

Perception Data

The School Climate survey is administered to students twice annually. The latest data analysis of the fall 2018 survey reveals students feel the strongest in the areas where teachers treat them with respect, and when the behaviors in class allow teachers to teach. According to the findings of the School Climate Survey, students scored Colton High School low in the areas of “students are frequently recognized for good behavior” and “school is a place at which I feel safe.” It is important to note the difference in scores between grade 9 and grade 12 students when answering the question “I know an adult at school that I can talk with if I need help.” Grade 9 students marked this as one of their lowest scores of all nine questions, while grade 12 students marked it as one of their highest scores.

On the staff self-assessment survey, staff responded most positively to the prompt: “a small number of expected behaviors was clearly defined,” and “procedures to address emergency situations.” The highest priority identified by staff are: “students experience high rates of academic success” (16% of the teachers felt this was in place and 57% of the staff ranked this as a high priority), “classroom-based options exist to allow classroom instruction to continue when problem behavior occurs” (44% of the teachers felt this was in place and 65% of the staff felt this was a mid to high priority), and “teachers have regular opportunities for access to assistance and recommendations (observation, instruction and coaching)” (39% of staff felt this was in place and 43% of the staff felt this was a high priority).

Chapter III Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>The school mission and schoolwide learner outcome revisions were finalized in winter 2019. This revision was completed after teachers participated in the creation of the <i>Essential Components of a Learning Experience</i>—a staff-agreed upon lesson design—with the belief that when we all plan lessons with these research-based components, all of our students will learn. Additionally, teachers have been through extensive trainings on common core standards, content, and assessment. Staff has participated in technology workshops focused around future-ready skills; department chairs and TOAs have participated in leadership labs modeling and emphasizing future ready skills necessary to help our students be successful. Approximately 40%</p>	<ul style="list-style-type: none"> ● NGSS trainings ● NGSS lesson studies ● Pathway trainings ● Community cabinet meetings ● English content teams

<p>of our staff is involved with pathways or AVID. They understand the requirements our students need to meet to be college or career-ready. Our staff is familiar with the assets and needs our students come to school with on a daily basis. Armed with this knowledge and training, the staff collaboratively created the school vision and schoolwide learner outcomes.</p>	<ul style="list-style-type: none"> ● Math content teams ● Math assessment teams ● Leadership Lab agendas and sign-in sheets ● <i>Essential Components of a Learning Experience</i> document
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>In spring 2018, all departments met to discuss answers to the questions:</p> <ol style="list-style-type: none"> 1. <i>What skills would you want our students to have by the time they graduate?</i> 2. <i>How do we expect our colleagues to behave?</i> 3. <i>What opportunities for innovation are available to us?</i> 4. <i>What skills does the staff need to support our students in being successful?</i> 5. <i>What do we believe about student learning?</i> 6. <i>What do we hope our students will achieve after they leave us?</i> 7. <i>What do we hope our students will say about us after they leave us?</i> 8. <i>What does it look like when we all work together?</i> 9. <i>What does it look like when we make Colton High be the place we want it to be?</i> 	<ul style="list-style-type: none"> ● Staff meeting documents ● Collaboration documents, posters ● SSC, ELAC minutes ● PRIDE document

<p style="text-align: center;"><i>10. What can we do to make CHS be the place we want it to be?</i></p> <p>In winter 2019, parent groups also met to discuss the answers to these questions. Answers were synthesized and one vision statement was created. The previous PRIDE—our schoolwide learner outcomes—was reviewed at a staff meeting in the winter of 2018. The staff edited and revised the SLOs. A small group of people synthesized all of the propositions into one new PRIDE. This was taken to the WASC chairs for final approval before presentation to our parent groups for review and suggestions.</p>	
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Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Colton High School uses a variety of platforms to communicate the school’s vision and schoolwide learner outcomes to all stakeholders. These outcomes drive curricular, instructional, and behavioral goal-setting and activities, including curriculum planning, school program development, use of staff development time, and resource allocation. The vision statement and schoolwide learner outcomes are shared on all school reports, the school’s website and in our handbooks. Lastly, schoolwide learner outcome posters are displayed in all classrooms.</p>	<ul style="list-style-type: none"> ● School website ● SLO’s poster ● student handbook

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts**Governing Board and District Administration**

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The Colton Joint Unified School District prides itself on the relationships the Board of Trustees maintains with the superintendent, union organizations, and the community. The school board meets once or twice each month. The dates and agenda are posted on the district website. There is a public comments agenda item at the district board meeting for parents or community members to bring forward issues. Board members are also visible at various events, which allows community members easy access to address concerns or share accolades. The Board of Trustees and superintendent work collaboratively to guide the district through visionary leadership. The Board establishes and revises policies and administrative regulations that establish a framework to ensure the district adheres to state and federal laws that apply to public education. The superintendent and assistant superintendents communicate new board policies and revisions to site leadership. District administration responds to questions and requests for clarification and interpretation about board policy or matters of Education Code.</p> <p>District Administration monitors student progress at the secondary level by examining credit completion rates, grade distribution, AP passage rates, absenteeism, suspension/expulsion rates, benchmark progress, graduation rate and dashboard scores. Reports are distributed to school sites monthly and at the end of each semester. The Board of Education monitors student progress and program</p>	<ul style="list-style-type: none"> ● Board agendas ● Board minutes ● SSC agendas ● SSC minutes ● ELAC agendas ● ELAC minutes ● Sign-in sheets ● Monthly suspension/expulsion reports ● Monthly chronic absenteeism report ● Semester review of credit completion, graduation rates, AP passage rate, grade distribution

<p>effectiveness through Board presentations conducted by district administration and district TOAs.</p> <p>District administration informs the school sites on the necessary components needed for parent and community participation in site governance, including providing each school site with sample agendas, requirements from the state and federal government, and Powerpoint presentations to inform the parents and community. School sites are expected to adhere to the requirements and upload necessary agendas, minutes and sign-in sheets for district administration to review.</p> <p>District administration trains site administration at the start of each year on complaint procedures. Site administration communicates with the office staff on proper complaint procedure so office staff can provide the community with the appropriate paperwork. District administration periodically reviews these policies with site administration over the course of the year. Additionally, site administration annually reviews the complaint procedures with parents at ELAC and SSC meetings.</p>	<ul style="list-style-type: none"> ● ELAC powerpoints
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Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>The school community and parents are informed about the number of ways they can participate in school governance. Parents/guardians are informed of ELAC and SSC at our Incoming 9th Grade Parent Night and Back to School Night. The Back to School packet contains invitations to participate in school governance, plus information about the dates, times, and locations of meetings. Each month, parents receive a</p>	<ul style="list-style-type: none"> ● Back to School packets ● Incoming Ninth Grade Parent Night slide presentation ● Back to School Night

<p>reminder phone call and text message for the monthly ELAC and SSC meetings, as well as an agenda for the meeting.</p> <p>The Colton High School English Language Advisory Council has a high level of parent participation. Both SSC and ELAC have a high level of engagement in the governance of the school. In addition to evaluating the SPSA, school programs, and monitoring the school budget, parents regularly request special presentations at the meetings. Parents provide recommendations to the school at these meetings and provide a unique perspective when looking for solutions.</p>	<p>presentation</p> <ul style="list-style-type: none"> ● Blackboard messages ● SSC agendas ● SSC minutes ● ELAC agendas ● ELAC minutes ● Sign-in sheets
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Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district’s Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<p>Each year, district administration holds a complaint procedure training for all site administration. In turn, site administration trains office staff on proper complaint procedure so they can provide the community with the appropriate paperwork. District administration periodically reviews these policies with site administration over the course of the year. Lastly, site administration reviews the complaint procedures with parents annually at ELAC and SSC meetings.</p>	<ul style="list-style-type: none"> ● SSC agendas ● SSC minutes ● ELAC agendas ● ELAC minutes ● Sign-in sheets

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make

recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs

Indicators with Prompts
Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>At staff meetings, teachers review schoolwide and department data, such as grade distribution and credit completion. Department data, such as student failure rates by teacher, is discussed in department meetings. Beginning the 2018-2019 school year, departments create quarterly SMART goals and review the results to determine if students mastered the expectations.</p> <p>The Colton High School English Language Advisory Council and School Site Council review data on strategies found within the SPSA. Parents make recommendations to revise, remove or improve strategies to lead to higher student achievement. These new strategies are carried out. The results are brought back to ELAC and SSC for further recommendations.</p>	<ul style="list-style-type: none"> ● Semester grades ● Department data ● School Site Council ● ELAC

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>Data is reviewed in monthly meetings of ELAC and School Site Council for the purpose of evaluating the SPSA. Members of SSC and ELAC make recommendations to adjust or delete the strategies in the SPSA. Typically, members make suggestions to improve the strategy. Data is periodically reviewed with the Leadership team and with the school staff.</p> <p>Our SPSA is in alignment with our district’s LCAP, which directly addresses student needs. As seen in our SPSA, our schoolwide data and Healthy Kid surveys are used to conduct a comprehensive needs assessment. This determines our areas of need, goals, and connected monetary allocations.</p> <p>Leadership teams and the counseling team met and analyzed data and have made recommendations to increase student opportunities for credit recovery and access to remedial and advanced classes.</p> <p>The Math and English departments have analyzed the effective use of strategies, programs, and actions, and have used this input to co-create the measurable ELA and Math objectives.</p>	<ul style="list-style-type: none"> ● Sign-in sheets ● ELA & Math department meeting minutes ● School-wide calendar of meetings ● ELAC minutes ● School site council minutes ● Leadership meeting agendas ● staff meeting agendas

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>Since the last WASC visit, the administrative team meets at least twice a month to coordinate schedules and discuss concerns on campus. Beginning the 2017-2018 year, the administrative team began having tactical meetings where each administrator brings concerns or project updates to the meeting to ensure coordination and consistency.</p>	<ul style="list-style-type: none"> ● Minutes and agendas ● Sign in sheets ● Calendar

<p>Administration brings concerns or curriculum developments to the monthly leadership meetings. Meetings are structured so collaboration and discourse can deepen understanding and improve the desired product.</p> <p>Staff weighs in on major developments to deepen understanding, improve the desired product, and ensure all staff members have weighed in on ideas. Examples of these incidences include the decision to have PBIS extended period beginning the 2016-2017 school year, the essential components of an effective learning experience in the 2017-2018 school year, the flowchart for office and classroom managed behaviors in 2015 and 2016 and the revision in 2016-2017 school year.</p> <p>The staff is expected to share concerns and ideas, and to participate in the decision-making process whenever appropriate.</p> <p>Counselor meetings are held weekly to discuss strategies addressing the academic needs of students, and review updates on community resources and educational programs. Administration periodically meets with counselors at this time.</p> <p>TOAs (Teacher on Assignment) and administrators create a professional development schedule and collaborate on the professional development offerings and agendas. Feedback from teachers is used to alter and improve professional learning time to meet the needs of the staff.</p> <p>Administrators, TOAs, and department chairs began participating in weekly instructional rounds during the 2017-2018 year to set professional development priorities, evaluate understanding and implementation of professional development, and provide coaching opportunities to teachers.</p> <p>Schoolwide PBIS extended period lessons are taught to students twice a month. Depending on trends in the behavioral data, these lessons cover the topics of respect, responsibility, and acting with integrity. Renaissance conducts an award ceremony for the top 10 students in each grade level each semester.</p>	<ul style="list-style-type: none"> ● Instructional rounds feedback emails ● Staff meeting and collaboration meeting calendar
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Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>All staff members are emailed a daily staff and student bulletin. The student bulletin is read as an announcement at the beginning of 2nd period each day. Not all students can hear the morning announcement, and not all staff members read the teacher bulletin, which can periodically lead to confusion. Staff information can be found on the school's PowerSchool Learning site, the Google Drive, or in the staff handbook. This has led to some staff member concerns that not all information is stored in one central location.</p> <p>The school has a website with pages for staff, students, and parents. Some teachers maintain class websites. Many teachers have class pages on PowerSchool where students can access assignments and class information. PowerSchool also includes department pages for staff information.</p> <p>A school calendar is available on Google Drive. It includes important testing dates, collaboration dates, staff meeting topics, and school activities. It is also available to departments to use for department business.</p> <p>Administration has an open door policy with all staff members. Departments have collaboration meetings every Thursday, which is a late start day. Staff meetings are also held 1-3 times a month after school on Wednesdays.</p> <p>A positive relationship exists between administration and union representatives. Union members informally bring concerns to administration and work cooperatively to solve problems.</p> <p>A reservation protocol and an activity request system are used for organizing events and reserving facilities. This is</p>	<ul style="list-style-type: none"> ● Daily bulletin ● Daily announcements ● School/class websites ● Calendar of events ● Haiku/Powerschool pages

<p>periodically problematic when custodial services do not pay attention to some facility requests, or when they do not receive requests. Multiple attempts continue to be made to rectify this issue, however, the problem has not been solved.</p> <p>Staff communicates on a regular basis through email. Staff members are expected to check email at least once per day. Teachers communicate with parents in a timely manner (24 hours).</p>	
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A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>Teachers are credentialed in their subject matter area, with almost all considered “highly qualified.” As based on CTC (California Teacher Credential), and the CJUSD Human Resources, all classroom teachers are assigned their positions based on their qualifications and active credential. Classified staff are approved and screened through CJUSD’s HR department once offered a position to work at CHS.</p> <p>All new teachers are required to complete OSHA training and Child Abuse Mandated Reporter training on a yearly basis.</p>	<ul style="list-style-type: none"> ● Teacher credentialing ● OSHA training ● Mandatory reporter training ● BTSA

<p>Probationary teachers participate in BTSA, the Beginning Teacher Support and Assessment Induction Program. Approximately three CHS staff members serve as mentors for new teachers.</p> <p>One teacher is working on their National Board certification.</p> <p>Most teachers have been trained in Google Applications for Educators (G-Suite). District and site TOAs offer support with ongoing training in teacher development and educational technology. They also work with department chairs on lesson design and strategies.</p>	<ul style="list-style-type: none"> ● National board certification ● Google training ● Technical trainings
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Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Colton High School has clear written policies, charts and handbooks that define the responsibilities, operational practices, and organizational structure of leadership and staff. These documents are available to staff through the staff handbook and on the powerschool learning website.</p> <p>Teachers participate in trainings for Automated External Defibrillator, trauma, staff development, special education, and PBIS. Most teachers are also trained in AVID strategies. Some teachers attend Camp Ed, a district technology summit, at the end of summer.</p> <p>All teachers have a conference period; teachers in the same Pathway and all teachers teaching grade 9 algebra have common prep periods.</p>	<ul style="list-style-type: none"> ● AED training ● Trauma training ● Staff development meetings ● Special ed training ● AVID trainings ● Conference periods

<p>All teachers have weekly collaboration meetings with their department and grade level teams for lesson planning and department business.</p> <p>General education and RSP teachers collaborate as needed. They have formally scheduled collaboration meetings at least once each semester. These meetings have been defined to share grades and behavior on RSP students, however, staff members are seeking more collaboration on goals, accommodations and assistance for RSP students.</p> <p>All staff has a designated administrator who is responsible for the orientation, training, and evaluation of that staff member. Additionally, the administrator over the department is expected to meet with the department during collaboration time and plan with department chairs to assist in the growth of that department.</p> <p>Staff members are encouraged to share concerns and ideas and to participate in the decision-making process whenever appropriate.</p>	<ul style="list-style-type: none"> ● Meeting minutes ● RSP collaboration ● PBIS ● Teacher evaluation ● staff handbook
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Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>Inter-grade level and intra-grade level collaboration groups meet during collaboration time every Thursday. Teachers share ideas, strategies, and lessons during this time. Beginning the 2018-2019 school year, the grade 9 algebra team requested and was granted a common prep period so they could create lessons weekly.</p> <p>English, math and history teachers have also attended district</p>	<ul style="list-style-type: none"> ● Attendance logs ● Grade level curriculum maps ● Classroom observations from

<p>meetings for the purpose of collaboratively writing or revising the curriculum guides. NGSS and STEM attended science training for 3 days at the district office.</p> <p>Counselors attend conferences yearly for updates on career pathway education and programs, as well as two and four-year college requirements & programs.</p> <p>CJUSD District Office has a secondary counselor bi-monthly meeting to review issues facing counselors and strategies for assisting students in their academic and career goals.</p> <p>Pathways are given pullout days to collaborate and plan for projects and activities as they pertain to the pathway. Pathways have also participated in Linked Learning training and project development.</p> <p>The TOAs and an assistant principal create trainings and meetings for new teachers to assist new teachers in their professional development. These labs and meetings are designed to build cohesiveness and capacity with new teachers. The TOAs are also paired with new teachers to support their growth and development, and provide them with a safe mentor on campus.</p> <p>Additionally, beginning the 2017-2018 school year, administration has hosted leadership labs with department chairs to build their leadership capacity and create a common vision for the school. These labs have been extended to subject leads during the 2018-2019 school year. The TOAs and administration have worked together on professional development for the staff so everyone has received training on student engagement, critical reading, scaffolding, formative assessment, and either discourse, reading comprehension or writing across the curriculum. The professional learning centers around learning new strategies, sharing ideas, practicing the strategies and lesson development. RSP teachers provided a training on accommodations, however the regular education staff is requesting additional assistance on the topic. Beginning in the 2016-2017 school year, the technology team convenes to build its members technological capacity. The district/site ILT team consists of a group of dedicated staff members convenes to build discourse</p>	<p>admin</p> <ul style="list-style-type: none"> ● Department minutes ● Pathway enrollment participation numbers and pathway completion ● Sign-in sheet for meetings
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strategies, particularly focusing on English Language Learners.	
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Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Formal observation and evaluation procedures are specified by the certificated contract. This includes critical feedback during the teacher evaluation process.</p> <p>In real learning situations, day-to-day instruction is not driven by formal observation forms but through day-to-day interactions between teaching staff and administration. Colton High School has implemented this through informal observations (called “instructional rounds”) beginning in the 2017-2018 school year. Administrators, TOAs, and department chairs visit classrooms looking for schoolwide instructional criteria. After each visit, administrators compile a list of highlights of effective teaching techniques that were exhibited in the classroom. The effective techniques stem from the Essential Components of the Learning Experience, staff driven teaching techniques, taught by TOA’s during schoolwide staff meetings. Teachers are encouraged to implement these techniques in the classroom. If teachers do not receive email recognition of highlights, they are encouraged to contact instructional round observers for direct feedback and coaching. Teachers are then encouraged to contact TOA’s for individualized instruction on the Essential Components of the Learning Experience. The TOAs and administration continue to look for different ways to provide the coaching feedback to teachers, as few teachers take advantage of this opportunity.</p>	<ul style="list-style-type: none"> ● Formal Observation and Evaluation forms ● Informal Observations (Instructional rounds) ● Email of highlights of classroom instruction to visited teachers ● Create data chart of all teacher visits (incl. date, teacher (subject), and administrator ● Informal notes left by administration

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the school’s vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>The Single Plan for Student Achievement (SPSA), among other living documents, drives resource allocation decisions. All funds must be tied to specific elements of the SPSA to be approved. Resource allocation decisions are the product of collaborative discussions among all stakeholders in ELAC meetings, School Site Council meetings, leadership team meetings, and other committee meetings.</p> <p>The governing Board oversees and approves school plans in order to ensure the resources are allocated to meet the school’s critical student learning needs, the student needs assessment, and the standards. Decisions are made based on the approved SPSA that drives the human resources, material, facility and classroom support needed for student achievement.</p> <p>Financial allocations are determined by the principal and site administration team according to student needs, and is reviewed and approved by SSC, ELAC, and teachers. The</p>	<ul style="list-style-type: none"> ● ELAC minutes ● Leadership Team minutes ● SSC minutes ● Dept. Chair meeting minutes ● Title I funding ● SPSA ● Department “wish” lists

