

# Colton Joint Unified School District Washington High School



Grades K through 12  
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## 2017-18 School Accountability Report Card *Published February 2019*

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## Principal's Message

Welcome to Washington High School for the 2018-2019 school year. The Colton Joint Unified School District established Washington High School as an alternative educational setting for students who are seeking to follow an educational path outside of the comprehensive school setting. We serve students from Kindergarten through twelfth grades. Parents may choose to home school their students in our Home Choice (K-8) program. Other parents may choose to allow their students to work from home using our Independent Study program. Some students may need a smaller classroom setting and enroll in our Middle School or High School opportunity programs. All of our programs teach the same curriculum as the comprehensive schools and our teachers are highly qualified to deliver the Common Core State Standards curriculum.

Our vision is helping students to become prepared to pursue a college and/or career path. We accomplish this by providing extra support to our students through our tutoring staff, counselors and support programs. This year, we begin with a new mascot - HAWKS - and our slogan is "HAWKS SOAR" with each letter of "SOAR" symbolizing a personal characteristic: S - Safe, O - Optimistic, A - Accountable, and R - Respectful. Everything we do here at Washington High School reflects SOAR.

We appreciate you for bringing your student to Washington High School and know we will provide each student with a purposeful education. We also invite parents to participate with their students in supporting WHS through our School Site Council, English Learners Advisory Council, and Principal Chats.

We are here to serve you and your students, so please don't hesitate to stay in contact with us as we progress through the school year. WELCOME TO WASHINGTON HIGH SCHOOL!!!

Always at your service,

Christian Burner, Principal

## Mission Statement

At Washington High School we provide an effective academic course of study in a nurturing, safe and structured learning environment in partnership with students, parents, staff, and community.

## School Vision

The staff at Washington High School are dedicated to creating a culture that provides a rigorous, well-rounded education and produces citizens who successfully transition to their comprehensive school sites and are ready to pursue a college and/or career path.

### STUDENT LEARNING OUTCOMES/SLOGAN:

#### HAWKS SOAR!

S - Safe and responsible behaviors  
O - Optimistic attitudes  
A - Academic and attendance progress  
R - Respect for themselves and others

### POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS) EXPECTATIONS:

Be Respectful  
Be Responsible  
Be Safe

## School Description

Washington High School is located in the eastern region of Colton and serves students in grades kindergarten through twelve following a traditional calendar. At the beginning of the 2017-18 school year, 89 students were enrolled, including 23.6% in special education, 15.7% qualifying for English Language Learner support, and 84.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2017-18			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	6.70%	Kindergarten	0
Amer. Indian or Alaska Native	2.20%	Grade 1	1
Asian	0.00%	Grade 2	1
Filipino	2.20%	Grade 3	0
Hisp. or Latino	80.90%	Grade 4	0
Native Hawaiian or Pacific Islander	0.00%	Grade 5	1
White	5.60%	Grade 6	3
Two or More Races	2.20%	Grade 7	0
Students with Disabilities	23.60%	Grade 8	10
Socioeconomically Disadvantaged	84.30%	Grade 9	7
English Learners	15.70%	Grade 10	22
Foster Youth	2.20%	Grade 11	11
		Grade 12	33
		Ungraded	0
		<b>Total Enrollment</b>	<b>89</b>

## Student Achievement

### Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Due to the moderate number of students tested, and in order to protect confidentiality, fitness scores are not disclosed for Washington High School.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2017-18			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	**	**	**

*Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

### California Assessment of Student Performance and Progress

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

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students

met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Washington High School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy (grades 3-8 and 11)	26	32	36	40	48.0	50.0
Mathematics (grades 3-8 and 11)	6	10	23	25	37.0	38.0

*Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

CAASPP Test Results in ELA by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	38	38	100.00	31.58
Male	23	23	100.00	13.04
Female	15	15	100.00	60.00
Black or African-Amer.				
Amer. Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hisp. or Latino	30	30	100.00	36.67
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
English Learners	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.00	30.30
Students with Disabilities	--	--	--	--
Students Receiving Migrant Ed. Services				
Foster Youth	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	39	39	100.00	10.26
Male	23	23	100.00	4.35
Female	16	16	100.00	18.75
Black or African-Amer.				
Amer. Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hisp. or Latino	31	31	100.00	12.90
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
English Learners	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	11.76
Students with Disabilities	--	--	--	--
Students Receiving Migrant Ed. Services				
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Washington High School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered optionally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

