

Colton Joint Unified School District Colton High School

Grades 9 through 12
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2024-25 School Accountability Report Card

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Principal's Message

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

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

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

Vision Statement

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

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

School Profile

Colton High School is located in the central region of Colton and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2024-25 school year, 1,729 students were enrolled, including 14.0% receiving special education services, 13.9% qualifying for English learner support, 0.1% foster youth, 6.0% homeless youth, and 91.5% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	50.4%
Male	49.5%
Non-Binary	0.1%
American Indian or Alaska Native	0.1%
Asian	0.5%
Black or African-American	2.4%
Filipino	0.1%
Hispanic or Latino	95.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.3%
White	1.6%
English Learners	13.9%
Foster Youth	0.1%
Homeless	6.0%
Migrant Services	0.0%
Socioeconomically Disadvantaged	91.5%
Students with Disabilities	14.0%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 9	460
Grade 10	429
Grade 11	392
Grade 12	448
Ungraded	0
Total Enrollment	1,729

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

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

Student Achievement

California Assessment of Student Performance and Progress

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	52.0	49.0	32.0	32.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	16.0	19.0	18.0	20.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	383	372	97.13	2.87	49.46
Female	194	187	96.39	3.61	57.75
Male	189	185	97.88	2.12	41.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	370	359	97.03	2.97	49.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	48	43	89.58	10.42	9.30
Foster Youth	--	--	--	--	--
Homeless	32	29	90.63	9.37	44.83
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	360	350	97.22	2.78	49.14
Students with Disabilities	46	43	93.48	6.52	6.98

**CAASPP Test Results in Mathematics by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	383	373	97.39	2.61	18.50
Female	194	189	97.42	2.58	17.99
Male	189	184	97.35	2.65	19.02
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	370	360	97.30	2.70	18.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	48	44	91.67	8.33	0
Foster Youth	--	--	--	--	--
Homeless	32	30	93.75	6.25	13.33
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	360	351	97.50	2.50	18.52
Students with Disabilities	46	43	93.48	6.52	4.65

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	19.77	22.86	16.49	17.67	30.73	32.33

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	783	776	99.11	0.89	22.68
Female	401	396	98.75	1.25	21.72
Male	382	380	99.48	0.52	23.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100	0	9.09
Filipino	0	0	0	0	0
Hispanic or Latino	752	746	99.20	0.80	22.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	79	77	97.47	2.53	0
Foster Youth	--	--	--	--	--
Homeless	64	62	96.88	3.12	17.74
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	726	720	99.17	0.83	21.81
Students with Disabilities	91	89	97.80	2.20	1.12

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Physical Fitness

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

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

**Physical Fitness Test
% of Students Participating in each of the Five Fitness Components
2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	89%	90%	90%	90%	90%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Parent Involvement

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

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

Opportunities to Volunteer

- Classroom Helper
- Chaperones
- Schoolwide Activities

Committees

- English Learner Advisory Council (ELAC)
- Parent Booster Clubs
- Parent Institute
- School Site Council (SSC)

School Activities

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

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Colton High School's original facilities were built in 1922; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements are in process or have been completed:

2024-25 Campus Improvements:

- Construction of the CTE culinary arts building
- County Special Day Class building

2025-26 Planned Campus Improvements:

- Auditorium lighting and AV upgrade
- Stadium turf replacement
- JV and Varsity Baseball and Softball field lighting improvements

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

- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning

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

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

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

Campus Description	
Year Built	1922
Acreage	40.11
Square Footage	342,572.7
	Quantity
Permanent Classrooms	70
Portable Classrooms	49
Restrooms (Sets)	10
Library	1
Gymnasiums	2
Computer Labs	12
Multipurpose Room	1
Science Labs	11
Teacher Lounge	1
Staff Workrooms	3
Auditorium	1
Auto Shop	1
Band Room	1
CADD Classroom	1
Cafeteria	1
Cafetorium	1
Choir Room	1
Media Center	1
Metal Shop	1
Staff Lunch Room	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Colton High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2026.