<p>site budget is divided between department budgets and school-based demands. The money is further distributed from the departments to programs and individual teachers based on the needs and priorities of each department and administered through the department chair with input from the teachers. The administration works diligently to provide necessary resources.</p>	
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Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<p>The budget is created based on input from department chairs, the administrative team, ELAC, and SSC.</p> <p>The district office utilizes multiple auditing groups to oversee district money and to ward against mishandling. On site, the CHS finance clear audits the ASB accounts for accuracy. The district office is constantly working with checks and balances with our project office assistant, principal’s secretary, and principal to ensure money is spent properly. The principal oversees all financial matters.</p>	<ul style="list-style-type: none"> ● District budget ● Department chair minutes ● ELAC minutes ● SSC minutes

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>Two science teachers share a lab room. Lab supplies are shared among teachers and are stored in lab supply rooms.</p> <p>During the 2016-2017 and 2017-2018 school years, new furniture was purchased for approximately 25 classrooms to modernize classrooms and provide flexible seating. Ten Promethean Boards were purchased for classrooms where LCD projectors could not be mounted.</p> <p>Colton High School has responded to past criticism of lack of computer labs and technology access by moving to a 1:1 Chromebook ratio in 85% of the classrooms on site. Chromebook carts are assigned to departments and then distributed through the department. In departments that do not have a Chromebook cart for every teacher, Chromebook carts are shared.</p> <p>The Maintenance and Operations department repairs facilities on campus to be sure they are safe and functional based on a work order request system. Multiple complaints have been made about the daily cleaning of the school site.</p>	<ul style="list-style-type: none"> ● Teachers in Science, Math, Visual and Performing arts, and English must share carts. ● Labs and supplies are shared with other classes of a similar discipline (in Science, two teachers per lab) ● SchoolDude work orders ● Chromebook cart logs

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>Colton Joint Unified School District has a set district protocol for textbook adoptions in the core content areas. Teachers from all high schools meet and review a variety of books from several publishers to determine those they are interested in for further review and a more thorough presentation from the publisher's representatives. All schools pilot the textbooks before weighing the merits of each book. Input is gathered from all teachers who will be using the books and the teachers then make a final decision.</p> <p>Classes are compliant with the Williams Act and every student has a subject assigned textbook, or in some cases, there is a classroom set of textbooks available. The librarian and librarian tech/assistant evaluates which books need to be replaced, discarded, and ordered.</p> <p>Teachers can reserve the library and ask the librarian to conduct an orientation for classes to help students familiarize them with the organization of the library, available materials, how to access them, and the proper procedures for check out. Students have access to computer stations along with access to printers. A full-time library-media technician is available for support and assistance.</p> <p>The district is in the process of acquiring Chromebooks for every student in the classroom in their core subjects. Manipulatives and technology items are replaced and updated as needed. Funding for these items comes from the District and through LCAP and school-based funds.</p> <p>During the 2016-2017 school year, the science department sent a list of requested class materials to the Director of Curriculum, and they were supplied with the requested items from LCAP funds. The visual and performing arts department received additional funds during the 2017-2018 and 2018-2019 school year. History also received additional funds during the 2018-2019 school year to use on educational materials.</p> <p>The mathematics department sends a list of requested class</p>	<ul style="list-style-type: none"> ● August textbook distribution ● Technology Devices ● Facilities Calendar ● Project Manager request forms ● Instructional materials

<p>materials to the department head, or subject level leader, if the materials are relatively inexpensive. If the amount is greater, or requires LCAP money, a request is made through the Principal.</p> <p>The RSP department has an allowance from PPS to use on instructional materials. Items are requested through the school's project manager and submitted for approval.</p> <p>Teachers may reserve computer labs when needed. There is educational software that is not compatible with Chromebooks and teachers can request to use the computer lab to use this software</p>	
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Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

Findings	Supporting Evidence
<p>The school supports professional development with time, personnel, and ancillary materials to maintain teacher professional growth. District and site-provided staff development have been instrumental in providing the staff with needed time and guidance for Common Core alignment.</p> <p>Training has included various conferences and workshops, such as CSU and UC Counselor conferences, AP conferences, Illuminate trainings, Wellness conference for PBIS, Qtel Conference, AVID, and many more. Technology training and support has happened at both the site and district level. In 2018-2019, the TOAs planned and facilitated six sessions of professional development after school. Special education teachers have attended programs and trainings facilitated by district Pupil Personnel Services. The Science department has been trained in the NGSS standards.</p>	<ul style="list-style-type: none"> ● Site budgets (Appendix) ● Collaboration meetings ● Illuminate Trainers ● After school PD's with TOA's ● Teacher survey ● EL TOA ● Math TOA ● English TOA

	<ul style="list-style-type: none"> ● Google for Education training for new teachers ● Professional Development List (Appendix)
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Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: Evaluate the effectiveness of these processes.

Findings	Supporting Evidence
<p>During the first quarter of the school year, the district LCAP committee reviews data from the previous school year to determine if the district has met the LCAP goals for the previous years. Based on the data, the committee and district leaders determine new LCAP goals for the year. The committee meets monthly from September through April to develop LCAP goals for the next year and determine expenditures. The district also sends out an LCAP survey to collect input from teachers, parents, and community members. The survey was available from late October to the end of November. The results of the survey, along with the new data, are used to modify the LCAP plan for the upcoming school year.</p> <p>Both the District and the school site provide continuing support for professional development and technology opportunities for students and staff. Categorical and general fund monies dedicated to help support student achievement focus on targeting the SLOs. College readiness is determined by Early Assessment Program and ACT college readiness standards. Through Common Core and Smarter Balanced Assessments results, Colton High School delivers and measures college and career readiness. ROP and Career Pathways follow the CTE Model.</p>	<ul style="list-style-type: none"> ● LCAP committee agendas and minutes ● 5 formal collaboration days ● 3 TOAs ● LCAP funds utilized for 1 to 1 chromebook ● PBIS Training ● Higher an additional Administrator ● Pathway funding ● Additional math/language teaching to lower class size ● EL counselor ● Increased hours of special education assistance par with students

Staff are assigned five formal collaboration days dedicated through LCAP funds. TOA staff members are funded through LCAP.	
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ACS WASC Category A—Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Colton High School has many organizational strengths that contribute to ongoing school improvements and students success. The clearly defined board and district standards assist in establishing a strong leadership with policies and procedures in place. A key component to our strong organization of the school is our shared vision for students success. Much of this stems from the planning process behind the schoolwide belief of the *Essential Components of a Learning Experience* in which teachers agreed to support a common lesson design with the belief that when we all teach lessons planned using research based lesson components, our students will learn. While the *Essential Components of a Learning Experience* was created during the summer of 2017, the administration and leadership team began to introduce it to the staff during the 2017-2018 school year. Many teachers began to embrace the components with ease, and others requested professional development to fully understand and embrace it. We continue to encourage teachers to use these components, and to develop how we implement these components and provide support to those who may need it.

The school aligns itself with the vision and schoolwide learner outcomes through goals that are reviewed on an annual basis. In addition, the district supports the school's academic standards by regularly reviewing academic performance data, overall student achievement, overall school operations, and the fiscal well-being of the school.

The school continues to plan for instructional improvement. Decisions and initiatives are made based on student needs. Activities are initiated that focus on overall student achievement of the academic standards. Annual focus is developed by receiving input from the staff and the Administration and Leadership Team to guide and develop professional development with the overall goal being to improve student achievement and success.

While we recognize our organizational strengths, we continue to look for growth and

improvement. We want to continually evolve to meet the needs of our students and parents, and not become stagnant in our purpose. We look to continue improving and supporting our students' academic, social, and emotional health, as well as providing support for staff in best practices and development opportunities.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- *Essential Components of a Learning Experience* is a staff-agreed upon lesson design model built with the belief that when we all teach agreed-upon research based lesson components, our students will learn.
- Teachers continue to deepen their knowledge of technology by participating in technology workshops and future ready skills.
- Leadership labs continue to build the leadership capacity of subject leads, department chairs, administrations, and TOAs.
- District policies are clearly delivered to the administrators and in turn, communicated to the staff at Colton High School.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Establishing clear directives based upon the data to improve student achievement.
- Create a centralized location (data board) where all staff members have the abilities to visibly see the action plan and monitor progress. Currently this is not an area of emphasis to show correlations.
- Refinement of vision, mission, and schoolwide learners should be revisited more regularly for possible revisions. All stakeholders should also be brought into the process more often.
- While staff members at Colton High School have worked to improve communication with parents and community to increase attendance at school events, the community requests a more frequently updated website and more communication. While parent attendance has increased since the last visit, we continue to seek an increase of attendance at school academic events.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Colton High School is proud of the progress we have made towards providing students with a rigorous and relevant standards based curriculum that supports our students academic success. We strive to continuously support our mission of establishing a supportive, collaborative, and stimulating learning environment where staff and students can achieve success. Our curriculum is set by the State of California and the Colton Joint Unified School District and supports our schools mission.</p> <p>Collaboration Colton High School has regularly scheduled collaboration time built into our weekly schedule during Thursday late-start mornings. This time allows for all departments to continuously make progress through reflective collaboration within departments and within programs, such as AVID, AP, and SPED.</p> <p>AVID Many of our teachers have been trained in AVID methodology by attending the Summer Institute conference or AVID Path trainings. Teachers implement AVID research based strategies within their classrooms to support students' study skills, note taking skills, and to provide support of the students' academic success. While AVID courses are limited</p>	<ul style="list-style-type: none"> ● QTEL trainings (Quality Teaching of English Learners) ● AVID Path training in all core content areas ● AVID Summer Institute for reading and writing strategies and other instructional strategies ● Formative Assessment trainings have been conducted during staff meetings to help teachers more effectively guide instruction to meet student needs. ● Staff training in 21st Century Learning strategies (communication, collaboration, and critical

to a select group of students, the AVID WICOR, note taking and critical reading strategies are implemented in classes across campus.

English Learners

Approximately nine of our core classroom teachers have attended the QTEL trainings (Quality Teaching of English Learners). Teachers who attend the training share the strategies with teachers during collaboration time. Teachers receive additional support within the classroom from our site EL TOA. Colton High School administration plans to send additional teachers to the 2019 training.

Additionally, the district Instructional Leadership Team (ILT) works with a select group of teachers for the purpose of increasing and improving discourse among students. The Instructional Leadership Team (ILT) was formed to support teachers with developing instruction that revolves around three focus areas: formative assessment, authentic discourse, and responsive instruction. The members of the ILT meet throughout the school year to deepen the understanding of the focus areas, to engage in reflective conversations, and to design instructional experiences that embed opportunities for students to engage in discourse that are responsive to the needs of the students at Colton High School.

Science

Science uses NGSS (Next Generation Science Standards) which centers around inquiry and project based learning. They are in the prototype phase of using new curriculum. Lesson plans use the 5 E's (Engage, Explore, Explain, Elaborate, and Evaluation). Critical Thinking, Collaboration, and Creativity are emphasized during collaboration and teaching. Colton High School's Science department continues to use collaboration days to develop department-wide common lessons within each subject. Science teachers continuously attend NGSS professional development trainings to support the new science standards. The department has also started a practice of Lesson Study, where teachers gather to research, create, try, and evaluate lesson plans as a team, to determine areas of focus and improvement to help the students succeed. Lesson studies are designed to ensure teachers have the proper scaffolds in place to ensure all

thinking), called "Future Ready Day."

students participate in an equitable education.

English

The English department is using new SpringBoard textbooks which incorporate AVID strategies, formative assessments, direct instruction, checking for understanding, and collaborative learning. The department shares best practices during department meetings.

Math

Common Core based curriculum used in math encourages students to regularly collaborate with peers, use critical thinking skills and creativity to solve problems. Teachers are encouraged to incorporate project based learning in math units to assist in a deeper understanding of the math concepts as well as real world applications.

Social Science

Social Science uses California Content Standards and ELA Framework. They also use the Social Science common core literacy standards. Other elements they use to align with the Schoolwide Learner Outcomes include AVID strategies (WICOR), collaborative group work, and some project based learning.

Fine Art

The Colton High School Visual Arts department practices the newly implemented California Arts Standards, and frameworks, along with a focus on Universal Based Design (UBD) lessons to address the learning needs of all students on campus, so that students achieve Visual Arts literacy, and develop technical artistic skills. Teachers focus their instruction on project based learning, formative assessments, and portfolio building for all students. Each lesson, and unit are designed around the theory behind the newly in place California Arts Standards for Visual Arts, which is that all students must Create, Present, Respond, and Connect as Artists practice in their industry. From these newly adopted Visual Arts Standards, students must conceptualize artistic ideas, and generate these ideas before they begin a work. They must analyze, and interpret their or other artistic work for presentation. Students are also required to perceive work (their own or of another) in the effectiveness of an images influence of behaviors, feelings, and ideas towards specific

<p>audiences. Lastly, students are to synthesize, and relate their own knowledge from personal experiences to make effective Art.</p> <p>Career Technical Education CTE follows Career and Technology Standards. Teachers in the CTE classes uses formative and summative assessments in project based learning.</p> <p>Advanced Placement AP teachers follow the AP standards to ensure all students in AP classes are held to a high standard and given the opportunity to learn rigorous material. Teachers regularly use formative assessment strategies to guide instruction. During professional development, the staff has had opportunity to learn additional strategies in formative and summative assessment that assist in guiding their instruction. In many of the new textbook adoptions, the formative and summative assessments are built into the lessons for teachers, allowing for additional assessment opportunities</p>	
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>Colton High School is committed to helping all students graduate ready for college or careers. The faculty and staff at Colton work diligently to ensure all students have rigorous and relevant courses and learning experiences. The curriculum at Colton High is guided by the District’s Curriculum teams, California Content Standards, AP curricula, and our Schoolwide Learner Outcomes (SLOs). Standards-based</p>	<ul style="list-style-type: none"> • Course Descriptions are vetted by school sites, curriculum specialists, and the District’s Curriculum Council

curriculum is taught in all subject areas. With support and guidance from the district, all core courses are aligned to the California Content Standards, or in some cases, tied to state frameworks. Teachers distribute syllabi to students, parents, and administration at the beginning of each year/semester, which outline learning objectives, classroom content, and expectations.

The majority of our courses meet UC A-G approved through UC/CSU. All AP course syllabi are approved through UC/CSU and College Board. Colton High School offers rigorous courses that support college and career readiness standards.

Counseling

Our counseling department meets with all 9th grade students to complete a four-year academic plan and discuss future college and career plans. They meet with 10-12th graders to revisit and revise the students current four-year plan and make adjustments when needed. The counselors also encourage students to take honors or AP classes when appropriate to expand the students rigor.

AP/Honors

Students who demonstrate potential in the different subject areas are recommended for honors and/or AP courses in these areas. Other AP subjects may have recommended prerequisites, however every student interested in taking an AP or Honors class is able to take advantage of these advanced courses.

Math

The current curriculum used in math, Houghton Mifflin Harcourt, is aligned to the common core math standards and embeds the mathematical practice standards for college and career readiness through textbook lessons. In addition, the district pacing/curriculum guides give recommendations of tasks, lessons, and assessments that are aligned to both the common core math and practice standards. The math department has struggled with using the HMH to meet the demands of common core, and have used supplementary

- California Content standards
- Department collaboration
- Teacher Syllabi
- District professional developments
- 4-year plan
- AP course Criteria for enrollment
- CTE Certification
- Math and English Textbooks

materials designed by the teachers, MARS, and Engage NY!

English

The English department collaborates by grade level to develop lessons based on the California Content Standards and skills required for college and career readiness, including a focus on critical thinking, research, and writing. AP English Language, AP Literature and the CSU's Expository Reading & Writing Curriculum (ERWC) offered to students in grade 12. The newly adopted SpringBoard curriculum has defined standards embedded in the textbook and course descriptions. The content standards and CAASPP test are closely aligned with the curriculum.

Science

All science courses at Colton High School are A-G approved. All science courses, except Marine Biology, have a lab component to meet college requirements for lab science. Course teams collaborate frequently on the NGSS standards, and research best practices to ensure students are achieving. Science teachers reviewed the F distribution rate among teachers and designed the science academy in Saturday School. Additionally, higher-level science courses are offered to prepare students for college-level science and STEM career fields: AP Physics, AP Chemistry (Honors), AP Biology, (Honors).

Social Science

Social Science use California Common Core Standards for academic standards. All courses in the Social Science department are A-G approved. Our World History, U.S. History, Government, and Economics courses are aligned with the California History-Social Science Framework and meet the State requirement needed for graduation. The Social Science department collaborates weekly during the late start time to develop subject cooperative SMART goals, develop similar skill sets based on common core literacy standards, essential questions for courses, units, & lessons, primary source by subject, data walls, and end of semester common assessments.

<p>Special Education Special Education students are given access to the academic program in concordance with their IEPs. The Special Education Department works with counselors, administration, teachers, and parents to ensure appropriate placement based on IEPs and other criteria. Students with significant needs and/or disabilities that cannot be accommodated in the regular education classroom have access to Special Day Classes to help them meet graduation requirements. These students are included in regular education electives and physical education classes where appropriate.</p> <p>Efforts are made to ensure that students are placed in their least restrictive environment. In most cases, that means that special education students are in general education classes with accommodations provided by the general education teacher or additional support given in class by an instructional assistant. Instructional Assistants are assigned to core classes with a large number of students with IEPs. Classes with lower number of IEP students do not have additional in-class support. Students in classes with limited support are able to seek help in class from the teacher or request to leave class and receive help from the resource room.</p> <p>Career Technical Education CTE is working toward Quality Program Standards which define the quality of a CTE program.</p>	
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Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Colton High School revised the previous SLOs to be more	<ul style="list-style-type: none"> • NGSS training

consistent with the current performance and progress of our school. The skills and concepts taught in classes are congruent and consistent with academic and college standards, as well as our SLOs. In some courses, content-area teams agree upon concepts, skills, and desired student learning outcomes. During the 2018-2019 school year, department chairs met with teams to evaluate and take inventory of the current achievement of students and created quarterly SMART goals to implement in pursuit of greater achievement success through daily classroom instruction.

English

The new SpringBoard textbook aligns to Common Core Standards. The senior level ERWC course uses modules that are designed to ensure students are mastering skills required for college. Grade level teams agree upon concepts, skills and desired learning outcomes.

Colton High School has seen consistent growth in performance on the CAASPP ELA assessment since 2015. While some years have seen minimal improvement (<1%), other years have had greater improvements (8% increase) in 2017-2018. CHS has shown the largest growth for the district.

Math

Grade level teams agree upon concepts, skills and desired learning outcomes. There is concern the textbook adoption does not match with common core, and teachers use supplementary materials so students can learn with common core materials.

Science

Grade level teams agree upon concepts, skills and desired learning outcomes. Teachers build curriculum units together using supplementary materials since they do not have a textbook to match the NGSS standards.

AVID

Colton High has consistently maintained a strong AVID program and has been recognized as a AVID demonstration school from 2001-2006 and 2010-current date. Between the years of 2007-2009, the school did not apply to be a

- Framework study, District level
- Adopted book(s) have no application
- Smarter Balance test scores
- pacing guide
- curriculum maps
- AVID demonstration verification
- AP Passage rate

<p>demonstration school.</p> <p>Advanced Placement AP teachers have developed an intervention system for AP students who need additional support. The students are identified and a data sheet is created to track the classes that they have difficulty in. This has been a contributing factor to the increase in our AP passage rate.</p>	
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>At Colton High School, many teachers use a wide assortment of technology, such Google Drive for file creation and storage and Google Classroom for housing assigned work. Students can access their classes in one place by using their district issued Google Apps for Education (GAPE) accounts. Additional technology used in the classroom to support curriculum are such programs as Turnitin, GoGuardian, and Nearpod. Nearpod features Digital Citizenship lessons, which the district requires students experience each school year.</p> <p>Most teachers have received professional development on writing across the curriculum to help students in achieving more success with common core literacy standards.</p> <p>Pathways Hospitality, HEAL, and Welding, integrate the curriculum across disciplines within the pathways courses.</p> <p>HEAL integrates English, Science, and ROP medical classes. These classes have integrated projects where students combine their knowledge of Health along with other subject areas.</p>	<ul style="list-style-type: none"> ● Pathway teachers use common lessons and pacing guides across disciplines. ● Cross-curricular projects ● Pathway collaborations ● Valley College compliance ● Mock Trial competition ● Mock trial meetings ● County calendar ● Curriculum covering multiple disciplines

The Hospitality pathway integrates English, Career Technical Education, hospitality marketing, and culinary, with World and US History.

