

Colton Joint Unified School District Washington High School

Grades 4 through 12
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2024-25 School Accountability Report Card

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Principal's Message

Welcome to Washington High School for the 2025-2026 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 fourth through twelfth grades. Parents may choose to home school their students in course-based online independent study (4-6) program. Other parents may choose to allow their students to work from home using our Independent Study online platform "SUBJECT" (7-12) program. Students who are behind in credit for graduation from the comprehensive sites may choose to have credit recovery through Washington High School using the "SUBJECT" online platform. Some students may need a smaller classroom setting and enroll in our Middle School (7-8), secondary (7-12) opportunity SDC program, or High School (9-10) 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. We provide a Science, Technology, Engineering, Arts, and Math (STEAM) exploratory lab. This elective allows our students to learn about a variety of possible careers whether they choose to go on to college or enter a career field. We also provide a wellness center with a wellness garden which allows students to learn how to ground their emotions and deal with stress in a positive way.

Everything we do here at Washington High School reflects SOAR and our PBIS expectations. 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!!!

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.

Vision Statement

The staff at Washington High School is 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 Resilient

Be Safe

School Profile

Washington High School is located in the eastern region of Colton and serves students in grades three through twelve following a traditional calendar. At the beginning of the 2024-25 school year, 126 students were enrolled, including 19.8% receiving special education services, 19.8% qualifying for English learner support, 1.6% foster youth, 6.3% homeless youth, and 92.9% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	57.1%
Male	42.9%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African-American	7.1%
Filipino	0.0%
Hispanic or Latino	84.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.8%
White	7.9%
English Learners	19.8%
Foster Youth	1.6%
Homeless	6.3%
Migrant Services	0.0%
Socioeconomically Disadvantaged	92.9%
Students with Disabilities	19.8%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 3	4
Grade 4	0
Grade 5	7
Grade 6	6
Grade 7	12
Grade 8	21
Grade 9	15
Grade 10	37
Grade 11	12
Grade 12	12
Ungraded	0
Total Enrollment	126

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)	23.0	25.0	32.0	32.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	8.0	20.0	18.0	20.0	35.0	37.0
<p><i>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.</i></p> <p><i>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.</i></p>						

CAASPP Test Results in ELA by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	99	92	92.93	7.07	25.00
Female	56	53	94.64	5.36	32.08
Male	43	39	90.70	9.30	15.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	81	76	93.83	6.17	23.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	15	93.75	6.25	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	90	84	93.33	6.67	23.81
Students with Disabilities	17	12	70.59	29.41	0

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

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	98	93	94.90	5.10	20.43
Female	55	52	94.55	5.45	19.23
Male	43	41	95.35	4.65	21.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	81	77	95.06	4.94	19.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	89	84	94.38	5.62	20.24
Students with Disabilities	17	13	76.47	23.53	0

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)	15.58	21.43	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	73	70	95.89	4.11	21.43
Female	44	42	95.45	4.55	21.43
Male	29	28	96.55	3.45	21.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	59	57	96.61	3.39	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	68	65	95.59	4.41	20.00
Students with Disabilities	11	9	81.82	18.18	--

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, Washington High School is required by the state to administer a physical fitness test to all students in grades five, seven, and 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
5	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

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 email, letters, the school website, ParentSquare (automated message delivery system), ClassDojo, parent workshops, personal phone calls, and text messages. Contact the school office at (909) 580-5011 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone Fieldtrips
- Schoolwide Activities

Committees

- English Learner Advisory Council (ELAC)
- School Site Council (SSC)

School Activities

- Career Day
- Coffee with the Principal
- IS Quarterly Meet & Greets
- Student Celebration
- Student Cooking Classes
- Student Orientation - In person and online
- Wellness & Resource Fair

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. The schools most recent inspection was completed on June 04, 2025. 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 campus repairs or improvements were planned or completed:

2024-25 Campus Improvements:

- PBIS Related expectation signs posted throughout campus

2025-26 Planned Campus Improvements:

- Improve front of school curb appeal
- Update PA/Intercom bell system

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 (one FT and one PT) are assigned to Washington High School. The day custodians are 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	11,539.4
	Quantity
Permanent Classrooms	3
Portable Classrooms	7
Restrooms (Sets)	1
Counseling Office	1
Health Office	1
Wellness Center	1
Multipurpose Room	1
Staff Lounge	1

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 December 2025.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the administrator, teachers, office staff, the counselor, tutors, campus security and instructional aides patrol the campus, entrance areas, and designated common areas. The administrator, office staff, the counselor, campus security 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, the administrator, teachers, office staff, instructional aides, campus security 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 system. In order to protect out students, visitors and staff, all visitors entering the classroom will be required to show a valid government ID which will be scanned into our Raptor Identification Technology System. Visitors that are approved will wear a photo sticker name tag at all times while working with students.