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

## Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

*Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

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

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

## Parent Involvement

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

Parents stay informed on upcoming events and school activities through email, letters, the school website, Blackboard Connect (automated telephone message delivery system), the Remind App, parent workshops, personal phone calls, Class DoJo, and text messages. Contact Christian Burner, Principal, at (909) 580-5011 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Schoolwide Activities

### Committees

English Learner Advisory Council  
School Site Council

### School Activities

Student Orientation  
Student Celebration  
Resource Fair  
Career Day

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Washington High School's original facilities were built in 1933; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of solar panels in parking lot
- Replacement of the fire panel
- Installation of a new roof on two portables
- Installation of a new electrical panel

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Campus cleanup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1933
Acreage	3.5
Square Footage	11539.4
	<b>Quantity</b>
Permanent Classrooms	3
Portable Classrooms	7
Restrooms (sets)	1
Media Center/Computer Lab(s)	1
Multipurpose Room	1
Staff Lounge	1

## Facilities Inspection

The district's maintenance department inspects Washington High School on an annual basis in accordance with Education Code §17592.72(c)(1). Washington High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, December 20, 2018. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, December 20, 2018			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural		✓	
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Room 1 - Cove base missing; Room 4 - Repair wall rips; Room 5 - Missing ceiling tiles, paint fascia; Room 6 - Repair broken tiles; Staff Lounge - Repair holes in wall
(C)	Room 2 - Replace missing receptacle cover
(D)	Room 5 - Electrical wires exposed by clock
(F)	Staff Lounge - Missing fire extinguisher
(G)	Admin Offices & Rooms 1, 3 & 4 - Roof leak
(H)	Admin Offices & Room 4 - Door closure; Rooms 3, 9 & 10 - Repair door closure; San Sal Preschool - Repair door hinge

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

### Rating Description

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

## Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, teachers, two campus security officers, tutors, and instructional aides patrol the campus, entrance areas, and designated common areas. Administrators, two campus security officers, and the custodian monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, teachers, two campus security officers, instructional aides, and tutors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

The school has adopted the Raptor identification program as part of the visitor check-in.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Washington High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in May 2018.

## Classroom Environment

### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	15-16	16-17	17-18
	WAHS		
% Students Suspended	17.5	17.6	14.3
% Students Expelled	5.9	3.9	1.9
	CJUSD		
% Students Suspended	4.0	4.6	4.6
% Students Expelled	0.2	0.1	0.1
	California		
% Students Suspended	3.7	3.6	3.5
% Students Expelled	0.1	0.1	0.1

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2015-16				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
6	3.0	1		
		2016-17		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
Other**	5.0	1		
		2017-18		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
Other**	6.0	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\*"Other" category is for multi-grade level classes.

### Class Size

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2015-16				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	4.0	40		
Mathematics	4.0	19		
Science	4.0	15		
Social Science	4.0	22		
2016-17				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	6.0	22		
Mathematics	4.0	23		
Science	5.0	13		
Social Science	3.0	28		
2017-18				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	6.0	17		
Mathematics	5.0	14		
Science	4.0	9		
Social Science	3.0	21		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Dropouts

Washington High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, home visits, online credit recovery, Adult School, and Student Study Teams (SST). Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2016-17 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
WAHS			
	14-15	15-16	16-17
Dropout Rate	18.0%	12.2%	18.2%
Graduation Rate	26.0%	36.7%	50.0%
CJUSD			
	14-15	15-16	16-17
Dropout Rate	9.4%	7.6%	6.2%
Graduation Rate	83.8%	86.5%	87.0%
California			
	14-15	15-16	16-17
Dropout Rate	10.7%	9.7%	9.1%
Graduation Rate	82.3%	83.8%	82.7%

For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

## Graduation Requirements

Students must accumulate 200 course credits to receive a high school diploma from Washington High School. Alternative methods of acquiring a diploma are available through the Continuation School and Adult School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Washington High School. The following table illustrates the percentage of students graduating from Washington High School who have met district graduation requirements.