The Welding Program integrates math, English and ROP welding for interdisciplinary projects completed by students within the school day.

Workability and ROP

The Workability program integrates Language Arts, Vocational Education, and basic Mathematics.

ROP classes articulate with San Bernardino Valley College to stay in compliance with content standards both academically and college and career standards..

Academic Competition and Mock Trial

Academic Competition and Mock Trial combines English, public speaking, acting, the judicial process, and Social Studies. Our Mock Trial team is coached by seasoned attorneys from the San Bernardino County's District Attorney Office. Students participate in trials presided over by seasoned San Bernardino County Court judges and are evaluated and coached by a number of vetted attorneys from San Bernardino County. Students from our Drama Club collaborate and participate in Mock Trials where they write scripts for witnesses and portray them during the trial. Students act as attorneys, witnesses, courtroom clerks, and bailiffs. They are given feedback and awarded at the end of each season. Colton High Mock Trial also works with courtroom reporters and courtroom artists. Colton High School students acting as artist and journalists have won prestigious awards from the County that have allowed them to work at the State level with other premiere artists and journalists where they are coached and evaluated with top students from all over the State.

GIS

Geographic Information Systems (GIS) integrates with multiple core disciplines: American Literature, Earth Sciences, Environmental Science, Government, mathematics, and others. Students participate in lessons that allow them to

incorporating GIS solutions.

<p>apply core disciplines to solve real life problems through GIS. The curriculum provided offers self-contained lessons requiring only a computer, a projector and one hour or less. They contain the standards, learning outcomes, engagement, elaboration, evaluation, plus more.</p>	
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Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>CHS has a close partnership with San Bernardino Valley College. Our counseling department coordinates the Valley-Bound program so accepted students receive a free first year of school at Valley College.</p> <p>Counseling offers assistance to students on filling out their FAFSA, writing their college essay, applying for the program, as well as helping them enroll in college for the first time. This program helps community college representatives understand the programs that our high school offers. Colton High School also offers Valley College courses at the high school site twice a year.</p> <p>Colton High School coordinates several field trips for grade 12 students to visit local colleges, including San Bernardino Valley College, Riverside Community College, and La Sierra College.</p> <p>AVID takes students on an annual road trip to visit various colleges. Additionally, the AVID coordinator brings college speakers to the school from various Californian colleges.</p> <p>Our annual district college fair gives all Colton High School</p>	<ul style="list-style-type: none"> ● Valley-Bound applicants ● Valley-Bound roster ● Q visits ● Counselor classroom visits to deliver information and assistance ● Field trip attendance sign-in sheets ● Field trip attendance ● Field trip itinerary ● College fair flyer ● Teleparent communication

<p>students an opportunity to discuss their interests, as well as discover programs offered at the local community colleges, UC's, Cal State Universities, as well as private and technical institutions.</p> <p>Colton High School promotes higher learning, preparing students for learning in postsecondary education.</p> <p>Colton High School provides yearly articulation with the 8th grade students at our feeder middle schools in order to familiarize incoming students with high school expectations, curriculum, and program choices. This articulation involves day-long tours of the high school campus to immerse incoming 9th graders into the offerings at CHS before they register for classes in February. Parents are also invited to an Incoming Ninth Grade Parent Night to acquaint themselves with CHS. Grade 9 orientation and Freshmen BBQ occur in August shortly after school has begun. Pathways, Band and leadership programs have also gone to the feeder schools before students register for 9th grade as another method of recruiting students and making students aware of Colton High School's offerings.</p> <p>In 2017-2018, Colton High School's department chairs met with Colton Middle School's 8th grade teachers to collaborate on the curriculum and expectations for students. This led to a request to change our late start day to Thursday to allow for more accessible collaboration. Some departments have taken advantage of this to collaborate more often with 8th grade teachers.</p> <p>Graduating grade 12 students visit the elementary schools they attended at the end of the school year wearing their cap and gowns to encourage current elementary school students to keep working hard toward graduation.</p> <p>Colton High School students attend the Middle School Knowledge Bowl speech competition and serve as judges.</p> <p>SDC teachers meet quarterly with SDC teachers at the middle school level for vertical articulation. They meet annually toward the end of the school year to articulate regarding incoming freshmen and their particular needs.</p>	<ul style="list-style-type: none"> ● Social media communication ● 8th grade parent night ● Student tours ● Freshman Orientation ● Freshman BBQ ● Late-start collaboration minutes with middle school ● Field trip permission slips ● Roster of student attendance to sites ● Attendance sheet ● Knowledge bowl calendar of events ● Collaboration minutes ● Call log ● Q visits ● Collaboration minutes
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<p>SDC students are contacted three years after graduation to identify what these students are doing and how effective the curricular program was for them.</p> <p>Transition Program (TOP) articulates with high school teachers (SDC MS) to present program to future students and parents.</p>	
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B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Counselors meet with students annually to develop and follow up on each students’ four-year plan. Parents are invited to attend this private meeting to map out the child’s future and the course offerings they need to take to meet those goals. Plans are adjusted each year based on student request and student grades. Scholarship, SAT, college entrance information and FAFSA information is also reviewed at this meeting.</p> <p>Students are given opportunities to learn and explore multiple options for college and career readiness. The district conducts an annual college fair in which students and their parents are encouraged to attend.</p> <p>AVID Juniors participate in an annual week long college road</p>	<ul style="list-style-type: none"> ● Counselor’s 4-year Plan ● College Fair ● Field trip permission slips ● Roster of student attendance to sites ● Sign-in sheet ● Career Center

<p>trip. This opportunity provides student with opportunity to visit various college campuses across the state.</p> <p>All AVID classes take their students to visit various college campus. This allows students to experience the various colleges accessible to them. Students meet college students, visit classrooms and experience the college life.</p> <p>The Career Center is available to all students. It provides a variety of resources and sources of information to assist students with preparation for both college and career. The Career Center support staff are there to help students work through the FAFSA application, take the ASVAB career interest inventory, and support for completing college applications.</p> <p>SBVC partnership with Colton High School has provided opportunities for our students to take college level courses on site with a SBVC instructor. The classes are held two days a week.</p> <p>The three Colton High School Pathway programs allow for career exploration in welding, healthcare, and hospitality. Students attend field trips to various locations with jobs in the related fields. Some students in the welding and hospitality pathways enter into competitions in their related fields. HEAL pathway students participate in mock interviews and have held volunteer opportunities in their related field.</p> <p>RSP and SDC students have an opportunity to take a career transition class. The Transition Partnership Program (TPP) is available to 12th grade students in the RSP or SDC programs at Colton High. The program connects high school students with disabilities to the California Department of Rehabilitation (DOR) and assists with their transition to work. TPP helps students overcome barriers to employment, assistance may include direct job development, vocational training, or post-secondary education. Students can take the class as an elective and receive 10 credits. Through the TPP class students attend field trips to local business, participate in mock job interviews, job shadowing, and other business related activities.</p>	<ul style="list-style-type: none"> ● Attendance log ● Syllabus ● Course description ● Curriculum ● Textbook ● Projects ● Field trip forms
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Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>The CHS library and computer lab is a resource to students who need access to Internet and computers during lunch and outside of the school day.</p> <p>Students are exposed to occupational training through the three different pathways. Teachers have attended trainings to build interdisciplinary units where they are embedding the jobs into the curricular programs. The hospitality pathway teaches students culinary skills to provide dining experience for their guest. At CHS The nutrition teacher trains students in menu planning and meal prepping to operate the Colton Cafe on campus. The Cafe is open to all staff for a dine-in experience or take-out experience. The entire meal is prepped and prepared by the nutrition students. The money earned from the cafe goes back into the program to coordinate future yellowjacket cafe days. Due to a staff change during the 2018-2019 school year, the Yellowjacket cafe has not been open this year, but there are plans for it to be reopening during the 2019-2020 school year.</p> <p>In ROP's digital classes, students use technology to create products such as videos using a green screen gaining real world experience with video production. Training is provided to help students further their education in Geographic Information Systems or prepare them for employment in a GIS industry, beyond high school.</p> <p>Business classes use real world scenarios and case studies as part of their curriculum. The Career Technical Student Organization allows for real world problem solving with competitions.</p>	<ul style="list-style-type: none"> ● Library hours ● Library circulation ● HEAL program ● Hospitality Pathway ● Welding Pathway ● Hospitality Yellowjacket Cafe ● Digital Citizenship ● GIS video projects ● Mock Trial competition ● Mock trial meetings ● County calendar ● Email families ● Social media ● Blackboard

<p>Mock Trial combines academics with the judicial process. Students teams participate in mock trials where Students act as attorneys, witnesses, courtroom clerks, and bailiffs. This process helps students learn within the classroom and beyond, bringing the judicial system to life for them as they experience their own real-life experience outside the classroom.</p> <p>Efforts are made through automated text messages and phone calls to notify our families of college and career opportunities available to students throughout the year.</p>	<p>communication</p>
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B. Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Special Education teachers, administrators, parents, and students collaborate in developing, monitoring, and revising Special Education Student IEPs to ensure that the student is enrolled in appropriate classes to meet their educational goals. All general education teachers are provided with copies of the accommodations of their enrolled SPED students for compliance. Learning Center classes are provided for RSP students to accommodate them and provide a quieter and smaller environment for testing. These classes are provided to allow students an opportunity to complete their homework/ classwork assignments, study for tests, organize binders, and receive help from a RSP teacher or an instructional assistant if needed. RSP teachers occasionally visit a general education teacher based on request or if the student is having behavioral concerns.</p> <p>Report cards or progress reports are mailed home every five</p>	<ul style="list-style-type: none"> ● Special Education Student IEPs ● TPP Career class ● 504/SST ● IEP ● Instructional Aide extra duty sign-in sheet ● Report cards ● Q visits

<p>weeks giving parents an opportunity to monitor progress. Parents and students may view grades on Q. This platform allows for parents to view their child’s current grade, including missing assignments, test scores and the dates for future assignments. Parental consent is needed to drop an AP class. The school created a process for student requests to drop or change classes. Parents must contact the teachers. If the problem has not resolved after two weeks the parents may phone the administrator overseeing the department to schedule a meeting with the parent, student, teacher and administrator to create an additional plan, discuss concerns or possibly move the student.</p> <p>Counselors invite parents to attend students four-year plan meeting. During this meeting the counselors reviews students academic goals, progress towards goals and future aspirations.</p> <p>In the fall, Colton High School hosts Back to School Night. Teachers share classroom practices, goals and objectives and the course of study with families.</p>	<ul style="list-style-type: none"> ● AP drop form ● 4 year plans ● Back to School Night sign-in sheets
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Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Students are offered a variety of application workshops as well as campus tours to local community colleges and universities. Students are exposed to a variety of post secondary options through the Career Center.</p> <p>Counselors promote A-G requirements when scheduling students and building their four-year plan to align with their post secondary aspirations.</p> <p>Each counselor attends different college counselor workshops</p>	<ul style="list-style-type: none"> ● Career Center ● Concurrent Enrollment ● Military Recruiters ● FAFSA Workshop

<p>annually. Colton High School counselors hold financial aid workshops for both parents and students. Counselors send out messages through the Remind app on requirements, services, and due dates.</p> <p>Our annual college fair gives all Colton High School students an opportunity to discuss their interests as well as discover programs offered at the local community colleges, UC's, Cal State Universities, as well as private and technical institutions.</p>	<ul style="list-style-type: none"> ● Valley-Bound ● AVID ● Four-Year plans ● Work Experience classes/ROP
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ACS WASC Category B—Standards-based Student Learning: Curriculum

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Colton High School prides itself on using research based curriculum that supports the common core standards. All core subjects teachers have been trained in common core. The curriculum at Colton High School is guided by teacher-created district pacing guides which are followed by site staff. However, departments have adjusted the district given pacing guide to fit the needs of the students.

Our staff recognizes that while we work hard towards aligning the academic standards, college-and-career standards, and the schoolwide learner outcomes, we still have room for improvement. This is especially true with the alignment of all three Pathways, who are working together to develop cross-curricular integration to support student success and academic growth. This is established by ongoing collaboration within departments and across disciplines to align student learning outcomes and curriculum standards while also establishing cross-curricular projects and data analysis as areas of focus. It would also be beneficial to develop cross-curriculum integration within departments, outside of the Pathways.

Colton High School offers students many choices in course selections at a variety of levels from Intensive Support to Advanced Placement. Academic counselors advise students of their choices and encourage them to challenge themselves with rigorous courses, but ultimately it is the students' and parents' choice as to which courses they decide to take.

Colton High is proud of the Pathways we offer, and real world experiences for which they

prepare students, however we also recognize the need to establish additional real world experiences in courses beyond Pathways. Some departments shared their concern with the lack of consistent real world experiences their curriculum has to offer, making it difficult to incorporate these experiences consistently.

Prioritize the strengths and areas for growth for Category B

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- CHS teachers are highly qualified and attend professional development opportunities in order to keep curriculum updated and promote college readiness for students.
- CHS teachers collaborate weekly to develop Common Core aligned curriculum.
- Colton High offers multiple pathways for students that lead toward post secondary education and careers.
- Credit Recovery classes provide students another option for completing required courses for graduation.
- Colton High offers a wide range of programs that prepare our students for transition to post secondary institutions and career pathways. These include multiple options for our SPED students.
- Science Department received training and exposure to NGSS.
- Pathways attach a real world application component to our standards based curriculum.
- We have incorporated the four C's: Critical Thinking, Creativity, Collaboration, and Communication in our curriculum.
- Foreign Language department focuses on developing real communication.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- There is a need for Colton High School to establish course alike benchmarks in all subject areas.
- There is a need to offer additional elective course offerings for students to have a larger variety of choices
- Currently real world experiences are consistent in Pathways and some core classes, but there is need to include real world experience across all curriculums.
- There is a need to ensure congruence between the concepts and skills taught and the college and career-readiness standards.
- There is a need to have a system of following-up student post-graduation to determine the effectiveness of the programs at Colton High School.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>In Social Studies, students are involved in creating images and explanations on poster board which students are required to bring together material from the entire quarter. Students are introduced to central fact questions. All social studies unit lessons are discussed and analyzed in terms of a central fact question. Students evaluate the main points of a lesson and correlate surrounding events.</p> <p>Science teachers regularly meet to develop NGSS lessons using the 5 E model. Students participate in labs and online simulations to build inquiry and understanding of different phenomena. Students are encouraged to investigate science concepts by using these strategies to promote understanding of challenging concepts.</p> <p>The recent adoption of the SpringBoard text in English, combined with the District training on differentiation and scaffolding, has provided teachers with multiple resources to continue to provide a rigorous curriculum. Throughout the English classes, students closely read and analyze informational and fictional texts. Students also practice the writing process to develop claims and support their claims with reasoning and textual evidence.</p>	<ul style="list-style-type: none"> ● Poster boards with student work ● Central through question worksheets ● Lab & Simulations ● science curriculum units ● Student products using Springboard materials ● Students' essays and other written responses

In math, teachers are working towards creating student learning experiences that are reflective of the key instructional shifts of the Common Core Math standards: focus, coherence, and rigor and while paying attention to the math practice standards. Since fall of 2016 over 50% of the math department has participated in the district led content team, to study the CA Math Framework, Math Progression Documents, and SBAC claims and targets, with the intent of enhancing student learning experiences in math that are outlined in our adopted textbook.

In addition, some teachers have also participated in district-led math discourse and formative assessment training, which has allowed students to learn via highly vetted formative assessment lessons (FALs) from the Mathematics Assessment Resource Service (MARS). These lessons require students to collaborate with each other, resulting in many moments of authentic discourse that is formatively assessed.

The shift towards more rigor has also allowed students to participate in more hands on and collaborative approaches to mathematics. Students are being tasked with experimenting as a means to produce and analyze data. Also, students are learning to work with tools beyond a compass and protractor. For example, how to use graphing calculators to model functions, manipulatives to perform mathematical constructions, and spreadsheets to look for patterns and trends in data.

Administration, TOAs, and department chairs visit classrooms weekly during instructional rounds. The staff has developed a document titled the "Essential Components of an Effective Lesson." This document has provided teachers with a framework when developing their lesson plans, and is used to guide instructional rounds. The implementation of instructional rounds has provided an opportunity for educators and administration to view and discuss student learning and provide evidence of our "Essential Components of an Effective Lesson."

Teachers across subject areas implement AVID strategies in

- MARS Formative Assessment Lessons (FALs)
- Exploragons used in Geometry class.
- Math Labs: Barbie Bungee, Designing and Studying Kites and how they Fly,
- Desmos (SBAC approved graphing calculator) used for instruction.
- Algebra Tiles to model mathematical concepts.

- Emails and minutes documenting feedback from instructional rounds visits
- Department meeting minutes/ student products

- "Essential Components of an Effective Lesson" document
- instructional round feedback emails

<p>the classroom to support students' learning of the content standards</p> <p>Colton High School continues to offer an open-enrollment policy in the AP program on campus. As a result the program is more inclusive and offers students the opportunity to challenge themselves. More students have enrolled in AP classes.</p> <p>Students are also provided other learning opportunities that challenge them and help them to be career and college ready. There are three career pathways available to students: HEAL, Hospitality, and Welding. Eleventh and twelfth grade students also have the opportunity to participate in a college level class on our campus after regular school hours.</p> <p>All teachers have access to a Chromebook cart which allows students to use technology to research, collaborate, and create.</p>	<ul style="list-style-type: none"> ● AP enrollment numbers -- counseling ● Master schedule ● Pathways meeting minutes ● Google classroom ● Powerschool Learning ● Nearpod & Peardeck lessons
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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Teachers in all subjects provide students with a course syllabus that includes the expectations for each course.</p> <p>Most teachers across subject areas verbalize, or post the objective or essential question for the lesson on the board. This practice provides students with an understanding of the learning objective for the day.</p> <p>Students are introduced to expectations for an assignment through rubrics. In English classes students are provided rubrics for each written assignment before writing it. These serve as tools to guide students as they produce unit products. In addition, many classes give students</p>	<ul style="list-style-type: none"> ● Syllabus ● Learning Objective/essential question Posted ● Rubrics

<p>collaborative opportunities in class to peer assess and opportunities to self assess before handing in final products.</p> <p>Written models, such as student samples and teacher examples, are often used in English classes and evaluated by students. The written models are used as a guide for students as they work on their own products.</p> <p>In some math courses, teachers are providing students with learning targets and success criteria, so students know exactly what they are supposed to be learning from a given lesson. These learning targets are also used to develop common unit assessments used as a summative measure in these courses.</p>	<ul style="list-style-type: none"> ● Student Exemplars ● Algebra 1 team Collaboration minutes.
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Differentiation of Instruction

C1.3. Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Teachers use scaffolding techniques to adapt their curriculum to students’ needs. Teachers in the English department regularly take part in “Best Practices” that employ scaffolding techniques and AVID strategies in order to differentiate instruction, and the English teachers share their best practices during department meetings.</p> <p>English teachers use the data from Unit Assessments to address the skills and students that need differentiation.</p> <p>Students with IEPs or 504 plans are provided with accommodations including after school tutoring, 30% reduction in assignments, utilizing the learning center and extra time. RSP teachers meet with teachers during collaboration at least once each semester to discuss student performance.</p>	<ul style="list-style-type: none"> ● English Dept. PowerSchool Learning page ● English Dept meeting minutes ● Students’ IEPs or 504 plans