Campus Supervision

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

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: December 06, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			P Rm 567 - Vent cover is missing
Interior Surfaces		X		Rm 200, Rm 202, Rm 215, Rm 254, Rm 356, Rm 404, Rm 406, P Rm 452, P Rm 460, P Rm 571, P Rm 572, P Rm 574 - Water stained ceiling tiles; Rm 200, Rm 556 - Floor tiles are broken; Rm 200, Rm 202, P Rm 460, P Rm 461, P Rm 463, P Rm 464, P Rm 465, P Rm 466, P Rm 550, P Rm 551. P Rm 552, P Rm 552, P Rm 553, P Rm 554, P Rm 557 - Ceiling tiles are missing; Rm 210 - Rubber molding is missing; Rm 250, Rm 400, P Rm 553 - Ceiling tiles are loose; Rm 256, P Rm 461 - Ceiling tiles are broken; Rm 400, P Rm 451, P Rm 541 - Wallpaper is torn; P Rm 451, P Rm 574 - Rubber molding is loose; P Rm 451, P Rm 541 - Holes in wall; P Rm 452 - Ceiling tiles are damaged; P Rm 541 - Floor tiles are broken at entry; Rm 507, Rm - Rubber molding is chipping; Rm 101 - Rubber molding is chipping on steps throughout building
Cleanliness	X			Rm 63, Rm 67 - Unsecured items stored too high; P Rm 463 - Room is cluttered
Electrical	X			Admin, Rm 253, Rm 355 - One light panel is missing; Rm 85 - Two light panels are out; Rm 401, P Rm 451 - Ethernet boxes are loose on wall; Rm 405 - Extension cord and surge protector are daisy chained; P Rm 452 - Light switch cover is broken; P Rm 464, P Rm 465, P Rm 466, P Rm 468, Rm 503, Rm 504A - One light panel is out; P Rm 466 - Cord is creating a trip hazard; P Rm 467, P Rm 468 - Electrical cover is missing; P Rm 575 - Outlet cover is missing; Rm 503, Rm 504A - One light switch is broken
Restrooms/Fountains	X			Girls RR, P Girls RR - Menstrual products are not readily available, (no menstrual notice posted); Rm 502 - Faucets have no flow
Safety	X			Principal Ofc - Paint is peeling on interior wall (Hallway); Rm 71, Rm 256m Rm 402, Rm 405, P Rm 572 - Plug in air freshener; Rm 73, Rm 202, Rm 304 - Paint is peeling on door; Girls RR - Paint is peeling on exterior wall; P Rm 450, P Rm 550, Rm 506 - Fire extinguisher is not mounted; P Rm 461 - Fire extinguisher is missing
Structural	X			Rm 73 - Crack in interior wall; P Rm 450 - Dry rot on ramp skirting; P Rm 450, P Rm 559 - Dry rot on siding; P Rm 462, P Rm 464 - Hole in ramp skirting; P Boys RR, P Girls RR - Dry rot on door frame
External	X			Rm 75, Rm 200, Rm 201, Rm 250, Rm 254 - Door closer is missing; Rm 203 - Door does not close and lock properly; Rm 250 - Trip hazard on walkway towards room 300, Girls RR - Trip hazard at asphalt cement seam; P Rm 545 - Cement is broken and uneven on walkway/trip hazard; Rm 509 - Trip hazards on walkway

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		X		
<i>Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</i>				

Facilities Inspection

The district's maintenance department inspects Colton High School on an annual basis in accordance with Education Code §17592.72(c)(1). Colton High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, December 06, 2025. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

County Williams Settlement School Inspection Results

On an annual basis, representatives from the County Office of Education visit Colton Joint Unified School District's schools who are subject to a Williams inspection. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 15, 2025. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Inspection Results County Inspection Completed: 8/15/25		
Area Impacted	EXTREME Deficiency Noted	Corrective Action Taken
Category: Mechanical/HVAC		
Room 62 Room 83 Room 461	Air Conditioning System is not working (X)	
Category: Hazardous Materials		
Room 58	Hazardous chemicals and flammable materials are not stored properly (X)	Remedied 8/15/25
Area Impacted	GOOD REPAIR Deficiency Noted	Corrective Action Taken
Category: Mechanical/HVAC		
Room 64 Room 556 Room 353 Room 402 Room 403 Room 462 Room 300 Room 352 Room 462 Room 461 Room 58	Vents or surrounding areas are dirty	
Grounds	Pests making home inside vents	
Category: Interior Surfaces		
Performing Arts Center/Theater	Ceiling tiles are missing	
Room 351 Room 353 Room 402 Room 403 Room 300 Room 542 Room 543 Room 544 Room 557 Room 461 Room 352	Ceiling tiles are damaged, loose, missing or stained	
Room 351 Room 300	Flooring is damaged	
Room 557 Room 556 Room 461 Room 252	Carpeting damaged, rippled, or stained	
Room 542 Room 557	Walls have damage from cracks, tears, holes, and/or water damage	