Completion of High School Graduation Requirements Graduating Class of 2017 (One Year Rate)			
	WAHS	CJUSD	State
All Students	87.50%	85.18%	88.72%
Black or African-Amer.	50.00%	78.89%	82.15%
Amer. Indian or Alaska Native	.00%	75.00%	82.81%
Asian	.00%	93.10%	94.93%
Filipino	.00%	100.00%	93.45%
Hisp. or Latino	90.32%	85.20%	86.54%
Native Hawaiian or Pacific Islander	.00%	66.67%	88.56%
White	85.71%	86.54%	92.12%
Two or More Races	.00%	71.43%	91.15%
English Learners	100.00%	59.12%	56.74%
Socioeconomically Disadvantaged	100.00%	90.60%	88.64%
Students with Disabilities	66.67%	61.24%	67.12%

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Washington High School revolve around the California State Content Standards and Frameworks. During the 2017-18 school year, Washington High School held staff development training devoted to:

- English Language Arts & Mathematics
- Positive Behavior Interventions and Supports (PBIS)
- Textbook Adoption
- WASC Development

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Washington High School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17, 2017-18 and 2018-19 school years, Washington High School's teachers had the opportunity to attend some of the following trainings or workshops hosted by the Colton Joint Unified School District:

- EdTech
- English Language Arts Adopting
- English Language Development
- Illuminate Training
- Mathematics
- Next Generation Science Standards (NGSS)
- Positive Behavioral Intervention Supports (PBIS)
- Social Studies Adoption Training
- Technology Training
- Writing

Washington High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2016-17	2017-18	2018-19
0	3	3

### Instructional Materials

All textbooks used in the core curriculum at Washington High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.



On Thursday, September 06, 2018, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 19-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2009	Bedford/St. Martin's, <i>The Compact Reader</i>	0 %
2017	College Board, <i>SpringBoard, English Language Arts &amp; English Language Development</i>	0 %
2014	CSU, <i>Expository Reading and Writing Course</i>	0 %
2017	McGraw Hill, <i>California Wonders</i>	0 %
2017	McGraw Hill, <i>Study Sync</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
2008	Scholastic, Inc., <i>Read 180</i>	0 %
2009	Wadsworth Publishing, <i>Perrine's Literature: Structure, Sound, and Sense</i>	0 %
<b>Foreign Languages</b>		
2017	EMC Paradigm, <i>Deutsch Aktuell, Levels 1, 2 &amp; 3</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Bien dit, Levels 1, 2 &amp; 3</i>	0 %
2017	McGraw Hill Education, <i>Asi Se Dice, Levels 1, 2, 3 &amp; 4</i>	0 %
2017	McGraw Hill Education, <i>El Espanol Para Nosotros, Levels 1 &amp; 2</i>	0 %
2017	Pearson, <i>Abriendo Paso (AP Spanish)</i>	0 %
2017	Pearson, <i>Reflexions</i>	0 %
2017	Vista Higher Learning, <i>Denk Mal 2</i>	0 %
2017	Vista Higher Learning, <i>Themes (French)</i>	0 %
<b>History-Social Science</b>		
2016	Bedford/St. Martin's, <i>Advanced Placement: Ways of the World with Sources</i>	0 %
2007	Glencoe/McGraw-Hill, <i>Economics, 17th Edition</i>	0 %
2006	Houghton Mifflin/McDougal Littell, <i>Advanced Placement, The American Pageant, 13th Edition</i>	0 %
2006	Macmillan/McGraw-Hill, <i>California Vistas</i>	0 %
2006	McDougal Littell, <i>Creating America</i>	0 %
2006	McDougal Littell, <i>Medieval &amp; Early Modern Times</i>	0 %
2006	McDougal Littell, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2007	McGraw Hill, <i>Advanced Placement: Economics, 17th Edition</i>	0 %
2006	McGraw Hill, <i>United States Government: Democracy in Action</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
2006	Prentice Hall, <i>Government in America</i>	0 %
<b>Mathematics</b>		
2017	Cengage Learning, <i>Calculus for AP</i>	0 %