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers in different content areas use a variety of strategies to actively involve students in the learning process so that all students have opportunities to have access to learning. Teachers have late start collaboration time each week and LCAP days throughout the school year to share instructional strategies and plan lessons collaboratively. Teachers on Assignment also meet with teachers during prep periods to offer support with instructional strategies and tech support.</p> <p>Teachers from all content areas participate in a variety of professional learning opportunities throughout the school year to keep current in instructional content and research-based instructional methodology. English teachers share best practices during collaboration time. Two history teachers attend history conferences to gain professional development. Six Colton High School math teachers have been attending the Discourse and Formative Assessment in the Math Classroom professional development meetings. Science teachers have been attending NGSS trainings to learn about instructional strategies for a 5 E lesson model and have been participating in lesson studies. Colton High School teachers have also had professional development in AVID strategies, QTEL strategies, discourse and collaboration, reading comprehension, and writing across the curriculum.</p> <p>All teachers have regular access to Chromebook carts which allows students to learn and extend their learning using technology. Colton High School’s Tech Team and district tech TOAs have collaborated with groups of teachers for integrating technology into instructional units. All students participate in lessons that teach them about having digital citizenship. The District Ed Tech TOAs are available to assist individual or groups of teachers with technology use.</p> <p>Colton High School teachers incorporate technology into lessons using a variety of methods and resources such as Nearpod, Peardeck, Desmos, multimedia simulations, and READ 180’s software component.</p>	<ul style="list-style-type: none"> ● Department & Collaboration meeting minutes ● LCAP Day meeting minutes ● Lesson plans ● Powerschool Learning ● Lesson plans ● Powerschool Learning ● Digital Citizenship Nearpod lessons

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Teachers use different strategies to facilitate student learning and use different methods of questioning to encourage students to respond and demonstrate their understanding of material. Teachers across academic disciplines design lessons that include different collaboration methods. Socratic seminars and QFT are some of the questioning strategies that teachers use to engage students in inquiry. In science classes, students complete labs and other projects with a small group. The English department uses a variety of collaborative strategies in the classroom, such as the snowball discussion, speed socials, socratic seminar, literature circles, debates, and group presentations. The English department also engages students with read arounds of their essays using focused rubrics.</p> <p>Students have opportunities to participate in academic competitions such as Mock Trial, where they get to meet with district attorneys, defense attorneys, and judges for coaching on public speaking and law.</p> <p>Some of the Colton High School’s math teachers have been attending the Discourse and Formative Assessment in the Math Classroom professional development meetings. They are incorporating more student collaboration moments into their lessons. These moments pay close attention to assigning competence to students for different types of “smartnesses,” so that students know where their strengths are, and how they can use those strengths to support their peers in learning. In addition, some teachers are working towards providing better feedback to their students to help them see what they need to do to show they have learned.</p>	<ul style="list-style-type: none"> ● Teacher lesson plans ● Videos, slideshows and other group projects ● Student Samples, photos ● Department minutes ● Best practices in Google folder ● County scores and notes ● Student speeches and videos

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students have opportunities to use tools that they learned in the classroom to help them organize, access, and apply knowledge. Students participate in science projects in a district wide event. Students also gain an understanding of argumentative reasoning to evaluate an author's claims in written analysis and apply this understanding to developing their own arguments. Students also have opportunities to create multimedia and oral presentations.	<ul style="list-style-type: none"> • Multimedia presentations • Classroom observations • Student work • Assessment results
Students have access to clubs where they can demonstrate their extended learning: Link Crew, Robotics Club, FHA (Culinary Club), Academic Competition/Mock Trial, AP/Honors Biology Club.	<ul style="list-style-type: none"> • Twitter feeds • Photos from competition
In the Pathways, students have opportunities to apply their learning from core areas to the medical, hospitality, or welding field. Students also perform comprehensive oral presentations on a topic related to their subject.	<ul style="list-style-type: none"> • Pathway meeting notes

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Findings	Supporting Evidence
Students across subject areas are given opportunities to demonstrate their higher level thinking. Students take part in	<ul style="list-style-type: none"> • Peer evaluation • Google Docs

<p>activities that allow them to display problem solving skills and utilize critical thinking skills. Students take risks and create their own learning while teachers work as coaches or facilitators. A focus on a variety of activities, including projects, discussions, debates, and inquiry related activities, demonstrate thinking, reasoning, and problem solving. These include Socratic seminars, literary circles, inquiry based discussions, reflection activities, argument based essays, literary analysis essays, English group presentations and persuasive essays.</p> <p>In some math classes students engage in MARS Formative Assessment Lessons, in which they are tasked with demonstrating the math practice standards as well as overlapping common core math standards. In the math welding pathway courses, students are applying their mathematical skills to welding projects that are tiered to each course.</p> <p>Mock Trial (academic competition)Mock trial combines academics with the Judicial Process. Our Mock Trial team is coached by seasoned Attorneys from the San Bernardino County's District Attorney Office. Students participate in trials presided over by seasoned San Bernardino County Court Judges and evaluated and coached by a myriad of vetted Attorneys from San Bernardino County. Students act as Attorneys, Witnesses, Courtroom Clerks, and Bailiffs. They are given feedback and awarded at the end of each season. Colton High Mock Trial also works with courtroom reporters and courtroom artists. Colton students acting as Artist and Journalists have won prestigious awards from the County that have allowed them to work at the State level with other premiere Artists and Journalists where they are coached and evaluated with top students from all over the State</p>	<ul style="list-style-type: none"> ● Group Presentations ● PowerPoint/Google Slides Presentations ● Opinion statements and reflections ● Instructional Rounds <ul style="list-style-type: none"> ● Student work ● Observation ● MARS FAL's ● Welding Projects <ul style="list-style-type: none"> ● Student work ● Student assessment ● Scholarships awarded (2) ● Oral presentations via Audacity ● Debate results ● Classroom observations ● Student work ● Instructional Rounds
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C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>Students use a variety of technology to assist them in achieving academic standards and the schoolwide learner outcomes. Students utilize Chromebooks for independent and team work to conduct research. Students use technology to access class information, complete and upload assignments, watch videos, and participate in discussions. PowerSchool Learning, Google Classroom, Remind and Nearpod are some of the technological platforms that students use to support their learning. Students also use Class collaborative, Google Docs, Google Slides and PowerPoint to demonstrate their learning and to work collaboratively with their peers.</p> <p>The Smarter Balanced website, Illuminate, and Shmoop are used to assess students' understanding of content standards. Teachers are able to use the data from the assessments to evaluate students' results to make instructional decisions.</p>	<ul style="list-style-type: none"> ● Digital assignments ● Google docs ● Test results ● Student project outcomes ● Student presentations ● Illuminate ● ERWC student work ● Assessment results

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Students have access to learning beyond the textbook and some opportunities to engage in real-world activities that extend what they may learn in their textbooks. Some examples are current event assignments, research assignments, examination of primary sources, scientific experiments and labs, mock interviews, and field trips. Social science teachers use the Stanford primary source documents in the classroom for instruction. Math teachers use multiple sources of supplementary materials for math instruction.</p> <p>Students have access to a variety of career centered course plans that students can choose to participate in. Colton High School pathways give students different fields that they can study, such as manufacturing and product development, engineering and design, fashion and interior design, finance</p>	<ul style="list-style-type: none"> ● Current events ● Lab writeups ● AVID portfolios ● Curriculum maps ● Pathway meeting minutes ● Pathway curriculum

<p>and business, marketing and sales, health and science, medical technology, hospitality and tourism, and transportation welding.</p> <p>Colton High School also has a career readiness specialist who can work with students to help prepare resumes and job applications. This is offered as part of the Colton Redlands Yucaipa Regional Occupation Program (CRY-ROP).</p> <p>Career and technical education (CTE) and ROP courses will support students' development of 21st century skills. Students also have the opportunity to participate in career technical student organizations such as FCCLA (Family, Career, and Community Leaders of America) and Skills USA. These organizations help students develop their leadership skills and network with other high school students. (CHS website: https://www.colton.k12.ca.us/domain/903)</p>	
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Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>Colton High School has worked diligently to provide various opportunities for students to explore and prepare for both college and career. It's our priority to have our students leave CHS with the ability to have options available to them upon graduation. The following programs have supported this expectation.</p> <p>Students have access to CHS Career Center Monday through Friday. The Career Center provides awareness, exploration and preparation for the opportunities available to students after high school.</p>	<ul style="list-style-type: none"> ● Personality - Career Inventory ● Documented Volunteer hours ● Internships at local businesses ● Master Schedule ● Sign-in sheets

<p>Students explore, discuss and plan for college enrollment based on career choices and academic standing.</p> <ul style="list-style-type: none"> ● AVID ● Academic Reviews and Counseling <p>Students are provided with opportunities to take a pathway class that focuses on preparing them for a career in a designated pathway.</p> <ul style="list-style-type: none"> ● HEAL Pathway - Medical ● Hospitality Pathway - Hospitality Industry ● Welding Pathway - Welding <p>Colton High School works in partnership with the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) to provide hands on career training programs in high demand career fields, and assist our students in acquiring marketable job skills.</p> <ul style="list-style-type: none"> ● ROP Auto Class ● Fashion and Merchandising ● Graphics and Communication <p>Students have an opportunity to get on the job training and take part in apprenticeship programs through the various programs on stie.</p> <ul style="list-style-type: none"> ● Work Experience ● San Bernardino Valley College Go program ● Pathway Classes <p>Students in the Freshman Success class set goals for their future as a part of the curriculum.</p>	<ul style="list-style-type: none"> ● Internship Applications ● Syllabus ● Curriculum Guides ● Meeting Minutes
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ACS WASC Category C.—Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Much professional development work has been done over the past six years to focus on various strategies to increase student engagement. Teachers are familiar with, and comfortable with common core allowing students to do a majority of the work in the classroom. Whole school trainings with google docs and the Tech Committee have greatly increased the use of technology in the classroom to engage students. The school has purchased many Chromebooks providing a near 1:1 chromebook to student ratio. The additional Chromebooks have allowed students to improve their 21st century skills, however we do see a need to be able to connect those skills to the real world for future employability. While the English textbook is closely aligned with common core standards and maintains a high level of rigor, other departments rely on supplementary materials to match the level of rigor for common core.

The need exists to have all students in all classes experience challenging, relevant experiences. Regular education teachers ask for additional support on what accommodations can yield the highest level of student achievement. Plans are in place to improve and increase the level of support given to students with disabilities in the areas of accommodations and differentiation provided to students, as well as how regular education and special education teachers can work more closely together on the curriculum.

Professional Development will continue to be in place at Colton High School to support teachers in consistently aligning academic standards and college-and-career standards to provide rigorous and challenging experiences for all our students at CHS.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Students have regular access to technology.
- Students practice and strengthen their 21st Century skills.
- Students have different options and multiple resources on campus for College and Career Readiness.
- Instructional rounds is used to measure the degree of lesson planning and implementation centered around the essential components of an effective learning experience.

- Use of staff meetings to provide staff development on identified instructional strategies.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- All students need access to consistent and regular challenging learning experiences that are relevant to academic standards and college-and-career-readiness standards.
- Regularly use evidence of student learning to make informed decisions
- Continued staff development in instructional support for students with disabilities and EL students.
- Connect classroom skills with real world employability skills.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
<p>The English department uses district created common benchmarks within grade level groups. This data is used to gauge student CAASPP readiness at the district level. Grade level curriculum maps have common unit assessments teachers use to measure student performance in the mastery of unit objectives. Collaboration groups then bring the product from their common unit assessments and discuss results. Usually the discussion results in identifying strengths and weaknesses in the delivery of the lesson or lessons. Common rubrics for common assessments have been implemented in English. In addition, English departments districtwide administer diagnostic assessments periodically to identify growth regarding common core standards. The data goes to the district and has not yet been disseminated to the affected stakeholders for analysis and discussion to inform instruction. The English department has begun administering a reading inventory three times per school year. Results are given to students with the intention of motivating them to read more in order to improve their reading proficiency.</p>	<ul style="list-style-type: none"> ● Data from Illuminate ● Collaboration Meeting minutes ● School Performance presentation ● School Report Card (district website) ● RSP Collaboration sign in sheets ● Master calendar ● Spec. Ed. Testing/ IEPs ● ELPAC/Reclassification Data ● Department minutes ● OARS/illuminate Data ● AP Dpt. minutes ● Posters and Report Graphs/Staff meeting

The math department uses collaboration time to discuss mid-unit and end-of-unit assessments. Math builds common assessments also. The math teachers look over and discuss data, analyzing it for trends, areas for growth, and for possible areas in need of re-teaching. Beginning the 2018-2019 year, math looks at the results of the IAB (interim assessment benchmark) to look for trends and show students information on CAASPP results.

District Wide CAASPP Data is disaggregated and disseminated at the beginning of each school year. It is broken down by comprehensive high school, sub groups, and grade distribution. However, the data is not specific enough to help teachers identify areas of need regarding instruction.

At least once each semester, each department meets with the RSP department to discuss individual students that core teachers have in common with RSP teachers. Core teachers share performance data based on grades and exemplar assignments. RSP and Core teacher discuss way that they can help student improve regarding grades and or behavior.

Special Ed Dept. has assessments that determine placement, goals, and level of supports.

ELPAC determines ELD level and reclassification.

The AVID coordinator reviews student transcripts for to ensure A-G requirements are being met.

History, English, Foreign Language and science departments review semester grade data to review the grade distribution. The AP department analyzes AP Score data and AP Grade data to look for trends.

The staff reviews schoolwide data, including CAASPP scores, credit completion rate, and graduation rate.

Special Ed students in the Adult Transition Program are tested and evaluated via "News2You"

minutes

- Online Assessment Reports/ Class completion rates

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Departments meet and collaborate to develop streamlined processes, including grading categories, pacing guides, and common assessments. Students are provided a consistent means of assessments. These assessments are then used to inform instruction per assessment results. At this point, some departments utilize this process more than other departments.</p> <p>Within the math department, teachers are in the process of learning and implementing the new Common Core Standards. Most teachers are expressing frustration regarding what the standards are, as well as getting their grade level teams to be consistent with their grading criteria. The giant influx of these new state standards is making it difficult for teachers to be clear and intentional about what students are expected to master. Within the science department, the same challenges exists with the NGSS standards.</p> <p>According to the math teachers, it also appears that the CAASPP is far removed from what students are currently doing in the classroom, when compared to the material being taught within the textbooks. Within the English department, teachers are finding the CAASPP and the CAASPP practices effective.</p>	<ul style="list-style-type: none"> ● Reflect on units to make adjustments based on assessments results ● department minutes from department meetings or LCAP collaboration days ● California State Framework ● Pacing guide ● District Benchmark ● Core groups differentiated by subject matter ● Springboard rubrics ● Shared copies of test ● Continual discussion of grades and formative assessment ● Retake opportunities ● CAASPP practice (English in Math

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the*

growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.

Findings	Supporting Evidence
<p>Colton High School uses data, student achievement, and a variety of assessments to monitor adherence to academic standards, schoolwide learner outcomes and college/career readiness indicators. While this is currently a practice, it is not a consistent practice school wide.</p> <p>In the 2017-2018 school year, the district adopted the Illuminate program as a data management warehouse. Training has been minimal, mostly site driven up to this point. As teachers become more familiar with the program, they will begin using it to collect formative and summative assessment data for all students. Currently, Illuminate is primarily used to report data for district benchmarks and common unit assessments.</p> <p>Grade level and course alike teams across disciplines collaborate to create common formative and summative assessments to monitor student progress.</p> <p>Teachers communicate individualized and schoolwide expectations with students at the start of first semester, at Back to School Night, and most teachers reinforce this information during lessons throughout the semester as the semester progresses.</p> <p>Formal meetings such as IEPs and SSTs are held to discuss the needs of students that are considered to be “at risk.” Administrators, counselors, and teachers are available for less formal meetings on the phone, via email or in person to discuss learning outcomes and parent concerns.</p> <p>Students are encouraged to challenge themselves to meet the “A-G” requirements in order to position themselves for the greatest level of opportunities as they transition to their post-secondary education. The “A-G” completion rates are an effective part of the system to monitor student achievement, as this data allows monitoring of the number of students</p>	<ul style="list-style-type: none"> ● Illuminate data ● Benchmarks ● CAASPP ● AP Scores ● semester grades ● IEP meetings ● SST meetings ● 4-year plan ● Semester grades ● A-G completion rate ● Grade level and course-alike meeting minutes ● Course curriculum maps

<p>choosing rigorous courses of study and passing classes. Students are placed into other, more academically challenging courses, based on prior test scores or by teacher recommendation. Students and parents are also able to request AP courses.</p>	
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Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>At the end of each semester, the district office provides the school with a three-year comparison of grade distribution and credit completion by grade level. Colton High School can compare how students are progressing over a three-year span, as well as how it is comparing against the other two comprehensive high schools in the district. At the end of the year, the graduation rate and AP scores are also included in this report. This report has been particularly helpful to monitor how the 9th and 10th grade intervention program has been progressing, as well as monitoring the passage rate of classes.</p> <p>Graduation requirements are set by the district and the school supports the requirements. Staff at Colton High School strives to help all students meet graduation requirement to support their future success.</p> <p>Homework and grading policies are set by district-created teacher committees, approved by the Board, and must be adhered to by sites. While the Board sets policy regarding late work, assignment and test redos, some departments and teachers have provided more flexibility. Accommodations are made for students with special needs according to their IEPs.</p>	<ul style="list-style-type: none"> ● collaboration meetings ● staff meetings ● district report

Each department collaborates on aligning their grading policies to be consistent among the department, on grading policies to be consistent, however some departments express frustration with lack of consistency within their departments on grading policies.

Administrators collect course syllabi at the beginning of each year. Also, counselors meet at least once a year with every student to review their four-year plan and make adjustments depending on their progress and academic goals beyond high school.

Effectiveness of programs:

AVID undergoes an annual internal/external review, based upon national program metrics. Annual action planning results from this analysis to address program growth areas. Colton High AVID program is consistently a National Demonstration AVID program.

Each of the pathways conduct intervention days where they meet with struggling students in their pathway. Pathway leads and teachers regularly assess student performance and offer additional support, mentoring and tutoring as needed

The 9th and 10th grade Intervention program consistently see progress with their intervention students and continue to work diligently to mentor and monitor the students progress towards success.

Colton High School's Saturday school program continues offer students opportunity to receive additional support in their current classes to help them bring up failing grades or stay on track. The StepUP program at Colton High School has the highest attendance in the district.

Freshman Success is a newer elective and has not been evaluated frequently to determine effectiveness. Over the past three years the number of sections offered for the course has been decreasing. When the program began there were three sections, taught by three different teachers. Currently there is only one section of the class.