Room 203	Wallpaper is peeling	
Room 300 Room 542 Room 544	Wall baseboard/mop strip missing, damaged or unsecured	
Category: Overall Cleanliness		
Room 51 Room 52 Room 60 Room 352 Grounds	Flooring is excessively dirty/stained	
Room 64 Room 61 Room 351 Room 402 Room 403 Room 460 Room 542 Room 352 Room 68 Room 252	Area evaluated has accumulated dirt and grime	
Room 543 Room 463	Cluttered classroom, storeroom or area	
Room 64 Room 351 Room 403 Room 556	Exposure to bacteria, filth, odor, and other potential allergens or health hazards	
Category: Electrical		
Room 352	Exposed wires (no voltage or low voltage, i.e. data/comm/phone lines)	
Room 52 Room 62 Room 70 Room 462 Room 557	Electrical outlet/junction box covers or light switch covers are damaged or missing	
Room 352 Room 463	Improper usage of extension cords or extension/electrical cord trip hazard	
Category: Fire Safety		
Room 60 Room 68 Room 73	Fire extinguisher out of date or missing monthly inspection sign-off	Remedied 8/15/25
Room 300 Room 352 Ken Hubbs Gym	Fire extinguisher out of date or missing month inspection sign-off	
Category: Hazardous Materials		
Room 544	Cleasers not stored properly	Remedied 8/15/25
Room 252	Maintenance products not stored properly	

Room 70 Room 252 Room 70 Room 84 Room 61 Room 85 Room 403 Room 71 Room 83 Room 68 Room 252	Paint is peeling, chipping, or cracking	
Room 52 Room 62 Room 64 Room 351 Room 545 Room 58	Interior paint is peeling, chipping or cracking	
Room 51	Eye wash stations/ safety showers are not accessible or operable	
Category: Structural Damage		
Grounds	Damage to fascia board or exterior trim	
Category: Playground/School Grounds		
Parking Lot(s)	Significant cracks, trip hazards, holes or deterioration	Work order #107592

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	5.23	0.20
Female	4.88	0.10
Male	5.57	0.30
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	24.07	1.85
Filipino	0.0	0.0
Hispanic or Latino	4.64	0.16
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	9.09	0.0
English Learners	6.10	0.0
Foster Youth	0.0	0.0
Homeless	6.25	1.25
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	5.36	0.21
Students with Disabilities	6.71	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	8.45	6.52	5.23
% Students Expelled	0.10	0.00	0.20
	District		
% Students Suspended	5.74	4.70	4.11
% Students Expelled	0.09	0.07	0.08
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Class Size

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

Average Class Size and Class Size Distribution				
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	22	35	47	4
Math	21	42	34	1
Science	25	16	43	1
Social Science	24	14	43	1
2023-24				
English	22	43	41	5
Math	22	31	39	2
Science	29	15	34	6
Social Science	27	15	34	6
2024-25				
English	21	41	34	15
Math	23	29	33	5
Science	26	14	28	6
Social Science	23	22	27	5
*Number of classes indicates how many classes fall into each size category (a range of total students per class).				
***"Other" category, if applicable, is for multi-grade level classes.				

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Colton High School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1990	1813	446	24.6
Female	983	910	240	26.4
Male	1006	902	206	22.8
American Indian or Alaska Native	--	--	--	--
Asian	12	11	1	9.1
Black or African American	54	46	23	50.0
Filipino	--	--	--	--
Hispanic or Latino	1877	1716	413	24.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	33	29	5	17.2
English Learners	295	262	74	28.2
Foster Youth	--	--	--	--
Homeless	160	152	46	30.3
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	1865	1706	432	25.3
Students with Disabilities	298	264	91	34.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Dropout & Graduation Rates

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

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

Dropout and Graduation Rates			
	School		
	22-23	23-24	24-25
Dropout Rate (%)	11.8	7.80	4.20
Graduation Rate (%)	83.8	88.9	92.9
District			
Dropout Rate (%)	9.90	9.20	5.50
Graduation Rate (%)	86.3	87.3	92.1
State			
Dropout Rate (%)	8.20	8.90	8.00
Graduation Rate (%)	86.2	86.4	87.5

Graduation Rate by Student Group (Four-Year Cohort Rate)

2024-25

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	408	379	92.9
Female	212	201	94.8
Male	196	178	90.8
American Indian or Alaska Native	0	0	0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0
Hispanic or Latino	392	363	92.6
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	--	--	--
White	--	--	--
English Learners	70	55	78.6
Foster Youth	0	0	0
Homeless	55	47	85.5
Migrant Services	--	--	--
Socioeconomically Disadvantaged	393	365	92.9
Students with Disabilities	55	47	85.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Colton High School revolve around the California State Content Standards and Frameworks. During the 2024-25 school year, Colton High School held staff development training devoted to:

- English Language Arts & Mathematics
- Integrating Technology
- ELD Program
- Technology Training
- Writing Across the Curriculum

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

During the 2023-24, 2024-25, and 2025-26 school years, Colton High School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

- 2023-24 Training:
- Speech Learning
 - CET Group (Former Future Ready)
 - Behavior Training
 - N2Y Professional Learning
 - Cognitive Coaching
 - EL Summer Institute

2024-25 Training:

- Collaboratively Build Standard-Aligned Lesson Plans
- Develop Formative Assessments
- Complete Data Reflections
- Develop Small Group Intervention Plan/Lessons
- Conduct Inquiry Work around the Professional Learning Framework
- Identification of Struggling Students

2025-26 Training:

- Multilingual Institute - Equity Through Action: Responding to the Needs of Every Learner

Colton Joint Unified School District also offered teachers supplemental professional development training during the 2025-26 school year on the following topics:

- Ethnic Studies
- Partners in Progress
- Textbook Training
- Designated ELD training
- Technology Trainings
- AVID

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

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2023-24	2024-25	2025-26
2	3	4

Instructional Materials

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

On Thursday, October 02, 2025, 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. 26-19 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 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	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2009	Bedford/St. Martin's Press: <i>The Compact Reader</i>	N	0%
2009	Bedford/St. Martin's Press: <i>The Language of Composition: Reading, Writing and Rhetoric</i>	N	0%
2017	The College Board - SpringBoard: <i>SpringBoard, English Language Arts & English Language Development</i>	N	0%
2020	CSU: <i>Expository Reading and Writing Course</i>	N	0%
2019	Houghton Mifflin Harcourt: <i>Read 180 Universal, Stage C Real Book</i>	N	0%
2009	Wadsworth Publishing: <i>Perrine's Literature: Structure, Sound, and Sense</i>	N	0%
Mathematics			
2021	California Math Readiness Initiative: <i>MRWC (Mathematical Reasoning with Connections)</i>	N	0%
2022	Cengage Learning: <i>Calculus for AP</i>	N	0%
2017	W.H. Freeman: <i>Statistics & Probability w/Applications</i>	N	0%
2010	Holt, Rinehart and Winston: <i>Practical Mathematics; Consumer Applications</i>	N	0%
2022	McGraw Hill: <i>Illustrative Mathematics, Algebra 1</i>	N	0%
2022	McGraw Hill: <i>Illustrative Mathematics, Algebra 2</i>	N	0%
2022	McGraw Hill: <i>Illustrative Mathematics, Geometry</i>	N	0%
2009	Pearson: <i>Pre-Calculus</i>	N	0%
2017	Pearson: <i>Pre-Calculus, Honors</i>	N	0%
2022	Wiley: <i>Big Java: Early Objects, 7th Edition</i>	N	0%
2017	Cengage Learning: <i>Calculus for AP</i>	N	0%
History-Social Science			
2019	Bedford, Freeman, Worth Publishing: <i>Krugman's Economics for AP</i>	N	0%
2016	Bedford/St. Martin's Press: <i>Ways of the World with Sources for AP</i>	N	0%
2019	Cengage Learning: <i>U.S. History, 1877 to Present, America Through the Lens</i>	N	0%
2006	McDougal Littell/Houghton Mifflin: <i>The American Pageant</i>	N	0%
2019	McGraw Hill: <i>World History, Culture and Geography: The Modern World</i>	N	0%
2019	Pearson: <i>Government in America: People, Politics and Policy</i>	N	0%
2019	Pearson: <i>Magruder's American Government</i>	N	0%
2019	Teachers' Curriculum Institute: <i>Econ Alive! The Power to Choose</i>	N	0%

Science			
2020	Activate Learning: <i>Active Physics</i>	N	0%
2024	Kendall Hunt: <i>Inquiry Hub Biology</i>	N	0%
2020	Lab-Aids: <i>EDC Earth Science</i>	N	0%
2019	McGraw Hill: <i>Chemistry</i>	N	0%
2020	McGraw Hill: <i>CUS Exploring Geology</i>	N	0%
2020	McGraw Hill: <i>Zoology</i>	N	0%
2017	Pearson: <i>Campbell Biology, AP</i>	N	0%
2020	Pearson: <i>Essentials in Human Anatomy and Physiology</i>	N	0%
2025	Pearson: <i>Physics: College Physics - A Strategic Approach AP</i>	N	0%
2020	Saavas: <i>CA Experience Chemistry</i>	N	0%
	Science Laboratory Equipment	N	0%
Foreign Language			
2018	Better Chinese Limited: <i>Chinese I (Mandarin)</i>	N	0%
2022	Better Chinese Limited: <i>Discovering Chinese, Volume 2</i>	N	0%
2023	Better Chinese Limited: <i>Discovering Chinese, Volume 3</i>	N	0%
2024	Better Chinese Limited: <i>Discovering Chinese, Volume 4</i>	N	0%
2017	McGraw Hill School Education: <i>Asi Se Dice, Levels 1, 2 & 3</i>	N	0%
2017	McGraw Hill School Education: <i>El Espanol Para Nosotros, Levels 1 & 2</i>	N	0%
2017	Pearson: <i>Reflexions</i>	N	0%
2017	Saavas: <i>Abriendo Paso</i>	N	0%