2010	Holt, Rinehart and Winston, <i>Practical Mathematics; Consumer Applications</i>	0 %
2015	Houghton Mifflin, <i>Algebra I</i>	0 %
2015	Houghton Mifflin, <i>Algebra II</i>	0 %
2015	Houghton Mifflin, <i>Geometry, California Edition</i>	0 %
2015	Houghton Mifflin, <i>Go Math! Accelerated Grade 7</i>	0 %
2015	Houghton Mifflin, <i>Go Math! HMH California Edition</i>	0 %
2015	Houghton Mifflin Harcourt, <i>California Algebra I</i>	0 %
2016	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
2010	Pearson, <i>Pre-Calculus</i>	0 %
2017	Pearson, <i>Stats, Modeling the World</i>	0 %
<b>Science</b>		
2008	Current Publishing, <i>Life on an Ocean Planet</i>	0 %
2007	Holt, Rinehart and Winston, <i>Holt Chemistry</i>	0 %
2007	Holt, Rinehart and Winston, <i>Holt Physics</i>	0 %
2007	Macmillan/McGraw-Hill, <i>California Science</i>	0 %
2007	McDougal Littell, <i>Focus on Life Science</i>	0 %
2007	McDougal Littell, <i>Focus on Physical Science</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
2010	McGraw-Hill Higher Education, <i>Integrated Principles of Zoology, 14th Edition</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2012	Pearson Prentice Hall, <i>Essentials of Geology, 10th Edition</i>	0 %
2007	Prentice Hall, <i>Advanced Placement Physics</i>	0 %
2007	Prentice Hall, <i>AP Biology</i>	0 %
2007	Prentice Hall, <i>Biology of the Living Earth</i>	0 %
2006	Prentice Hall, <i>Essentials of Human Anatomy and Physiology, 10th Edition</i>	0 %
2007	Thomas Learning/Brooks Cole, <i>Advanced Chemistry &amp; Chemistry Reactivity</i>	0 %
	Science Laboratory Equipment	0 %

## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the [University of California Website](http://www.universityofcalifornia.edu/admissions/general.html) at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2017-18 Students enrolled in courses required for UC/CSU admission	70.8
2016-17 Graduates who completed all courses required for UC/CSU admission	0.0

## Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Washington High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Washington High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Job Shadowing
- Leadership Class
- Mentoring Programs

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- District Benchmark Examinations

Work experience students are partnered with local community organizations that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

## Professional Staff

### Counseling & Support Staff

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

Washington High School has 22 Mental Health Counselors that are either from the County or District Office and provide social emotional counseling.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2017-18		
	No. of Staff	FTE
Academic Counselor	2	1.5
Campus Security	2	2.0
Mental Health Counselors (County & District)	1	0.5
Nurse	1	0.2
Psychologist	1	0.4
Counselor-to-Student Ratio: 1:45		

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

## Teacher Assignment

During the 2017-18 school year, Washington High School had 12 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	WAHS			CJUSD
	16-17	17-18	18-19	18-19
Total Teachers	14	12	12	1061
Teachers With Full Credentials	14	12	12	1059
Teachers Without Full Credentials	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	3
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	1	0	0	3

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2016-17 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2016-17		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$48,646	\$47,903
Mid-Range Teacher Salary	\$77,175	\$74,481
Highest Teacher Salary	\$99,632	\$98,269
Superintendent Salary	\$231,260	\$271,429
<b>Average Principal Salaries:</b>		
High School	\$147,280	\$142,414
Elementary School	\$123,809	\$123,495
Middle School	\$125,468	\$129,482
<b>Percentage of Budget:</b>		
Teacher Salaries	36%	35%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Expenditures Per Student

For the 2016-17 school year, Colton Joint Unified School District spent an average of \$11,686 of total general funds to educate each student (based on 2016-17 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, special education, and support programs funds for:

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

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Expenditures Per Pupil and School Site Teacher Salaries 2016-17					
	Dollars Spent per Student				
	WAHS	CJUSD	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$31,573	N/A	N/A	N/A	N/A
Restricted	\$89	N/A	N/A	N/A	N/A
Unrestricted	\$31,484	\$6,373	494.00	\$7,125	441.88
Average Teacher Salary	\$76,659	\$80,901	94.76	\$80,764	94.92

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

## SARC Data

### DataQuest

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

### Public Internet Access Location

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

Address: 656 N. Ninth St., Colton

Phone Number: (909) 370-5084

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

Number of Computers Available: 12

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in August 2018. Data to prepare the school facilities section were acquired in January 2019.