- syllabus

- AVID revalidation report

- pathway interventions

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Assessment data is brought to the English Language Advisory Council (ELAC) and School Site Council (SSC) as a means to evaluate the SPSA. At these meetings which consist of parents, staff and students, the groups make recommendations, discontinue strategies or revise strategies put forth in the SPSA. Typically, the organizations make recommendations to improve the strategies. This has been an effective means of monitoring the SPSA and strategies put forth in the SPSA. This process is also used to align the Title I budget. However, the same process has not been done with all staff members.</p> <p>TOAs provide professional development during collaboration time and after school staff meetings. In the past two years, the professional development focus has been based on the <i>Essential Components of an Effective Learning Experience</i>, the lesson design process agreed upon by the staff. During the 2017-2018 school year, Colton High School focused on formative assessment, as this was not observed often during instructional rounds and was determined to be an area of need. During the 2018-2019 school year, teachers chose between the professional development groups on the topics of discourse, reading comprehension and writing across the curriculum.</p> <p>AP teachers utilize the AP Exam results to drive their instruction and focus on the areas of growth needed.</p>	<ul style="list-style-type: none"> ● SSC minutes ● ELAC minutes ● Grade distribution reports ● Faculty meeting agendas ● instructional rounds feedback ● AP exam results ● collaboration minutes ● grade distributions

<p>Due to EL test Scores and a high D and F rate among EL students, the district invested in training to teachers to the Quality Teaching for English Learners, QTEL. Over the past four years, CHS has sent approximately nine teachers to QTEL training to learn scaffolds to use in daily instruction. These lead teachers have provided scaffolds to members of their department to strengthen instruction.</p> <p>Colton High School needs to work on how to correlate the CAASPP results to inform classroom instruction. The math department began the process of looking at Interim Assessment Benchmark results in the fall of 2018 and trained the math department on different ways to review the results and use the results with the students.</p> <p>Tutoring is offered before school, after school and during Saturday School by individual teachers of a wide variety of subjects. Tutoring is offered to students who want additional help, in the form of assistance from the teacher or retaking of tests. Data analysis shows students who attend tutoring raise their grades, but not enough students attend tutoring.</p> <p>English III Teachers provide test prep through Shmoop and CAASPP practice tests in order to prepare them for the types of tests questions they will face on the ELA portion of the CAASPP test.</p> <p>For special education students and students on 504 plans and SST, based on their grades, changes are made to the goals on their I.E.P.s</p> <p>Counselors evaluate and monitor student progress by reviewing credit completion and grades. They meet with students to adjust schedules as needed. Counselors meet with every student at least once each year for an academic review. Each year, they review the student's four year plan. During these meetings, graduation requirements, four year university requirement, and career goals or plans are discussed</p> <p>Student work and benchmark results provide data regarding their master of the different subjects</p>	<ul style="list-style-type: none"> ● IAB scores ● collaboration minutes ● tutoring logs ● collaboration minutes ● I.E.P.s ● 504 Plans ● SSTs ● academic reviews ● Benchmark results ● Collaboration minutes
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D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Counselors meet with all students annually to create or revise the student's academic plan for CHS. The counselors also discuss career goals and possible strategies to reach their goals. At the end of the semester, counselors review student transcripts to determine different classes the students will need in order to be on track to graduate</p> <p>Intervention teachers meet with 9th and 10th graders who are failing multiple classes. They discuss their grades and provide strategies to help the students be successful. They also call parents to inform them of the struggles their students are having. The intervention teachers require students to attend tutoring until their grades improve. The students must maintain the good grades for a period of time before they can leave the intervention program. The intervention teachers continue to meet with the students until the student is passing their classes.</p> <p>During the 2017-2018 school year, the ninth grade algebra team created a plan to remove the algebra support class from the master schedule. The plan is centered around providing students first, best, initial instruction by a team of teachers who are collaborating with each other. The ninth grade algebra teachers reviewed the program every four months during the 2018-2019 to assess their progress on the plan. During the meetings, they determine what they have accomplished and set their next steps.</p> <p>ROP teachers are required to submit course and curriculum by industry advisory. Curriculum and course changes are made based on industry partner suggestions</p> <p>Science courses are being revised to make them compliant with the new NGSS Standards</p>	<ul style="list-style-type: none"> ● 4-year plan ● transcripts ● intervention plans ● visits in Q ● algebra plan ● algebra charting of progress ● Advisory Meeting Agendas & Minutes ● ROP course outlines ● Science course outlines

<p>AP courses have to be submitted and approved each year by the College Board.</p> <p>CTE curriculum and programs are evaluated each year through the Perkins reporting process through the district.</p> <p>The English Department has adopted a new curriculum this year and are in the process of designing the course sequence for each grade level. Grade level groups submit their suggestions to representatives who meet with district personnel to make decisions regarding categories, percentages, homework, and grading policies. In addition, grade level groups meet periodically to calibrate their essay grading using a common rubric.</p> <p>When Math Department changed textbooks last year updated curriculum and course outlines and went through the approval process again.</p>	<ul style="list-style-type: none"> ● AP course outlines ● District CTE Meeting Agenda ● Perkins Report ● College/Career Indicator data ● Course Development meeting agenda and sign in sheets ● Collaboration meeting notes ● Math course outlines
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts
Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>Teachers at CHS use ongoing assessment of student learning to inform modifications of instruction in order to meet student learning needs. Teachers employ a variety of tools</p>	<ul style="list-style-type: none"> ● Q reports

<p>for assessing student work.</p> <p>Rubrics are widely used to calibrate grading processes in English to ensure students meet identified criteria within a unit of study. Some teachers use Illuminate or other online programs such as Kahoot to grade formative or summative tests. The English Department enters common assessments given at the end of each semester in Illuminate to allow district personnel to see how students are doing in writing skills across the district. English department grade level groups plan periodic benchmarks leading up to the semester unit assessments. At a designated collaboration meeting, we review results and make adjustments to the curriculum for next year and/or remediate immediately where needed.</p> <p>Most teachers record grades/scores for assessments in Q and staff, students and parents have access.</p> <p>The math department uses Illuminate to administer district final exams and track the results. Previously we used OARS.</p> <p>During 2017-2018, professional development was offered at staff meetings for formative assessment.</p> <p>Since our use of CAASPP to administer state testing is relatively new, we have not effectively begun to disaggregate the data in such a way that it would be helpful to inform instruction.</p> <p>Counselors meet annually with students to assess progress towards graduation and a-g requirements.</p> <p>Health Pathway conducts quarterly interventions to support struggling students and motivate them to improve academically. Students are put on a contract, given weekly grade checks and assigned tutoring. Failure to comply can result in removal from the program. Similar procedures are followed in the other linked learning pathways.</p> <p>Administrators meet with most departments to review grade reports by courses and discuss pass/fail rates and how student achievement can be improved. Departments use this</p>	<ul style="list-style-type: none"> ● Illuminate reports ● Oars reports ● Collaboration Meeting Minutes ● Student benchmark results ● Q ● Illuminate reports ● OARS reports ● staff meeting sign-in ● CAASPP results ● student 4 year plan ● intervention notes via google docs. ● Team Meeting Agendas ● Project assignment documents ● Advisory Board Meeting Minutes ● Collaboration minutes ● Unit plans
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data to set goals for the following school year.	
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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Summative assessment data is collected by teachers. Teachers use formative assessment in the classroom in the form of exit tickets, online assessment devices, questioning and monitoring of student work. There appears to be a lack in consistency when using assessments to drive instruction. All departments shared a need for a common assessment within their departments, along with a common assessment window to administer assessments.</p> <p>Linked learning pathway teachers meet to determine curriculum and collaborative projects for each grade level based on industry needs.</p> <p>Science uses collaboration time to rewrite curriculum and units to address weak spots shown by assessment results</p> <p>Teachers employ a variety of tools for assessing student work. Rubrics are used in English to calibrate grading processes and to determine if students meet identified criteria within a unit of study. Some teachers use Illuminate to grade formative or summative tests.</p> <p>English department grade level groups plan periodic benchmarks leading up to the semester unit assessments. At a designated collaboration meeting, we review results and make adjustments to the curriculum for next year and/or remediate immediately where needed</p>	<ul style="list-style-type: none"> ● summative assessments ● formative assessment ● Team Meeting Agendas ● Project assignment documents ● Advisory Board Meeting Minutes ● Collaboration minutes ● Unit plans ● collaboration time ● collaboration minutes ● Illuminate ● Collaboration Meeting Minutes ● Student benchmark results

<p>upcoming schoolwide news. Such topics have included: “What would be the best way to get information about college events to students who are NOT in AVID?”, “What would be ideal incentives for PBIS prizes”, “What can ASB do to spark more school spirit?”</p> <p>Many of our teachers use Google Classroom to collect assignments and provide immediate feedback to their students.</p> <p>Many teachers use Q to record comments and feedback in addition to grades and scores.</p> <p>Our GIS Fundamentals and Digital Business hosts discussion posts on the Powerschool Learning Pages for his classes. Students give honest feedback on their understanding of material.</p>	<ul style="list-style-type: none"> • Q-Zangle • Record of discussion posts
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ACS WASC Category D.—Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Colton High School is working towards consistently using formative and summative assessments to monitor student performance and growth as they work at becoming proficient in the California State Standards, Next Generation Science Standards and Schoolwide Learner Outcomes.

Most teachers at Colton High School provide feedback to students and parents through Q, progress reports, and report cards. Schoolwide, we are working towards providing additional feedback more consistently through formative and summative assessments so that parents, working with teachers and counselors, can promptly move toward interventions as needed. We continue to work towards creating course-alike common assessments, gathering and disaggregating data to drive our instruction.

Colton High School is dedicated to improving practices in order to make sure all students will be on track to graduate and ready for college or a career post high school.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Staff and students have access to more technology resources which provide new opportunities for assessment and feedback.
- Regular collaboration time is built in to the school schedule to allow staff opportunities to collaborate in departments, subject matter teams, with special education, and in linked learning pathways.
- Staff has shown improvements in collecting data
- TOAs at CHS use data to determine professional developments needed to achieve student success.
- Teachers and administration meet frequently within departments to collaborate, to streamline processes, including grading categories, pacing guides, common assessments, and rubrics.
- Within the English department, teachers are finding the CAASPP and the CAASPP practices effective.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Some departments continue to struggle with the new Common Core Standards—in understanding them and obtaining consistency in following them.
- Teachers need more training in assessment strategies and application, using data to provide systemic intervention and consistent feedback to students in all subgroups, consistently implementing strategies that support EL and SPED student achievement.
- Colton High School teachers frequently collect data, however we are not consistent in using the data to make adjustments to instruction as needed.
- According to the math teachers, it also appears that the CAASPP is far removed from what students are currently doing in the classroom, when compared to the material being taught within the textbooks. Within the English department, teachers are finding the CAASPP and the CAASPP practices effective.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process. Indicators with Prompts.

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Colton High School’s leadership actively encourages parent and community involvement. In order to meet the needs of our population, the leadership team has developed many types of informational services, including Freshman Orientation, Back to School Night, and AVID Parent Nights. These programs offer information for parents and students, in both English and Spanish to promote active involvement at CHS. The Q Portal and social media accounts keep parents “in the loop” in an online format with grades, school records, and upcoming events. Coffee with a Cop, Pastry with the Principal, School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings draw non-English speaking parents onto our campus. The community also becomes involved with opportunities for guest speakers for the CJUSD College and Career Fair, College Admission Officers in AVID classes and Pathway events. Community businesses also offer fundraising opportunities for several of our school clubs through our Colton Community Cabinet.</p> <p>CHS has an English Language Advisory Committee (ELAC), which provides information about programs related to the English Learner (EL) population. ELAC meets monthly and has an agenda that is parent-driven.</p>	<ul style="list-style-type: none"> ● ELAC ● School Site Council ● Freshman orientation ● Pastry w/ principal ● Cookies with a Cop ● Community Scholarships ● Back to school Night & Parent Night Sign-in sheets ● AVID Stole Ceremony Program- lists student’s and community members name ● 8th Grade parent night at the high school ● Award Ceremonies ● College and Career Fair ● Pathways ● Email ● School Web Page ● Daily Bulletin on Web Page ● Twitter

<p>Colton High School offers a variety of programs for students, parents and community members. Many of these programs are widely attended by our stakeholders. Other programs that CHS offers are Community Scholarship Night, AVID Stole Ceremony, Cookies with the cop, Honor Roll and Top Ten Recognition evening event, and eighth Grade Parent Night. All of these programs encourage involvement from our community.</p>	<ul style="list-style-type: none"> ● Blackboard Phone Messages ● Text messaging ● Remind application ● Flyers
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>Colton High School utilizes various community resources and partnerships to enhance and support student learning. Professional Learning Pathways work with businesses who specialize in the career field. The Pathways have various field professionals visit with students. The advisory board members are part of a mentoring program, guest speak in several classes, participate in mock interviews to improve our students' competitiveness in the field, and assist in career exploration excursions. For example, our Hospitality pathway works with Disneyland for leadership training opportunities.</p> <p>To provide students with opportunities to further continue higher education and careers, the district hosts the College & Career Fair, Student Leadership Summit, and the district Literacy Festival. The events are conducted throughout the year and are not limited to the school year. Colton High School exemplifies providing students with opportunities to make decisions. Students have access to the Career Center. The Career Center technician works with ROP pathways and many local businesses to help students branch out and get real world experience. GIS Day is a major event that includes</p>	<ul style="list-style-type: none"> ● Career Center ● ROP ● Pathways- deal w/ local businesses ● College & Career fair- people come from the community to a center ● Community Service- AVID, Interact Club ● Pathways provide partnerships w/ local businesses. Pathways have advisory committee. ● CJUSD Student Leadership Summit over summer; all community members work w/ students ● Mock interviews w/ professionals in a career.

<p>hosting neighboring schools, and the map-making company ESRI.</p> <p>Colton High School works with the district to encourages student attendance by offering prizes, such as a brand new car. Students with good attendance and good grades are eligible for the car giveaway. Several programs on our campus such as AVID, HEAL pathway, InterAct, Renaissance, ASB Link Crew, and various other clubs encourage and/or require the completion of community service hours. The Colton Police Department hosts several “Cookies with a Cop” events throughout the year at CHS in order to allow our students to develop positive relationships with cops.</p> <p>CHS Partners with San Bernardino County through the Generation Go Program in offering students paid internships through many departments.</p>	<ul style="list-style-type: none"> ● Employability/ Career Opportunities for Pathways to go on field trips to various career sites. ● Field Trips to FIDM, sample sales in LA. ● Disneyland leadership training ● Welding, HEAL, Hospitality Pathways ● Car for attendance and grades ● Cops on Campus ● GIS Day ● Generation GO participants
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
As part of our PBIS program, students are given tickets when	<ul style="list-style-type: none"> ● Child abuse, PBIS, etc.

<p>they demonstrate integrity, respect, & responsibility. There are weekly rewards for the students. Mandated reporter classes are done by all school faculty and staff members online every school year. Anti-Bullying Assemblies are another way that CHS helps students through a motivational speaker. Renaissance has decorated the campus with positive quotes and inspiring messages. Administration conducts conflict mediation and/ or issues “No Contact Orders” with students experiencing conflict.</p> <p>CHS is inspected each year through SBCSS for Williams compliance and Colton Fire for safety. Various trainings are done to prepare staff and students ensure safety. OSHA required training is required which includes info on basic hazard awareness. Drills (Earthquake, Fire... Etc.) allow staff to practice strategies to prepare students in case of emergencies school procedures. The staff safety handbook details emergency procedures. Security not only monitors campus but periodically drives around school & picks up trash (maintains campus clean & safe). Both fire and police have conducted active shooter training and evacuations at the campus. CHS is the only school that has an emergency operation center which can serve in the event of a power outage or natural disaster. Trauma training and equipment has been provided to all faculty on the campus by the fire department. Trauma Kit is provided to all teachers on our campus. HEAL Students are CERT Certified.</p> <p>District wide team cleaning has been a frustration among most staff members. Often times it is due to a shortage of staff members available to clean. CHS has created a work order flow that notifies the plant manager everytime a teacher initiates a request.</p>	<ul style="list-style-type: none"> ● Anti-Bullying Assemblies ● Responses on how safe students feel (School Safety report) ● Safety team ● OSHA Required Training ● PBIS- Weekly Lessons w/ reflections discussions ● Digital citizenship Lessons ● Renaissance ● AVID ● Synergy ● Crisis Team ● Internet Use Contract ● Internet Usage monitored by iBoss/gaggle ● Drug dog & highly trained security (head of district security on campus) ● Regular active shooter drills ● Earthquake, Fire, & Lockdown Drills ● Resource officer on campus ● Williams Inspection ● Fire Inspection ● Work Order Request Form
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual*

differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Supporting Evidence
<p>ELAC parents meet with school representatives in monthly meetings, where they are informed of school procedures and upcoming events. Student Reps from ASB attend school board meetings in order to inform stakeholders of our school's progress and achievements.</p> <p>CHS has Student Forum to listen to student concerns and suggestions.</p> <p>The PBIS team meets to create a positive school culture, and establish behavior expectations. This is accomplished through bi-weekly presentations and weekly raffles which encourage positive student behavior.</p> <p>Link Crew focuses on meeting with our grade 9 students (Freshmen Follow Ups) to encourage their academic and social progress. Synergy offers full day events that helps students with coping skills. Selected students are chosen to lead their peers.</p> <p>The district College and Career Fair positively influences our students in planning and preparing for post-secondary education.</p> <p>Lastly, the AVID 10th grade class conducts a college fair during both lunches once a year.</p>	<ul style="list-style-type: none"> ● Renaissance assemblies to honor student achievement ● Weekly raffles for student achievement ● PBIS program ● Clubs ● Parent night for incoming freshman ● College & Career Night ● Kindness week ● FAFSA ● BSU Club ● LGBTQ Club ● Different religious clubs (catholic, christian) ● Synergy ● Link Crew ● Anti Bullying Assembly ● Talent Show ● Day of the Dead (Spanish Teachers) ● Spirit Week ● Student Forum ● Crisis team ● Yellowjacket tickets

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student*

Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

Findings	Supporting Evidence
<p>Colton High School's Leadership Team is composed of staff, who meet to discuss important school issues, etc.</p> <p>The English Language Advisory Committee (ELAC) meets monthly with the principal and is very hands-on in their desire to be involved with school events and decision making, builds relationships between staff and parents</p> <p>Staff meetings occur up to four times a month for professional development and relaying of information.</p> <p>Secondary School Site Council (SSC) approves courses.</p> <p>Student Forum is where students meet with administration and PBIS rep to create a trusting environment between staff and students</p> <p>New Teacher Trainings are used to assist new teachers in their first two essential years.</p>	<ul style="list-style-type: none"> ● PBIS Extended Period ● Collaboration Days ● Link Crew -Synergy ● LCAP ● Staff Meetings ● ELAC ● Professional Development ● Leadership ● Renaissance Teacher Recognition / B-days ● School Site Council ● Teacher Luncheon ● Back to school night ● BTSA teacher induction for new teachers ● Pastry w/ Principal ● Blackboard ● Zangle ● New Teacher meetings ● 21st Century Classroom Team ● School Site Council ● Parent / Community Liaison (District Level) ● Teachers on Assignment ● Instructional Leadership Team

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic

and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Personal Support Colton High School uses services to support students personally. Link Crew helps students by providing 9th graders with peer support from an 11th or 12th grade student. Parent meetings are as needed to provide parents insight into their student’s education. FAFSA training through AVID gives students the opportunity to apply for college funds knowledge. Students in need of accommodations have individualized education plans, however in-class support is limited.</p> <p>Academic Support Colton High School provides academic support in the following areas:</p> <p>the AVID program provides tutoring and support for students who are potential first time/ first generation college applicants. Academic intervention for students in grades 9 and 10 who have fallen behind on credits is very helpful. The intervention teachers develop a plan for fast recovery in hopes to help students graduate on time.</p> <p>SAT Prep for students in grades 11 and 12 occurs in the spring and fall through after school instruction and Saturday school instruction. The PSAT is offered twice a year for free, on campus, in the fall for grade 11 students and the spring for grade 10 students. Colton High School began offering the SAT test for free during the school day for juniors in the Spring of 2018.</p> <p>TRIO and EAOP are programs that provide eligible students with support to prepare for college in the form of student summer workshops</p> <p>Mental/Personal Counseling Colton High School provides SST Meetings to identify</p>	<ul style="list-style-type: none"> ● ROP: Pathways ● Shmoop ● Link Crew ● SST ● Synergy ● Parent meetings ● School Site Council ● Career Center ● IEP’s ● “Valley Bound” ● Counseling (financial workshop) ● Crisis team ● FAFSA training through AVID ● Academic intervention ● SAT Prep (free for JR class) ● AP/Honors Coursework ● Grief Counseling ● AVID ● TRIO ● EAOP ● Response-to-Intervention ● PBIS

<p>struggling students. Synergy provides social and emotional support for students through peer support and team building. Grief counseling is provided to help students during a crisis or to work through the stages of grief.</p> <p>Career Colton High School prepares students for future career opportunities through ROP. The career center provides students with connections to technical colleges and provides them with job skills. The Valley-Bound program provides students a free education that will lead to a future career</p>	
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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Counselors complete academic reviews for each grade level to discuss the status of each student’s academic progress. Every subject offers tutoring after school, step up, grade checks. (AVID, Pathways, Sports, ELD, etc.) Credit Recovery is offered to students 0 period-5, and also on Saturdays.</p> <p>Our pathways complete sign ups during lunch and recruit with the middle school in our area. Link Crew and ASB and Renaissance offer an annual leadership camp and every month members of Link Crew have groups of students they are assigned to and they provide assistance, check grades, and monitor the progress in their classes. Renaissance offers several students the opportunity to attend an annual National Conference.</p> <p>Technology Trainings (Powerschool Learning, Nearpod, Google Classroom) AP trainings, QFT trainings, best practices, are all offered at Colton High School in order to</p>	<ul style="list-style-type: none"> ● Counselors conduct academic reviews annually. ● Students complete w/ improved grades ● Credit Recovery ● Enrollment in Pathways ● Leadership Camp ● Link Crew Pathways conduct interventions ● Leadership builds and creates leadership professional development skills; collaborate w/ other High School ● Adult Education ---> CHS connects students w/ these services.