College Preparation & Career Readiness

College Preparation Courses

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

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	96.53
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	32.23

Admission Requirements for California Public Universities

University of California

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

California State University

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

Advanced Placement

In 2024-25, Colton High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement (AP) Courses 2024-25	
	No. of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	0
Foreign Language	3
Math	2
Science	7
Social Science	6
Totals	24

Career Readiness

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

- Work Experience
- Regional Occupational Programs
- Workability
- Career Pathways
- CTE

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation

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

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2024-25 school year, Colton High School offered the following career technical education programs as elective courses:

- American Sign Language
- Business Economics
- Consumer Economics
- Child Development & Guidance
- Fashion Textiles & Apparel

- Family & Human Development
- Food & Nutrition
- Marketing
- Geography Information Systems (GIS)

Colton High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Colton High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program Participation 2024-25	
Total Number of Students Participating in CTE Programs	864
Percentage of Students Completing a CTE Program and Earning a High School Diploma	47.6
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	56

Professional Staff Counseling & Support Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	5	5.0
Library Media Technician	1	1.0
Librarian	1	0.3
Nurse	1	0.6
Health Assistant	1	1.0
Speech Therapist	1	0.4
Psychologists	2	2.0
Counselor-to-Student Ratio: 1:354		
<i>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.</i>		

Teacher Assignment

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

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	1.3	1.1	1.1
Misassignments	1.3	0.2	5.6
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.7	1.3	6.7

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.4	0.4	0.0
Local Assignment Options	3.3	1.6	1.5
Total Out-of-Field Teachers	3.7	2.0	1.5

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	3.3	3.5	5.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2	3.2	1.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	83.7	0.0	6.7	1.5	1.5	93.5
School %	89.5	0.0	7.22	1.67	1.6	100.0
District #	838	4.0	41.2	18.5	9.0	910.8
District %	92.01	0.44	4.53	2.03	0.99	100.0
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
2022-23						
School #	27.0	0.0	0.0	0.0	1.3	28.3
School %	95.3	0.0	0.0	0.0	4.7	100.0
District #	882.9	1.0	5.9	14.3	44.8	949.0
District %	93.0	0.1	0.6	1.5	4.7	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	27.0	0.0	0.0	0.0	1.3	28.3
School %	95.3	0.0	0.0	0.0	4.7	100.0
District #	882.9	1.0	5.9	14.3	44.8	949.0
District %	93.0	0.1	0.6	1.5	4.7	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<p><i>Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</i></p>						

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$64,136	\$62,783
Mid-Range Teacher Salary	\$101,749	\$97,783
Highest Teacher Salary	\$131,357	\$128,020
Superintendent Salary	\$309,476	\$313,465
Average Principal Salaries:		
Elementary School	\$162,780	\$160,224
Middle School	\$162,436	\$166,991
High School	\$187,742	\$180,970
Percentage of Budget:		
Teacher Salaries	29.38%	30.05%
Administrative Salaries	4.93%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Colton Joint Unified School District spent an average of \$22,062 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- A-G Completion Grant
- American Rescue Plan - Homeless Children and Youth
- Arts and Music in Schools (Prop 28)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Child Nutrition: School Food Best Practices Apportionment
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Dual Enrollment Opportunities
- Early Education
- Education Protection Account
- ESSER III State Reserve
- Expanded Learning Opportunities Program
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialist Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$10,629	N/A	N/A	N/A	N/A
Restricted	\$802	N/A	N/A	N/A	N/A
Unrestricted	\$9,827	\$9,954	98.7%	\$11,146	88.2%
Avg Teacher Salary	\$103,721	\$108,891	95.3%	\$103,743	99.9%
<i>Note: Cells with N/A values do not require data.</i>					

SARC Data

DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in December 2025 and the school facilities section was acquired in January 2026