of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (grades 5, 8, and 10)	N/A	15.8	N/A	13.8	28.7	29.5

Any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	411	406	98.78	1.22	15.76
Female	192	190	98.96	1.04	15.26
Male	219	216	98.63	1.37	16.20
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	395	390	98.73	1.27	15.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	67	94.37	5.63	1.49
Foster Youth	--	--	--	--	--
Homeless	42	40	95.24	4.76	7.50
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	341	336	98.53	1.47	14.88
Students with Disabilities	42	41	97.62	2.38	4.88

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

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local

work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2021-22 Campus Improvements:
• New student desks and chairs
• Installation of Promethean boards in classrooms where
  needed

2022-23 Planned Campus Improvements:
• Kitchen and MPR modernization
• NMPR HVAC replacement of four units
• HVAC replacements in 26 classrooms

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

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

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

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

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Colton Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2022.

Classroom Environment

Discipline & Climate for Learning

Colton Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following

Chronic Absenteeism By Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	969	895	271	30.3
Female	477	440	122	27.7
Male	492	455	149	32.7
Amer. Indian or Alaska Native	0	0	0	0.0
Asian	5	3	0	0.0
Black or African-Amer.	26	19	9	47.4
Filipino	1	1	0	0.0

Professional Staff

Counseling & Support Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2021-22		
	No. of Staff	FTE
Academic Counselor	3	3.0
Health Assistant	1	0.5
Library Media Technician	1	1.0
Nurse	1	*
Psychologist	1	*
Speech Therapist	1	*
Counselor-to-Student Ratio: 1:284		

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

Teacher Preparation and Placement

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

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

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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						

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.8	84.6	888.7	92.1	228366.1	83.1
Intern Credential Holders Properly Assigned	1.2	2.7	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	3.9	14.3	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	5.9	23.3	2.4	12115.8	4.4
Unknown	1.4	3.0	32.4	3.4	18854.3	6.9
Total Teaching Positions	47.1	100.0	965.0	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff memeber working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	1.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.8

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assigment Options	
Total Out-of-Field Teachers	

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	2.7
Total Out-of-Field Teachers	2.7

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	4.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.1

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

District Expenditures