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 Wednesday, June 04, 2025. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: June 04, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces		X		Rm 4, Rm 10, P1, P2, P4, Rm B- Water stained ceiling tiles; Staff Lounge - Water damage to wall; Rm 10, Rm 6, Rm B - Ceiling tiles are loose; P1 - Rubber molding is loose; P1 - Wallpaper is torn; Rm B - Ceiling tiles are missing
Cleanliness	X			
Electrical		X		Rm 10, P9, Rm 6, P1 - One light panel is out; P9 - Light diffuser is broken; P8, P7 - Two light panels are out; P4 - Two light panels are going out
Restrooms/Fountains	X			
Safety		X		Principal - Fire extinguisher is not mounted; Staff Lounge - Paint is peeling on exterior wall; Rm 10 - Plug in air freshener; Rm 10 - Paint is peeling on door; P7 - Fire extinguisher is missing; Rm 6 - Paint is peeling on windowsill; P2 - Paint is peeling on eaves; Rm B - Paint chipping on door
Structural	X			
External	X			P9, Rm 5 - Trip hazard at asphalt/cement seam; P9 - Door is rusted

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>				

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 the school administrator and counselor 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	4.28	8.85	7.84
% Students Expelled	0.45	0.59	0.65
	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

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	7.84	0.65
Female	5.45	0.0
Male	10.64	1.42
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	2.70	2.70
Filipino	0.0	0.0
Hispanic or Latino	9.02	0.41
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	5.88	0.0
English Learners	13.33	0.0
Foster Youth	0.0	0.0
Homeless	21.05	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	8.10	0.35
Students with Disabilities	15.38	1.92

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.

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					
Grade	2023-24				
	Avg. Class Size	Number of Classes			
		1-20	21-32	33+	
1	2	1			
2	10	1	3		
3	4	1			
4	2	1			
5	18	1			
6	17	1			
Grade	2024-25				
	1				
	2				
	3	4	1		
	4				
	5	7	1		
	6	6	1		

**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.*

Average Class Size and Class Size Distribution					
Subject	2022-23				
	Avg. Class Size	Number of Classes			
		1-22	23-32	33+	
English	8	21	2		
Math	9	13	3		
Science	10	12	2		
Social Science	10	13	2		
Subject	2023-24				
	English	6	25		
	Math	8	15		
	Science	8	14		
Social Science	8	15			
Subject	2024-25				
	English	5	20		
	Math	4	12		
	Science	4	10		
Social Science	7	14			

**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.*

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	306	204	96	47.1
Female	165	113	53	46.9
Male	141	91	43	47.3
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	37	17	7	41.2
Filipino	--	--	--	--
Hispanic or Latino	244	169	80	47.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	17	13	5	38.5
English Learners	45	38	16	42.1
Foster Youth	--	--	--	--
Homeless	19	16	9	56.3
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	284	194	90	46.4
Students with Disabilities	52	37	21	56.8

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.

Pupil Engagement Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Washington 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.”

Dropout & Graduation Rates

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, the Wellness Center, 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.

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 (%)	10.5	21.4	15.4
Graduation Rate (%)	78.9	71.4	84.6
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	13	11	84.6
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	12	10	83.3
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Migrant Services	0	0	0
Socioeconomically Disadvantaged	13	11	84.6
Students with Disabilities	--	--	--

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

- AVID Training
- English Language Arts & Mathematics
- English Language Development (ELD)
- EL Summer Institute
- Positive Behavioral Interventions & Supports (PBIS)
- Technology Tools & Apps Training
- Restorative Practice Presentation, Tyler Durham (RTI Training)
- SEIS Training
- Training for Subject
- Website Training
- Independent Study Conference

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 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, Washington 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
- LETRS Training
- Partners in Progress
- Textbook Training
- HM Go Math for English Learners
- Amplify Lectura
- Designated ELD training
- Technology Trainings
- AVID

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.

Instructional Materials

All textbooks used in the core curriculum at Washington 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 are selected from the most recent State Board adoption or are from the most recent local governing board adoption. Those adopted at the most recent local governing board adoption have been determined to meet State standards or are TK materials. 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

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

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2009	Bedford/St. Martin's: <i>The Compact Reader</i>	N	0%
2009	Bedford/St. Martin's: <i>The Language of Composition: Reading, Writing and Rhetoric</i>	N	0%
2017	College Board: <i>SpringBoard, English Language Arts & English Language Development</i>	N	0%
2020	CSU: <i>Expository Reading and Writing Course</i>	N	0%
2024	Edgenuity: <i>Edgenuity</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%
2022	Benchmark Education: <i>Ready to Advance</i>	N	0%
2017	McGraw Hill: <i>Reading Wonders</i>	Y	0%
2017	McGraw Hill: <i>Lectura Maravillas</i>	Y	0%
2017	McGraw Hill: <i>Study Sync</i>	Y	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%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2017	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%
2017	Pearson: <i>Stats, Modeling the World</i>	N	0%
2022	Wiley: <i>Big Java: Early Objects, 7th Edition</i>	N	0%
2022	Benchmark Education: <i>Ready to Advance</i>	N	0%
2016	Houghton Mifflin Harcourt: <i>Go Math!</i>	Y	0%
2022	McGraw Hill: <i>Illustrative Mathematics</i>	Y	0%