<p>better the instructional practices offered by teachers.</p> <p>Parents can call the school to get access to students' Q password. They are also provided at Back to School Night in August.</p>	<ul style="list-style-type: none"> ● Teachers practice new teaching methods introduced by trainings and TOAS ● Zangle: Parent/Student Access - "Q" ● Freshmen Follow-ups ● IEP's, Regular Collaboration with RSP and SDC- for accommodations/modifications ● Best practices at Staff Meetings ● Odysseyware for Credit Recovery ● Tutoring After School ● Saturday School ● Counselors provide students w/ options for other schools (Options, Washington, Slover)
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Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>The SST works on a referral based system. Teachers notify the counselor as soon as they recognize the student may need intervention. An SST form is electronically completed by referring teacher if a formal SST is deemed necessary. Data is gathered by the counselor who facilitates the meeting. Teachers, parent(s), student, counselor, psychologist, and an</p>	<ul style="list-style-type: none"> ● 9th Grade Orientation for parents and students Bus logs for participants ● Freshmen follow-up ● Link Crew Sign-ins

<p>administrator are invited to the meeting. Interventions are discussed and implemented. Students are monitored by counselor, parent, and teacher. A meeting is reconvened if the team feels the interventions are not working. Students can be recommended for SPED assessments or a 504 plan if the team feels there is a disability.</p> <p>All school interventions include: After School Tutoring, StepUP, Q to monitor progress. Online resources such as Blackboard to make parent phone calls, quarterly progress reports. On Wednesdays all students can request grade checks.</p> <p>Grade 9 students attend summer orientation, meet monthly with a student mentor for social and academic monitoring through Link Crew. Grade 9 students who fail three or more classes first semester are monitored by the 9th grade Intervention Teacher. Grade 9 students in Pathways meet quarterly with Pathway teachers for progress monitoring. Additional supports include paraprofessionals in high RSP/EL classes to assist teacher. There is limited in-class support to RSP students in classes without a paraprofessional. To support students who are below grade level students are placed in READ 180 or ELD classes. Every year for classification CELDT testing occurs in October.</p> <p>To support students in math, in addition to tutoring and StepUP students can remediate assignments and tests. Students who do poorly in Algebra will be placed in Geometry Support. Students who have IEPs are monitored by RSP teachers regularly.</p>	<ul style="list-style-type: none"> ● Pathway interventions See visits in Zangle ● Algebra Support / ELD / English intensive Classes, Transcripts, & CELDT scores ● SST meetings ● Pathway interventions ● Read 180 ● Step Up (Saturday School) ● After School Tutoring ● Professional Development on Formative Assessment ● IEPs ● CELDT testing ● 504s ● ELD Classes ● Teacher Collaboration ● AVID Tutorials ● Progress Reports (Quarterly) ● 9th/10th grade intervention ● SRI testing ● Coaches & Grade Checks (Ath. Dir.)
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Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>Counselors encourage students to participate in rigorous classes to challenge their academics and grow as a student. While the counselors may suggest a specific class or types of class, ultimately it is the right of the student to take and AP or honors class.</p>	<ul style="list-style-type: none"> ● AP enrollment has steadily increased over the past 2-4 years

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Each year Link Crew host the 8th grade orientation at Colton High School. Link Crew students are the leaders of small 8th grade groups in which they take on a day-long tour of the school. Eighth graders view the different course offerings by observing different classrooms and programs. The 8th grade students have Club Rush to learn about the variety of clubs and sports available once they enter high school. A pep rally is put on to encourage school spirit.</p> <p>Back-to-School Night is an opportunity for parents to meet their student's teachers, while being entertained by several student groups on campus.</p> <p>Colton High School boasts dozens of programs to meet individual students' needs and interests, including: Athletics, arts programs, clubs, ASB, AVID, Renaissance, Pep Squad, Link Crew, Yearbook, Journalism, Student Forum, Student Advisory, Tutors, Plays and Musicals, Kindness week, Anti-bullying assembly, PBIS raffles, PBIS incentive tickets and prizes, PBIS extended period lessons, Check-in & Check-out, Synergy, Freshman Follow-ups, Freshman success class, Think-O-No-Drink-O brings awareness to the dangers of drinking.</p>	<ul style="list-style-type: none"> ● 8th grade orientation ● Back to school night ● Synergy ● PBIS raffles ● Kindness week activities ● ASB activities ● awards assembly ● AVID field trips to colleges ● College representatives ● twitter ● District Facebook ● Club Rush

<p>College representatives are invited to campus to give information to our students.</p> <p>Students, parents, and community are informed of school events, activities, information, and announcements through email, Blackboard Connect, social media, and the marquee.</p> <p>Club Rush week is another way to inform students of the many activities they can participate in, outside of their academics. Club rush takes place during the fall semester and at Back to School night, allowing students to gather information about the available clubs on campus. At that time they are sign-up for additional information or to attend a club meeting.</p>	
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ACS WASC Category E.—School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Colton High School’s administration and staff is proud of the improvements we have made since our last WASC visit. The overall school culture and climate of the school has improved largely due to our dedication to PBIS (Positive Behavioral Interventions and Supports). The staff worked diligently along with the PBIS team to set schoolwide expectations for all school areas, showing students how to “Be Responsible, Be Respectful, and Act with Integrity” while at Colton High and beyond. While we have worked hard to make the progress we have made, there is still work to be done to support those students who require additional support in order to be successful. The school-wide expectations are taught through extended period lessons and during daily instruction.

Parents and families are given multiple opportunities for involvement in their students’ educations and to support the teaching and learning process. Colton High parent, family, and community partnerships continue to grow, as evident during the second annual District’s College and Career Day. Colton High School uses a variety of communication tools to inform and invite participation from parents, families, and community and business partners.

Colton High School has a positive climate. Colton High's School Site Council and School Administration advise and approve the School Safety Plan annually. Ongoing staff development opportunities include: Schoolwide Active Shooter Training, annual Mandated Reporter training and exam, AED training and Digital Citizenship/Online Safety. This year we received our first Suicide Prevention Training

Students engage in school wide assemblies with topics including anti-bullying, online safety, and healthy relationships. School Administration, School Resource Officer and Campus security work collaboratively to provide preventative safety measures.

The school continues to expand its students' access to personal, social, and emotional support. Our students' mental health and well-being are a priority at CHS and is evident in resources being used to open CJUSD's first Wellness Center at Colton High School. While it is still in the planning phases, we hope for it to be open at the start of the 2019-2020 school years,

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Colton High continues to expand the number of before school and after school opportunities for parents and students to encourage school involvement.
- The school has worked hard to expand the PBIS program and to increase the number of community events and partnerships that assist in overall student achievement
- The PBIS team continues to expand it's support services available to students
- Staff at Colton High continue to support PBIS

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- There has been an increase in the number of opportunities parents have to be involved, and while we have seen a slight increase in attendance, there is still room for improvement
- Stakeholder involvement, including parents, community members and businesses, needs to increase on our campus in the learning and teaching process.
- Colton High has many opportunities for students to access support, such as tutoring, STEPUP, support from teachers and many other sources, but there are many students that do not take advantage of them. The school would like to see the attendance for these support activities to increase.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Establishing clear directives based upon the data to improve student achievement
- Create a centralized location (data board) where all staff members have the abilities to visibly see the action plan and monitor progress. Currently this is not an area of emphasis to show correlations.
- There is a need for Colton High School to establish course alike benchmarks in all subject areas
- Currently real world experiences are consistent in Pathways and some core classes, but there is need to include real world experience across all curriculums.
- There is a need to ensure congruence between the concepts and skills taught and the college and career-readiness standards.
- There is need to improve the number of special education students who graduate with A-G completion
- All students need access to consistent and regular challenging learning experiences that are relevant to academic standards and college-and-career-readiness standards
- Regularly use evidence of student learning to make informed decisions
- Continued staff development in instructional support for students with disabilities and EL students.
- Teachers need more training in assessment strategies and application, using data to provide systemic intervention and consistent feedback to students in all subgroups , consistently utilizing strategies that support EL and SPED student achievement.
- Colton High teacher frequently collect data however we are not consistent in using the data to make adjustment to instruction as needed.
- Colton High has many opportunities for students to access support, such as tutoring, STEPUP, support from teachers and many other sources, but there are many students that do not take advantage of them. The school would like to see the attendance for these support activities to increase.

Chapter IV

Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Colton High School Administration and staff underwent a reflective process when completing the Self-Study report. Most staff members at CHS were here during the last self-study and are able to easily identify the areas that the school has progressed in and we celebrate those. When answering the prompts and indicators, we collaboratively reflected on the growth we have made but also were able to recognize there is more improvement necessary if we want all students to be ready for college or a career post graduation. As a result we have identified the following areas to be the most critical learning needs for our students to continue to grow.

1. Teachers will develop and implement common course based assessments that are aligned to the rigor of the curriculum standards. Assessment results will be analyzed to inform instruction and share best practices. Assessments shall include but are not limited to projects, essays, tests.
2. Teachers will regularly use evidence of student learning to make informed decisions about when and how to differentiate instruction, and determine the most effective strategies. Evidence shall include but is not limited to common assessments, samples of student work, projects, essays, benchmarks, DBQs.
3. All students will be active participants in a rigorous, relevant, and coherent curriculum that is aligned to academic standards and college and career readiness standards. Evidence shall include but is not limited to attendance, student work samples, teachers attach career readiness standard to lesson

Chapter V

Schoolwide Action Plan

Critical Learner Need #1: Teachers will develop and implement common course based assessments that are aligned to the rigor of the curriculum standards. Assessment results will be analyzed to inform instruction and share best practices. Assessments shall include but are not limited to projects, essays, tests.

LCAP /School Goal Alignment: Goal #1

Goal #2 – Increase the percentage of ELL students who achieve English proficiency and are re-classified.

Goal #3 – Increase the reading proficiency and ELA/Math competency of all students.

Goal #4 – Increase student engagement and improve school climate.

Goal #6 – Implement all academic content and state adopted performance standards.

Action Steps <i>Category : Professional Development</i>	Person Responsible	Timetable	Measure Progress
<ul style="list-style-type: none"> Understanding curriculum framework 	Administrators Teachers	by June, 2020	Professional Development agenda Sign-in sheet Professional Development reflection & survey
<ul style="list-style-type: none"> Understanding Depth of Knowledge 	Site Leadership Teams, Administrators, & Teachers District CS	by June, 2020	Professional development Staff meeting Leadership team meetings Student work samples Collaboration minutes Sign-in sheets Reflections from PD shared at department/staff meeting
<ul style="list-style-type: none"> Understanding learning intentions and success criteria 	Site Leadership Teams, Administrators, & Teachers District CS	by June,2020	Professional development agenda Sign-in sheets Observe teacher's use of learning intentions and success criteria during instructional round
<ul style="list-style-type: none"> Understanding summative and formative assessments 	Administration & Teachers District, TOA's	by June, 2020	Professional Development agenda Sign-in sheet Professional Development reflection & survey Observe teacher's use of formative assessment during instructional rounds
<ul style="list-style-type: none"> Training in Illuminate 	District CSP	by June, 2020	Sign-in sheet Professional Development agenda Increased usage of illuminate
<ul style="list-style-type: none"> Developing Common 	Administration,	begun by June,	Completed assessments

course assessments in content areas	Dept.Chairs, Team leads, Teachers	2020	Collaboration minutes
<ul style="list-style-type: none"> Understanding SMART goals 	Administration, Dept.Chairs, Team leads, Teachers	by December, 2019	Collaboration minutes SMART goal
<ul style="list-style-type: none"> Understanding how to analyze data 	Administration, Dept.Chairs, Team leads, Teachers	begun by June, 2020	Collaboration minutes SMART goal
Assess professional development <ul style="list-style-type: none"> Teacher reflection Teacher survey Classroom observations 	Administration Leadership TOA's, Teachers	ongoing	Survey Best practices Staff meetings Instructional Rounds
Action Steps <i>Category: Collaboration</i>	Person Responsible	Timetable	Measure Progress
Create learning intentions for assessments	Dept.Chairs, Team leads, Teachers	begun by June, 2020	Collaboration minutes Rubrics Learning objectives Essential questions rubrics
Create common pacing window	teachers	by December, 2019	Collaboration minutes
Create SMART goals	Dept.Chairs, Team leads, Teachers	develop for each Learning unit	SMART goal Data wall
Action Steps <i>Category :Data</i>	Person Responsible	Timetable	Measure Progress
<ul style="list-style-type: none"> Data analysis: <ul style="list-style-type: none"> → Data analysis forms are completed and reviewed within departments → Reviewing results 	Site Leadership Teams, Administrators, & Teachers District	begun by June, 2020	Completed data analysis form
Collect and reflect on data <ul style="list-style-type: none"> personal reflection group reflection Department reflection Cross-curricular reflection 	Site Leadership Teams, Administrators, & Teachers	begun by June, 2020	Data analysis forms Department minutes Staff meeting agenda

Critical Learner Need #2: Teachers will regularly use evidence of student learning to make informed decisions about when and how to differentiate instruction, and determine the most effective strategies. Evidence shall include but is not limited to common assessments, samples of student work, projects, essays, benchmarks, DBQs

LCAP/School Goal Alignment:

Goal #2 – Increase the percentage of ELL students who achieve English proficiency and are re-classified.

Goal #3 – Increase the reading proficiency and ELA/Math competency of all students.

Goal #4 – Increase student engagement and improve school climate.

Goal #6 – Implement all academic content and state adopted performance standards.

Action Steps <i>Category : Professional Development</i>	Person Responsible	Timetable	Measure Progress
Identify needed professional development: <ul style="list-style-type: none"> ● survey what PD's are needed/interested in ● clear student learning outcomes (what do we want our students to learn) ● differentiated strategies/instruction ● scaffolds ● clarity on differentiated instruction and scaffolding 	Site Leadership Teams, Administrators, & Teachers	September, 2019	PD Agenda Reflections from PD shared at department/staff meetings Student work samples. Data online tool assessments (ie. Google Form, Flipgrid responses, etc.) Sign in sheets
Conduct professional development	Administration Leadership TOA's, Teachers	ongoing	Survey Calender of PD's Professional Development agenda Instructional rounds Best practices Staff meeting Reflections from PD shared at department/staff meetings
Assess professional development <ul style="list-style-type: none"> ● Teacher reflection ● Teacher survey ● Classroom observations 	Administration Leadership TOA's, Teachers	ongoing	Survey Best practices Staff meetings Instructional Rounds
Action Steps <i>Category : Collaboration</i>	Person Responsible	Timetable	Measure Progress
Intentional planning during subject alike collaboration, identifying most effective strategies to be used if formative assessment reveals	Administration Leadership TOA's, Teachers,	begun by June, 2020	Collaboration minutes

<p>students are not understanding:</p> <ul style="list-style-type: none"> • Write clear learning intentions.. • identify targeted strategies for differentiation. 			
<p>Create protocols for effective regular ed and subgroup collaboration</p> <ul style="list-style-type: none"> • EL • Special ed 	Administration Teachers	October, 2020	RSP student grades EL student grades
Action Steps Category : Implementation	Person Responsible	Timetable	Measure Progress
Implement agreed upon strategies during instruction	Teachers	begun by June, 2020	Data analysis protocol Department meeting minutes Classroom observation Instructional rounds Analysis of student work
Action Steps Category : Evaluate Effectiveness	Person Responsible	Timetable	Measure Progress
Reflect on effectiveness of strategies	Department Chairs, Teacher Leads	begun by June, 2020	Department minutes Data protocol form
<p>create methods to assess effectiveness</p> <ul style="list-style-type: none"> • surveys • scores • lesson study 	Department Chairs, Teacher Leads Administration	June, 2021	Surveys Lesson study document

Critical Learner Need #3: All students will be active participants in a rigorous, relevant, and coherent curriculum that is aligned to academic standards and college and career readiness standards. Evidence shall include but is not limited to attendance, student work samples, teachers attach career readiness standard to lesson

LCAP/School Goal Alignment:

Goal #4 – Increase student engagement and improve school climate

Action Steps <i>Category : Professional Development</i>	Person Responsible	Timetable	Measure Progress
Identify needed professional development <ul style="list-style-type: none"> • essential components of an effective learning experience • DOKs • calibrating student work • real-world application • college and career readiness standards 	Site Leadership Teams, Administrators, & Teachers	September, 2019	survey
Conduct professional development	Site Leadership Teams, Administrators, & Teachers	by June, 2021	Sign in sheets Agenda Reflections from PD shared at department/staff meetings
Assess professional development <ul style="list-style-type: none"> • Teacher reflection • Teacher survey • Classroom observations 	Administration Leadership TOA's, Teachers	ongoing	Survey Best practices Staff meetings Instructional Rounds Reflections from PD shared
Action Steps <i>Category : Implementation</i>	Person Responsible	Timetable	Measure Progress
examine student work for rigorous, relevant, coherent curriculum	Site Leadership Teams, Administrators, & Teachers	August, 2021	Evidence of student work Meeting minutes Student Self Evaluations
develop lessons that allow students to be actively participating/collaborating on assignments	Site Leadership Teams, Administrators, & Teachers	December, 2019	Lesson study Instructional rounds Collaboration minutes
observe/examine/evaluate student classroom behavior for active participation	Site Leadership Teams,	December, 2020	Instructional rounds

	Administrators, & Teachers		
Action Steps <i>Category : Evaluation</i>	Person Responsible	Timetable	Measure Progress
<p>create methods to assess student participation and engagement in a rigorous, relevant, and coherent curriculum</p> <ul style="list-style-type: none"> • surveys • classroom walk throughs • lesson study 	Teachers, and administrators	Quarterly (at the end of the Unit)	<p>survey results</p> <p>lesson study documents</p> <p>Instructional rounds</p> <p>rubric</p>

Appendices

- A. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link <http://bit.ly/CJUSDLCAP>
- B. PBIS School Climate Survey
- C. Master schedule
- D. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- E. CBEDS school information form
- F. Graduation requirements
- G. California Dashboard Performance Indicators
- H. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>
- I. Pathways- HEAL and Hospitality brochures
- J. School Accountability Report Card (SARC)
- K. Budgetary information, including budget (pending)
- L. Glossary of terms unique to school

Appendix B

School Climate Survey: Middle/High

Please answer all of the questions or your answers won't be recorded, but you can mark "I prefer not to answer" if you don't want to answer a question about you.



Demographics

What is your gender or gender identity?

- Female Male Transgender
 I prefer not to answer

Which of the following best describes you?

- Heterosexual (straight) Gay or Lesbian
 Bisexual
 I prefer not to answer

What is your ethnicity?

- Hispanic or Latino/a Not Hispanic or Latino/a
 I prefer not to answer

What is your race? (mark all that apply)

- American Indian or Alaskan Native
 Asian
 Black or African American
 Native Hawaiian or Pacific Islander
 White
 I prefer not to answer

Beyond that, is there another ethnic group with which you identify?

- Ethnic Group:
 I prefer not to answer.

What grade are you in?

- 6 7 8 9 10 11 12 I prefer not to answer.

Survey Questions

1. I like school.

- Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

2. I feel successful at school.

- Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

3. I feel my school has high standards for achievement.

- Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

4. My school sets clear rules for behavior.

- Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

5. Teachers treat me with respect.

- Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

6. The behaviors in my class allow the teachers to teach.

- Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

7. Students are frequently recognized for good behavior.

- Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

8. School is a place at which I feel safe.

- Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

9. I know an adult at school that I can talk with if I need help.

- Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

School Climate Survey - Middle/High

Colton High School
Colton, California

School Years: 2018-19
Report Date Range: 9/18/2018 - 10/5/2018

Climate Survey Items for survey period: 8/13/2018 - 10/5/2018 Number of Respondents: N=991	Overall	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
By Race/Ethnicity										
Hispanic or Latino/a (n=865)	2.87	2.76	2.81	2.86	3.14	3.17	3.02	2.51	2.7	2.82
American Indian or Alaskan Native (n=8)	2.83	2.62	3.12	2.75	3.12	3	3.25	2.75	2.12	2.75
Asian (n=5)	2.58	1.8	2.2	2.4	2.8	3	3	2	2.6	3.4
Black or African American (n=14)	2.7	2.57	2.57	2.43	3.29	3.14	2.71	2.21	2.29	3.07
Native Hawaiian or Other Pacific Islander (n=2)										
White (n=41)	2.97	2.95	2.93	2.93	3.27	3.2	2.93	2.76	2.83	2.95
Multiracial (n=15)	2.77	2.2	2.53	3	3.13	2.8	2.87	2.33	2.73	3.33
No Response (n=41)	2.83	2.76	2.76	3.05	3.15	3.24	3.15	2.49	2.54	2.34
By Gender										
Other (n=10)	2.36	2.1	1.8	2.4	2.5	2.9	2.7	2.4	1.9	2.5
Female (n=468)	2.9	2.81	2.85	2.89	3.18	3.17	3.01	2.52	2.72	2.92
Male (n=479)	2.87	2.73	2.81	2.86	3.16	3.19	3.05	2.52	2.72	2.75
No Response (n=34)	2.52	2.44	2.56	2.53	2.65	2.85	2.82	2.21	2.12	2.53
By Sexual Orientation										
Heterosexual (n=836)	2.88	2.77	2.84	2.89	3.17	3.19	3.02	2.53	2.7	2.84
Gay/Lesbian (n=9)	2.41	1.89	2.44	2.11	3.22	2.56	2.67	2.22	2.22	2.33

To preserve anonymity, responses will not be shown for groups with n < 5. Their data are included in the other reports.

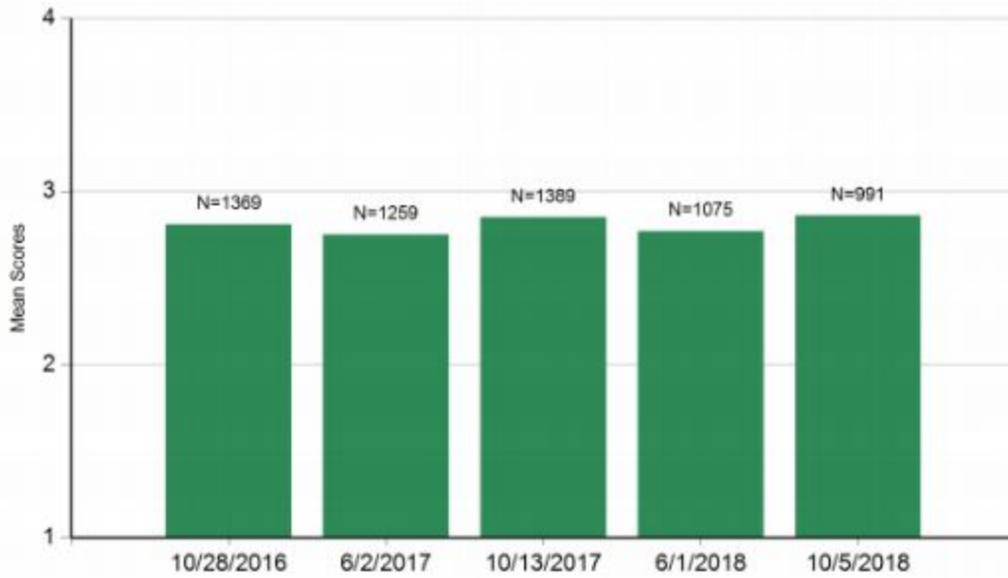
2/13/2019 1:52:51 PM

1 of 4

Bisexual (n=61)	2.77	2.7	2.61	2.69	3.11	3.13	3	2.34	2.67	2.69
No Response (n=85)	2.8	2.75	2.69	2.81	2.99	3.06	3.02	2.45	2.64	2.8
By Grade										
Grade 6 (n=1)										
Grade 7 (n=3)										
Grade 8 (n=1)										
Grade 9 (n=358)	2.88	2.7	2.84	2.95	3.15	3.28	3.02	2.54	2.7	2.73
Grade 10 (n=266)	2.81	2.67	2.67	2.8	3.12	3.05	3.01	2.52	2.67	2.76
Grade 11 (n=251)	2.85	2.86	2.81	2.76	3.19	3.07	3	2.39	2.66	2.86
Grade 12 (n=96)	3.07	3	3.09	2.98	3.22	3.32	3.15	2.72	2.94	3.21
No Response (n=15)	2.72	2.47	2.73	2.73	2.53	3.4	2.87	2.47	2.2	3.07
All categories										
	2.86	2.75	2.81	2.86	3.15	3.17	3.02	2.51	2.69	2.82

Colton High School
Colton, California

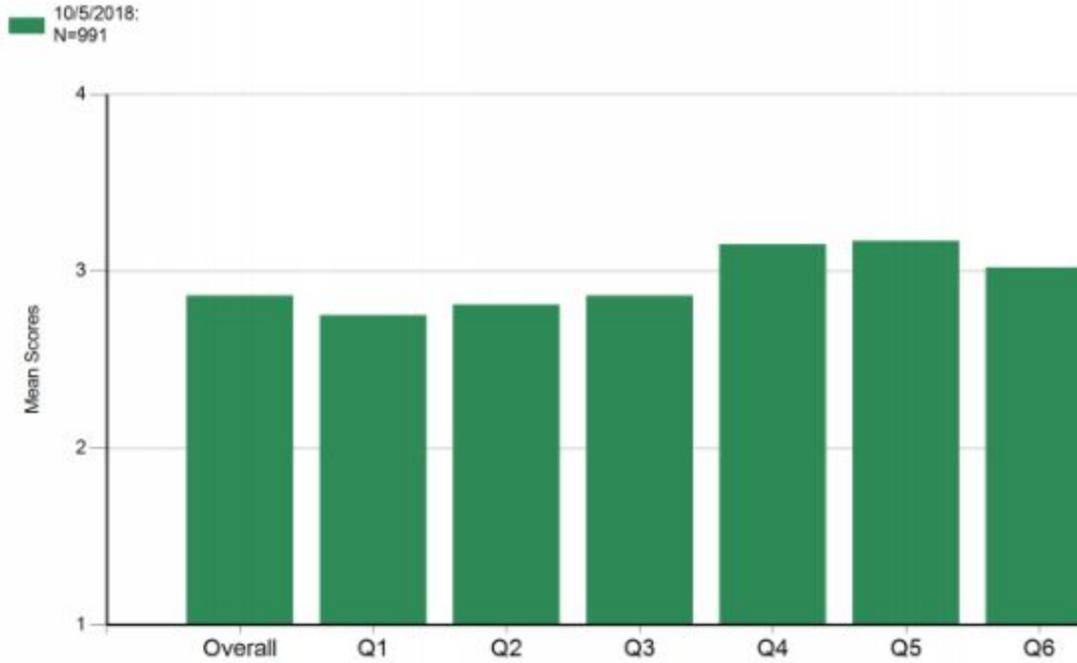
School Climate Survey: Middle/High
-- Total Scores By Survey Date --
School Years: 2016 - 2018



Survey Date	Number of Respondents	Total Average
10/28/2016	N=1369	2.81
6/2/2017	N=1259	2.75
10/13/2017	N=1389	2.85
6/1/2018	N=1075	2.77
10/5/2018	N=991	2.86

Colton High School
Colton, California

School Climate Survey: Middle/High
-- Scores By Items --
Colton High School: 2018 - 2018



N=Number of respondents

Survey Date	Number of Respondents	Overall	Q1	Q2	Q3	Q4	Q5
10/5/2018	N=991	2.86	2.75	2.81	2.86	3.15	3.17

C. MASTER SCHEDULE

2018-2019											
	z	1q	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	per 7	
3	Sunderland, Scott	AD									
4	Computer Lab	Admin									
5	Computer Lab	Admin									
6											
7											
8	In House	Admin		Garcia	Zumfelde	Sanderson	Zumfelde/Garcia	Zumfelde	Todd		
9	IT Office	Admin									
10											
11	Buskirk, Alexander	ASB				geo	ASB	Conference	AP comp sci		
12	Esquivel, Michael	Link Crew		Frosh Success	Link Crew	Link Crew			Conference		
13											
14	Alatorre, Valerie	TOA							Conference		
15	Cruz, Jennifer	TOA							Conference		
16	Dollins, Jeremiah	TOA							Conference		
17	Hernandez, Eva	TOA							Conference		
18											
19	Goldkorn, Peter	AVID	AVID 3	AVID 3	AVID 4	AVID 4	Conference	Renaissance			
20											
21	Aldrich	VPA		acting	acting	acting	film	Conference	per arts /adv acting		
22	Nicolay	VPA		beg band	Chamber	Conference	Jazz	Chorus	March/Ensem		
23	Printz	VPA			art 1	Conference	art 1	art 1	art 1	art 1	
24	Lopez, E	VPA		Conference	art 2/art 3	Art 2	art 1	art 1	art 1		
25											
26	Meza	ROP		Conference	Auto 1	Auto 1	Auto 2	Auto 2	auto 3/4		
27	Barta (caps at 26)	ROP		Weld 1	weld 3/4	weld 1	weld 1	weld 2	weld 2/3	Conference	

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2	z	1q		Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	per 7
28	Hughes	ROP		(M)MedTS1/fr	(M)Med Term	Conference	(M)Healthinfo	Med Serv	Med Serv		
29	Ingram	ROP			GIS	dig	dig	Conference	dig	dig	
30	Wurz	ROP			Gr Comm	Gr Comm	Gr Comm	Gr Comm	Gr Comm	Conference	
31	Sola	ROP			Sports Med	Sports Med					
32	Bice	ROP			Conference	Steam	Steam	Steam	Steam	Steam 2	
33											
34	Brown, D	CTE		W.E.	W.E.			W.E.		Conference	
35	Poulson	CTE			life mgt	life mgt	Conference	flash textiles	flash textiles	fas design	done
36	staff 6/Buckles	CTE			F/Nut H	F/Nut H	cul 2	Conference	cul 1	cul 1	
37	Wymer	CTE			mark H	Intro Bus	Intro Bus	Conference	linked learning	Intro Bus	
38	Zumfelde	CTE		credit recovery	credit recov	OCS	Conference	OCS	OCS		done
39											*
40	Badillo	ELA	303		Eng 1 Hon	Eng 1 Hor	Hn ENG 1	Confere	TOA	TOA	done
41	Baker	ELA	306		ENG 1 m	Link Learr	Link Learr	Conference	ERWC m	ENG 1 m	
42	Balistreri	ELD	350		ELD 1	conference	ELD 1	ELD 2	ELD 2	ELD 3	
43	Flores	ELA	305		ENG3	Conference	ENG INT 1		ENG3	ENG3	
44	Garza, Eileen	ELA	302		ENG INT 1		ENG3	ENG3	ENG3	Conference	
45	Garza, Liz	ELA	353		ENG 2	ENG 2	ENG 4	ENG 2	ENG 4	Conference	
46	Cruz, L	ELA	400		ENG 2	Confere	ENG 2 m	ENG 2	ENG 2	ENG 2 m	
47	Khan	ELA	405		Hon Eng 2	Hon Eng 2	Hon Eng 2 r	Conference	Hon Eng 2	Eng 2 Hosp	there are no
48	Leyva	ELA	351		AP 3	AP 3	AP 3	Conference	Ac Comp	Speech	
49	Medina	ELA	402		Conference	ENG 1	ENG 1	ENG 1	ENG3	ENG3	
50	Martinez	ELA	540		ENG 4	ENG 4	ENG 4	ENG 4	Conference	ENG 4	*
51	Rainey	ELA			Journalism	Creative	Publicatic	Publicatic	Publicatio	Conference	
52	McKay (Staff 3)	ELA	301		ENG 1	ENG3	ENG 1	Confere	ENG 1	ENG 1	

C. MASTER SCHEDULE (CONT.)

2	z	1q		Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	per 7
53	Sharma	ELA	352		ENG INT 2	ENG 2	Conference	ENG 2	ENG 2		
54	Tapia	ELA	304		ENG 1	ENG 3 m	ENG 3	ENG 1 m	ENG 1	Conference	
55	Tornero	ELA	409		ERWC	ERWC	AP 4	Conference	AP 4	AP 4	
56	Urban	ELA	401	AVID 2	AVID 2	Eng 2	ENG 2	Conference			
57	Vidal	ELA	251			ENG3	ENG3 wel	ENG 1 we	ENG 1 welding	ENG 1 we	Conference
58											
59											
60	Buskirk	math/asb					Geom	ASB		AP comp sci	
61	Berch	Math	84	honors alg 2	pre calc	honors pre calc	honors alg 2	pre calc	Conference		
62	Berndt	Math	73		Geom	geo support		Conference	Alg 2	Alg 2	
63	Cedillo	Math	81		alg welding	Alg 2	alg welding	Alg 2 W	Conference	Alg 2	
64	Coney	Math	71		Alg 1 9	Alg 1 9	Conference	Alg 1 9	AVID 9	AVID 9	
65	Martinez, J	Math	252		Alg 1 9	Alg 1 9	Conference	Alg 1 9	Alg 1 9	Alg 1 10/11	
66	Cardenas, C	Math	70		Alg 2	Alg 2	Alg 2	Alg 2	Conference	alg 12	
67	Fresco	Math	72		honors geo	Conference	honors geo	honors geo	geo support		
68	Johnston	Math	80		AP A/B	stats	AP B/C		Conference	AP stats	
69	Montano	Math	83		Conference	Geom	Alg 1 10/11	Alg 1 10/11	Alg 1 10/11	Geom	
70	Meza	Math	203		Alg 1 10/11	Geom	Conference	Geom	Geom	Geom	
71	Tarleton	Math	82		Geom	AVID 9	AVID 9	Conference	Geom	Geom	
72	Todd	Math	85		cons math	cons math	Conference	cons math	cons math	OCS	done
73	Vergara	Math	75		Alg 1 9	Alg 1 9	Conference	Alg 1 10/11	Alg 1 9	Alg 1 9	
74	Martinez, R	Math	544		Alg 1 9	Alg 1 10/11	Conference	Alg 1 9	Alg 1 9	Alg 1 9	
75	Kennedy	geom	545			alg weldii	geo weld	geo Weld(Hr	Conference	alg w (suppo	Conference
76											
77	Aasiya-Bey	Science			Biology Hon	Biology	Biology	Biology Hon	AP Bio	Conference	

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2	z	1q		Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	per 7
77	Aasiya-Bey	Science			Biology Hon	Biology	Biology	Biology Hon	AP Bio	Conference	
78	Azar	Science			Biology	Biology	Conference	Biology	Biology	AVID 11	
79	Delgado, J	Science			Chem	Chem	Chem	Chem	Geo	Conference	
80	Griffith	Science		51	Ana&Phy	Conference	Ana&PhyMed I	Ana&PhyMed M	Biology	Biology	done
81	Garcia, T	Science			OCS	Chem	Conference	OCS			same as bf
82	Housh	Science			Physics	Physics	Physics	Physics	AP Physics	Conference	
83	staff 20/Clark	Science			Biology	Conference	Biology	Biology	BiologyM	BiologyM	done
84	Oravetz	Science	Room 60		Chem	Chem	Conference	Chem	Chem	Chem	
85	Pelletier	Science			Biology	Biology	Marine	Conference	Bio Hosp	Bio Hosp	
86	Ponce	Science			AP Chem	Hon Chem	Hon Chem	Conference	Hon Chem	dept chair	
87	Ramirez	Science	Chem Med		Chem Med	Conference	BiologyM	Chem	Chem		
88	Sanderson	Science		550	Physics	Conference	OCS	Physics	Physics	Physics	done
89	Sharma, Y	Science	Room 66		Conference	Physics	Physics	Physics	Physics	Physics	
90											
91											
92											
93	Levine	Soc Sci	617		AP WH	AP WH	WH hosp	Conference	WH	AP WH	
94	Silveria	Soc Sci	618		AP Ec/POD	AP Ec/POD	Multi	Conference	Multi	Multi	
95	Contreras	Soc Sci	619		USH HOS	USH	Conference	linked learnin	APUSH	APUSH	
96	Glass	Soc Sci	613		WH	Conference	WH	Psych	Psych	law	
97	Delgado, M	Soc Sci	620		Econ/POD hos	Econ/POD	Econ/POD	Econ/POD	Econ/POD	Conference	
98	Persicone	Soc Sci	611		Conference	USH	USH	USH	USH	USH	
99	Gerard	Soc Sci	321	POD/Econ	POD/Econ	Conference	USH	USH	USH		
100	Lacy	Soc Sci	610		POD/Econ	Conference	POD/Econ	POD/HEAL	POD/Econ	POD/Econ	
101	Wheatley	Soc Sci	605		USH	Conference	USH	USH	USH	WH	

C. MASTER SCHEDULE CONT.

2	z	1q		Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	per 7
102	Gonzalez, A	Soc Sci	612		Conference	WH	WH	WH	AP Psych	WH	
103	Gonzalez, L	Soc Sci	609		WH	WH	WH	WH	WH	Conference	
104											
105	Rivera	FLA			Conference	Sp 1	Sp 1	Sp 1	Sp 1	Sp 2	
106	Cisneros	FLA			Conference	SpSk 2					
107	Gonzales	FLA			AP Lit	AP Lang	AP Lang	Conference	span 3	span 3	
108	Marley	FLA			Sp 1	Sp 2	Conference	Sp 2	Sp 2	Sp 1	
109	Montesinos	FLA			Conference	Sp 2	Sp 2	Sp 2	SpSk 1	SpSk 1	
110	Lopez	FLA			SpSk 1	SpSk 1	SpSk 1	SpSk 1	Conference	SpSk 1	
111	Erickson	FLA			ASL	Conference	ASL	ASL	ASL	Chinese 1	
112											
113	Thomas	SpEd			L/C		L/C	Conference		IEP Track	
114	Bright-Robinson	SpEd			L/C	IEP Track	RSP Career		Conference		
115	Pereira	SpEd			Conference	L/C	IEP Track	Office	L/C		
116	Salazar	SpEd			IEP Track	Office		L/C	Conference	L/C	
117	Bohannon, Katrin	SpEd				L/C	Conference	IEP Track	L/C		
118	Le	SpEd				Conference		L/C	IEP Track	L/C	
119											
120	Parshall	SpEd			US Hist	Eng1	Eng 1	POD/Econ	W Hist	Conference	
121	Staff 11/Ramos	SpEd			biology	Conference	Eng 2	Eng 2	earth sci	bio	
122	Hackworth	SpEd			Conference	Eng 4	Eng 1	Eng 1	Car Trans	Eng 3	
123	Terry	SpEd			Alg 1B	Alg 1A	cons math	conference	Alg 1A	Alg 1A	
124											
125	Martin	SpEd		SDC-MS	SDC-MS	SDC-MS	SDC-MS	SDC-MS	Conference		
126	Cerny	TOPS									

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2	z	`1q		Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	per 7
127	Mendez	TOPS			TOPS	TOPS	TOPS	TOPS	TOPS	Conference	
128	Hamre	TOPS			TOPS	TOPS	TOPS	TOPS	TOPS	Conference	
129											
130	Parker	PE		Adv Kin	Intro Kin	Conference	PE Med	PE Med	Intro Kin		
131	Reynolds	PE			Conference	Adv Kin	Adv Kin	Adv Kin	Adv Kin	Adv Kin	
132	Collins	PE			Adv Kin	Intro Kin	Intro Kin	Intro Kin	Intro Kin	Conference	
133	Bishop	PE			Intro Kin	Intro Kin	Intro Kin	Intro Kin	Conference	Intro Kin	
134	Lopez								APE		
135											
136	Brunkhorst	ROTC						Nav Sci 2	Nav Scri 3	Nav Sci 4	Drill
137	staff 14	ROTC						Nav Sci 1	Nav Sci 1	Nav Sci 1	Drill

D. Advanced Placement Courses Available

AP Course Audit

AP Central [Ledger](#)



Colton High School
777 W Valley Boulevard
Colton, CA 923242285

[Return to search results](#)

<

>

Authorized Courses				
Subject	2015-16	2016-17	2017-18	2018-19
Biology	2	2	1	1
Calculus AB	1	1	1	1
Calculus BC	--	1	1	1
Chemistry	1	1	1	1
Computer Science A	--	--	--	1
English Language and Composition	1	2	1	1
English Literature and Composition	1	1	1	1
French Language and Culture *	1	1	1	--

Human Geography	1	1	--	--
Macroeconomics	1	1	1	1
Physics 1	1	1	1	1
Physics B	--	--	--	--
Psychology	--	--	1	1
Spanish Language and Culture *	1	1	1	1
Spanish Literature and Culture *	1	1	1	1
Statistics	--	1	1	1
Studio Art: 2-D Design	--	1	--	--
Studio Art: 3-D Design	--	1	--	--
Studio Art: Drawing	--	1	--	--
U.S. Government and Politics	1	1	1	1
United States History	1	1	1	1
World History	1	2	1	1

E. CBEDS School information form

CBEDS: School Information Form (SIF)

October 2018 California Basic Educational Data System (CBEDS). California Department of Education. Created (5/11/2018).