History-Social Science			
2019	Bedford, Freeman, Worth: <i>Krugman's Economics for AP</i>	N	0%
2016	Bedford/St. Martin's: <i>Ways of the World</i>	N	0%
2019	Cengage Learning: <i>Introduction to Comparative Politics</i>	N	0%
2019	Cengage Learning: <i>U.S. History, 1877 to Present, America Through the Lens</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2006	McDougal Littell/Houghton Mifflin: <i>The American Pageant</i>	N	0%
2007	McGraw Hill: <i>Economics</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%
2022	Benchmark Education: <i>Ready to Advance</i>	N	0%
2021	Teacher's Curriculum Institute: <i>Social Studies Alive! California Series</i>	Y	0%
2019	Cengage Learning: <i>World History - Medieval and Early Modern Times</i>	Y	0%
2019	Teacher's Curriculum Institute: <i>History Alive! The United States through Industrialism</i>	Y	0%
Science			
2020	Activate Learning: <i>Active Physics</i>	N	0%
2024	Edgenuity: <i>Edgenuity</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%
2021	McGraw Hill: <i>CUS Exploring Geology</i>	N	0%
2020	McGraw Hill: <i>Marine Science</i>	N	0%
2020	McGraw Hill: <i>Zoology</i>	N	0%
2017	Pearson: <i>Campbell Biology, AP</i>	N	0%
2020	Pearson: <i>Essentials of Human Anatomy and Physiology</i>	N	0%
2017	Pearson: <i>Physics: Principles with Applications</i>	N	0%
2020	Saavas Learning Company, LLC: <i>CA Experience Chemistry</i>	N	0%
2022	Benchmark Education: <i>Ready to Advance</i>	N	0%
2020	Amplify Education, Inc.: <i>Amplify Science</i>	Y	0%
2020	Accelerated Learning: <i>STEMScopes</i>	Y	0%
	Science Laboratory Equipment	N/A	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%
2020	Dawn Sign Press: <i>Signing Naturally, Level 2</i>	N	0%
2018	Dawn Sign Press: <i>Signing Naturally, Units 1-6</i>	N	0%
2019	Dawn Sign Press: <i>Signing Naturally, Units 7-12</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2017	EMC Paradigm: <i>Deutsch Aktuell, Levels 1, 2 & 3</i>	N	0%
2017	Houghton Mifflin Harcourt: <i>Bien dit, Levels 1, 2 & 3</i>	N	0%

2017	McGraw Hill Education: <i>Asi Se Dice, Levels 1, 2, 3 & 4</i>	N	0%
2017	McGraw Hill Education: <i>El Espanol Para Nosotros, Levels 1 & 2</i>	N	0%
2017	Pearson: <i>Reflexions</i>	N	0%
2017	Saavas Learning Company, LLC: <i>Abriendo Paso</i>	N	0%
2017	Vista Higher Learning: <i>Themes 1e</i>	N	0%
2020	McGraw Hill: <i>El Espanol Para Nosotros</i>	N	0%
2017	Vista Higher Learning: <i>Espanol Santillana</i>	N	0%
2020	Vista Higher Learning: <i>Galeria 1 de Lengua y Culture</i>	N	0%

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.

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 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).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	96.05
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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/>.

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 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
- CTE Lab (Grades 7-10)
- CCGI California College Guidance Initiative
- 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 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.

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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	2	2.0
Campus Security	1	1.0
Mental Health Coordinator	1	1.0
Mental Health Counselor (County & District)	1	0.5
Nurse	1	0.2
Learning Specialist	1	1.0
Psychologist	1	0.4
Counselor-to-Student Ratio: 1:63		
<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 Washington 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 Washington 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	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

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	0.0	0.0	0.2
Local Assignment Options	3.1	4.0	4.7
Total Out-of-Field Teachers	3.1	4.0	4.9

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)	13.0	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.3	0.0	0.0

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

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 #	21.8	0.0	0.0	4.9	1.5	28.3
School %	77.13	0.0	0.0	17.58	5.29	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**	\$31,026	N/A	N/A	N/A	N/A
Restricted	\$1,437	N/A	N/A	N/A	N/A
Unrestricted	\$29,589	\$9,954	297.3%	\$11,146	265.5%
Avg Teacher Salary	\$104,115	\$108,891	95.6%	\$103,743	100.4%
<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 Washington 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