School Information

Please provide the district name, school name, and school's County-District-School (CDS) code.

District Name	School Name	CDS Code
Colton Joint Unified School District	Colton High School	3632742

A. Full-Time Equivalent of Classified Staff

Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school. For example, report full-time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE. (Single-school districts should report classified staff only on this form.)

Male Full-Time Equivalent Staff Count

Row	Gender and Classified Staff Type	America Indian or Alaska Native not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
1	Male Paraprofessional					6		2		8
2	Male Office/Clerical Staff					1				1
3	Male Other Classified Staff					4.69	1	1		6.69

(Section A. Full-Time Equivalent of Classified Staff continued)

Female Full-Time Equivalent Staff Count

Row	Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
4	Female Paraprofessional	1	1			18		4	1	25
5	Female Office/Clerical Staff	1				12		1		14
6	Female Other Classified Staff					6.88		1.31		8.19

B. Kindergarten Program Type

Report the type of kindergarten and transitional kindergarten program offered by the school by selecting the appropriate program type below.

Kindergarten Program (Select one)

Full-day Part-day Both full-day and part-day None

Transitional Kindergarten Program (Select one)

Full-day Part-day Both full-day and part-day None

C. Work Visa Applications (For charter schools only)

Report the number of H-1B work visa applications applied for on behalf of potential employees, and the number of those visa applications that were granted.

1. Number of H-1B work visa applications submitted. _____

2. Number of H-1B work visa applications granted. _____

D. Educational Calendar

Report the type of calendar on which the school operates, as well as the school's start and end date for the 2018–2019 school year.

Calendar Type

When selecting a calendar type, do not report both single-track and multitrack. If **ANY** part of the school is year-round, select more than one type of calendar: Traditional and single-track, or traditional and multitrack.

- Traditional Single-Track Multitrack

Year-Round Calendar Type (Select one)

For schools on a single-track or multitrack calendar, report the type of year-round calendar on which the school operates.

- 60/20 90/30 Modified Concept
 Custom 60/15 45/15

School Start and End Dates

Report the school's start date (first day of school) and end date (last day of school) for the 2018–19 school year.

If on a multitrack calendar, report the first day of school for the earliest track, and the last day of school for the latest track. For example, if Track A students are attending school from September 3, 2018 through May 10, 2019, and Track B students are attending school from November 1, 2018 through

July 13, 2019, report the start date as 09/03/18 and the end date as 07/13/19.

Start Date (First Day of School) 08/08/18

End Date (Last Day of School) 06/01/19

F. Multilingual Instructional Programs

Specify whether or not the school offers a multilingual instructional program and if so, report the type(s) of program(s) offered.

Do you offer multilingual/biliteracy education programs?

- Yes No

Type of Multilingual/Biliteracy Education Program (Choose all that apply)

- Dual-Language Immersion
 Developmental Bilingual
 Transitional Bilingual
 One-Way Immersion
 Heritage Language/Indigenous Language
 Foreign Language Elementary Experience (FLEX)
 Foreign Language in Elementary Schools (FLES)
 Native Speakers Courses

G. Language(s) of Instruction

Report the target language(s) in which multilingual instructional programs are offered. A list of reportable languages is available in the CBEDS Administrative manual.

THIS SECTION IS ONLY TO BE COMPLETED BY INDEPENDENTLY REPORTING CHARTER SCHOOLS.
--

**E. Estimated Number of Teacher Hires
(2019–20)**

For classroom teaching and specialist positions only. Report in full-time equivalents (FTEs) to one decimal place (i.e. 3.5).

Do not include administrative, guidance, media, library, health service, or classified positions.

Row	Subject Area	Estimated Number of Teacher Hires
1	Agriculture	
2	Art	
3	Multilingual Education	
4	Business	
5	Dance	
6	English	
7	Foreign Language	
8	Health Education	
9	Home Economics	
10	Life Science	
11	Mathematics	
12	Music	
13	Physical Education	
14	Physical Science	
15	Reading	
16	Self-contained Classes	
17	Special Education	
18	Social Science/Studies	
19	Drama/Theater	
20	Trades and Industrial Arts	
21	Other Specializations	

F. Colton High School Graduation Requirements

High School Graduation Requirements

Comprehensive High School Graduation Requirements

In order to obtain a High School diploma from a comprehensive high school, students must complete the following requirements:

- English--4 years
- Math--2 years (including completion of Algebra or equivalent)
- World History--1 year
- US History--1 year
- Economics--1 semester
- Government--1 semester
- Biological Science--1 year
- Physical Science--1 year
- Physical Education--2 years (mandatory in grade 9)
- Foreign Language or Visual and Performing Arts--1 year

Students must complete the above requirements and electives totaling 220 units.

Contact Us

Nancy Fierro

Administrative Assistant I

Nancy_Fierro@cjusd.net

Michael Ramirez

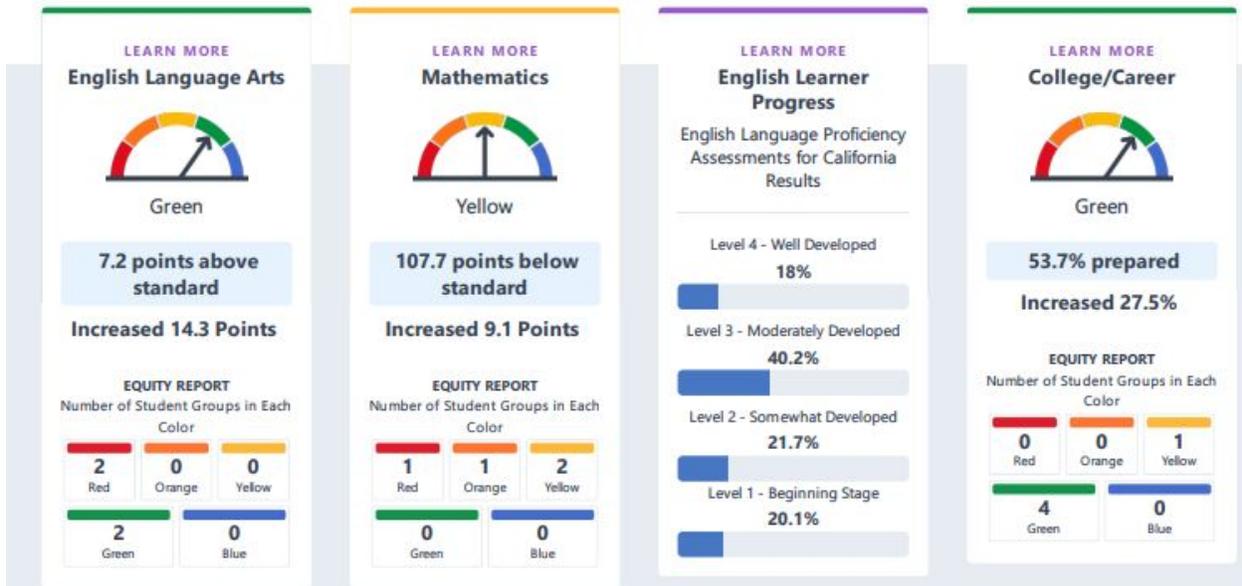
Administrative Assistant I

Michael_Ramirez@cjusd.net

G. California Dashboard

Academic Performance

View Student Assessment Results and other aspects of school performance.



COLTON HIGH

Student Population

Explore information about this school's student population.



Appendix- H

Colton High School A-G Courses offered 2018-2019		
English	Math	Science
English I (H) English II (H) English III English IV AP English III - Language & Composition AP English IV - Literature & Composition Expository Reading & Writing Composition English Intensive I- intensive English Intensive II-Intensive Journalism I-IV	Algebra I,II Geometry (H) Pre Calculus Pre Calculus (H) Intro Statistics AP Statistics AP Calculus A/B AP Calculus B/C AP Computer Science	Biology of the Living Earth Biology (AP) Chemistry of the Living Earth Chemistry (AP) Geology Anatomy & Physiology Physics Physics (AP) Marine Biology Intro to Zoology
Social Science	Foreign Language	Visual and Performing Arts
World History World History (AP) US History US History (AP) Economics Principles of Dem. Multicultural Perspectives AP Human Geography AP Macroeconomics AP US Government & Politics Psychology Psychology (AP) You and the Law	Spanish I-III Spanish for Span. Spkr I &II AP Spanish Literature AP Spanish Language American Sign Language I	Wind Ensemble Music History Art History Chorus Chamber Choir Acting I, II Advanced Acting Performing Arts Art I-IV
CTE	ROP	Elective
Marketing and Business Leadership Introduction to Business Food and Nutrition Life Management & Home Fashion Textile & Apparel Fashion Design & Merchandising Hospitality Marketing Culinary I-II	ROP GIS Fundamentals ROP Digital Business Commun. ROP Medical Terminology ROP Sports Med & Therapy ROP Health Information Technology ROP STEAM Shop I, II ROP STEAM Shop Honors ROP Welding Technology I, II	Public Speaking Film Studies AVID I-IV Academic Competition

Appendix I
Pathways Pamphlet-Hospitality

Culinary Arts and
Hospitality Pathway



*'Serving others with
Colton Pride'*

Colton High School
est. 2015

*If you do not step towards your future,
you will always be in the same place.*

Appetizers

Welcome to our career pathway presentation. Everyday this career pathway touches the lives of nearly every person on the planet through food, prep, sustainability, and travel.

The CHS Culinary Arts and Hospitality Pathway is for students who are interested in a career based upon helping others to have positive experiences every day.

Whether your goal is to become a Master Chef, work in the hotel industry, catering, or someday opening your own restaurant, your journey starts here.

Our pathway focuses on leadership and communication skills, culinary arts, business management, resume building, hands on work opportunities, and career certifications.

We hope that you will be a part of serving others.

Your Career Coaches

- Bucky Buckles
- Cody MacKay
- Caroline Khan
- Russell Levine
- Valeria Pelloier
- Jennifer Wymor
- Daisy Contreras
- Kristen Tornero
- Martin Delgado



*'Serving others with
Colton Pride'*



- Be Respectful
- Be Responsible
- Act with Integrity

The only impossible journey is the one you never begin.
Anthony Robbins

Entrees

Program Goals:
All students completing the 4 year program will be prepared to enter a Culinary Arts or Hospitality career or college program after graduation from Colton High School.

Students will also receive industry certifications in:

- San Bernardino County Food Handler Certificate
- American Hotel and Lodging Gold Seal Guest Service Certificate
- American Association of Family and Consumer Sciences Certification in Culinary Arts

PLUS
Scholarship opportunities through the FCCLA Program

The 4 year Pathway includes:

Food and Nutrition - 9th grade (In the kitchen)
Hospitality Marketing - 10th grade
Culinary I - 11th grade
Culinary II - 12th grade (Capstone)

Possible Career Electives

Intro to Business
Consumer Math
Entrepreneurship/ Financial Management

THE SWEET SMELL OF SUCCESS
Achieving excellence in school and life through a commitment to self, a positive attitude, and service to others

Dessert

Possible Careers in Hospitality include:

Salary is annual and ranges are estimates < K = \$1000 >

Theme Park Director	\$ 50K to \$ 145K
Research Chef	\$ 80K to \$ 120 K
Executive and Sous Chefs	\$ 40K to \$ 90K
Restaurant Manager	\$ 40K to \$ 70K
Banquet/Catering Manager	\$ 35K to \$ 70K
Lodging Manager [Hotel]	\$ 29K to \$ 85K
Event Planner	\$ 45K to \$ 82K
Concierge [Hotel]	\$ 20K to \$ 40K
Museum Curator	\$ 29K to \$ 90K
Dietician/Nutritionist	\$ 29K to \$ 70K
Food Stylist	\$ 20K to \$ 35K

Military careers are also available. This dedicated group of Foodservice Specialists and Managers prepare over 1 million meals per day for our service men and women. Salaries range from \$ 30K to \$ 70K.

Other opportunities include the ability to own and operate your own catering and restaurant business. The amount that you can earn in these opportunities is unlimited and based upon your talents, work ethic, and management skills.



Culinary Arts and Hospitality Pathway
Colton High School

Pathways Pamphlet - HEAL



The Colton HS H.E.A.L. Pathway is dedicated to helping students prepare for careers in the health sciences. The Pathway is a "school within a school" which provides connections for students who are interested in pursuing a career in health care.

Did you know?

- There are over 200 careers in the medical field! Health care is the nation's largest industry - 15 million jobs (2010).
- 10 of the 20 fastest growing occupations over the next six years will be in health care.
- The health care industry is expected to grow over 33% in the period 2010-2020 - - that's 5.7 million jobs!
- Health care workers are among the best educated workers in the country.

(Source: Occupational Outlook Handbook)
 According to data released in January 2014 from the U.S. Bureau of Labor Statistics (BLS), ***the higher your level of education, the lower your rate of unemployment.***

HEALTH

EDUCATION

ACADEMY

of LEARNING

is a program for Colton High School students interested in entering the medical profession.

MISSION

The mission of the CHS HEAL Pathway is to provide the academic knowledge, physical skills, and technical training for students as they prepare for post-secondary opportunities in Health Sciences and or related fields.

Pathways Pamphlet - HEAL

What is the Colton HS H.E.A.L. Pathway?

The Colton HS H.E.A.L. Pathway is an Academic-Practical program comprised of three sections:

A SCHOOL WITHIN A SCHOOL -The H.E.A.L. Pathway students progress together through academic and technical (health-related) courses following a thematic, interdisciplinary, health-related thread. Students will still complete classes required for graduation, but through the pathway will have access to special opportunities provided by the business and community partnerships established within the Colton HS H.E.A.L. Pathway.

PARTNERSHIPS WITH LOCAL BUSINESSES: -The Colton HS H.E.A.L. Pathway establishes relationships with many businesses throughout

our area which relate to their course of study. Students will take field trips to health facilities and have the opportunity to hear career speakers in the classroom from many local health-care providers.

WORK-BASED EXPERIENCE: During the Junior year, students will have the opportunity to visit various workplaces and job shadow (following employees and observing what they

TEAM BUILDING, INTEGRATED PROJECTS, EXTRA SUPPORT, PROMOTES

What coursework is followed?

Courses with the Colton HS H.E.A.L. Pathway are integrated thematically. Students may be simultaneously studying genetics in science, while developing a brochure instructing newly diagnosed patients or families about a genetic disorder in English class, while reading literature

about a genetically engineered society. For the most part all students take six classes each semester plus summer school courses. The following is the recommended course sequence:

Freshmen will take three courses which are cored together through the Pathway: Biology, English I, and Physical Education (Kinesiology), plus electives in World Language and Performing Arts

Sophomores will take three courses cored together in the Pathway: English II, Medical Chemistry, and Medical Service Occupations, plus World History and World Language.

Juniors will take three courses which are cored together in the Pathway: English III, Anatomy and Physiology, ; lus two semester long ROP Classes: Medical Terminology and Medical Front Office. They will also begin their work-based experiences through job shadowing.

Seniors will take: three courses which are cored together ERWC and Government / Economics plus an ROP course: Sports Medicine or Health Information Technology. Qualified students will participate in a medical internship.

J. Budget

Special Projects Budget 2018-2019

Object Code	Name	Supplemental 0395		Title I 3010	Lottery	LCAP supplemental
1110	Teacher salary <i>salario para maestros</i>	41,510* TOA		53,628.64 TOA, intervention teachers		
1125	Certificated supervision				2,000	
1130	Teacher Extra Duty <i>horas extras para maestros</i>			56,682.67 after school tutoring, Saturday school intervention, parent engagement extra duty, staff development extra duty	1,000	500 PBIS
1140	Teacher substitutes <i>sustitutos para maestros</i>	3,000		6,220.33 progress monitoring, conference, instructional rounds	8,000 ELPAC & other 500 AVID collaboration	3,348 AP
1930	Other salaries extra duty			5,278.75	44,000	
2000	Classified salaries <i>salarios para clasificados</i>	91,119 2 6 1/2 hour EL assts) comp lab inst assts, POA		3,000.00	124,300 AVID tutors, athletic supervision, coaching extra duty	
3000	Employee benefits <i>beneficio para empleados</i>	69,419		44,929	23,242	1,246
4210	Other books <i>otros libros</i>	1,000		8,796.03	1,000	5,000 teacher 100 fine arts
4310	Instructional materials <i>materiales para instrucción</i>	24,322		28,881.88	45,273 3,500 band	10,000 teacher 500 PBIS 12,000 AVID 35,966 AVID 20,900 fine arts
4315	Classroom Furniture <i>mobiliario para los salones</i>	500		72,476.77	30,000	1,000 AVID
4319	uniforms				7,775	
4330	refreshments					

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4340	Technology Support <i>apoyo tecnológico</i>	500 toner		88,602.14 Toner, printer, chromebooks	13,000 Toner, chromebooks	1,000 teacher 2,000 fine arts
4350	Office supplies <i>útiles para la oficina</i>	500			1,800	
4360	Transportation supplies				9,400	

4365	gas & diesel				500	
4375	Grounds supplies				3,500	
4390	Other supplies				100	
4393	safety supplies				17,775	
4394	Health supplies				1,000	
4398	Security radios				1,000	
4410	New equipment under \$499 <i>nuevo equipo menos de \$499</i>			23,154.89 Elmos, projectors, chromebook carts	100	900 PBIS
4440	New equipment for technology \$500 – 4999 <i>nuevo equipo para tecnología \$500 - 4999</i>	1,000		103,481.77 Chromebook carts <i>Prometheum boards</i>	1,900 Chromebook cart	1,500 teacher 2,000 fine arts
5200	Conferences <i>Conferencias</i>	9,500 AP conference		12,968.16 Wellness, QTEL	6,244	
5610	Misc rentals <i>alquileres diversos</i>				5,715 copier usage	
5630	Contracted services <i>servicios contratados</i>				11,500	
5640	contracted services technology			119.00	100	
5710	print shop <i>imprenta</i>	5,000			2,500	
5713	postage transfer				5,000	

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5720	Field trip transportation <i>transporte para excursiones</i>	1,000			43,330 athletic, ROTC band	10,000 AVID
5727	district vehicle use				3,300 athletics	
5728	Vehicle maintenance				100	
5810	Misc services <i>servicios diversos</i>				26,000	
5812	Field trip/transportation	2,000.32			5,000	
5840	Tech License <i>licencia para tecnologia</i>	250		9,645.44 whiteglove service,peardeck	100	1,000 teacher

5849	On line services	500				30,000 schmoop
5850	Consultant services			13,225.00, Leadership retreats instructional rounds		1,000 PBIS
5883	bank charges				600	
5886	Awards and incentives <i>reconocimientos e incentivos</i>				2,000	5,006 PBIS 500 AVID
5890	outside printing services				8,000	
5910	telephone				450	
total		202,048.68		\$ 534,243	460,504	