

Colton Joint Unified School District Grand Terrace High School

Grades 9 through 12
Charles Neighbours, Principal
charles_neighbours@cjusd.net



21810 Main Street
Grand Terrace, CA 92313-5810
PH: (909) 580-5006 FAX: (909) 876-4000
www.cjusd.net/gths
CDS #: 36676860125500

2022-23 School Accountability Report Card *Published February 2024*

Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798
(909) 580-5000
www.cjusd.net

2023-24 Board of Education

Mr. Frank A. Ibarra
President

Mr. Dan Flores
Vice President

Mr. Israel Fuentes
Clerk

Bertha Flores
Member

Mrs. Patt Haro
Member

Ms. Berenice Sandoval
Member

Mrs. Joanne E. Thoring-Ojeda
Member

District Administration

Dr. Frank Miranda
Superintendent

Gregory Fromm
Assistant Superintendent,
Business Services

Brandon Dade
Assistant Superintendent,
Human Resources

Dr. Tina Petersen
Assistant Superintendent,
Educational Services

Anthony Ortiz, Ph.D.
Assistant Superintendent,
Student Services

Contents

- Principal's Message
- Mission
- School Description
- Student Achievement
- Local Control Accountability Plan (LCAP)
- Parent Involvement
- School Facilities & Maintenance
- Classroom Environment
- Curriculum & Instruction
- College Preparation & Work Readiness
- Professional Staff
- District Expenditures
- SARC Data

Principal's Message

I invite you to explore Grand Terrace High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Grand Terrace High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Grand Terrace High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Mission

GTHS is a community committed to providing a rigorous, relevant education that prepares students to reach their full potential as life-long learners, and use their potential to benefit and improve society.

STUDENT LEARNING OBJECTIVES (SLO's):
Students will be able to:

ANALYZE: Collect and purposefully analyze a variety of text and data to evaluate and quantify information for academic and personal use.

COMMUNICATE & COLLABORATE: Effectively collaborate and communicate orally and in written form for a variety of purposes and audiences.

TECHNOLOGY: Appropriately utilize a variety of technology for academic and real world applications in preparation for college and career success.

G.R.E.A.T. - Develop GREAT habits to prepare for life beyond high school. (Generosity, Respect, Excellence, Accountability & Teamwork).

School Description

Grand Terrace High School is located in the southwestern region of Grand Terrace and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2022-23 school year, 1726 students were enrolled, including 13.5% in special education, 8.8% qualifying for English Language Learner support, and 70.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.70%	Grade 9	434
Male	52.10%	Grade 10	486
Non-Binary	0.20%	Grade 11	448
Amer. Indian or Alaska Native	0.30%	Grade 12	358
Asian	2.10%	Ungraded	0
Black or African-Amer.	9.30%		
Filipino	1.30%		
Hisp. or Latino	74.50%		
Native Hawaiian or Pacific Islander	0.20%		
Two or More Races	1.60%		
White	10.60%		
English Learners	8.80%		
Foster Youth	0.40%		
Homeless	6.90%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	70.30%		
Students with Disabilities	13.50%		
Total Enrollment			1,726

Student Achievement

Physical Fitness

In the spring of each year, Grand Terrace 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 Percentage of Students Meeting California Fitness Standards 2022-23					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	91%	91%	91%	91%	91%

Note: 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.

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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 - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy (grades 3-8 and 11)	37.0	49.0	31.0	29.0	47.0	46.0
Mathematics (grades 3-8 and 11)	10.0	15.0	17.0	19.0	33.0	34.0

Note: 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.

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

CAASPP Test Results in ELA by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	426	411	96.48	3.52	48.66
Female	204	196	96.08	3.92	61.22
Male	220	213	96.82	3.18	37.09
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	76.92
Black or African-Amer.	42	35	83.33	16.67	37.14
Filipino	--	--	--	--	--
Hisp. or Latino	325	318	97.85	2.15	46.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	66.67
English Learners	18	15	83.33	16.67	0.00
Foster Youth	--	--	--	--	--
Homeless	31	28	90.32	9.68	39.29
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	308	295	95.78	4.22	42.71
Students with Disabilities	63	58	92.06	7.94	8.62

CAASPP Test Results in Mathematics by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	426	414	97.18	2.82	14.98
Female	204	198	97.06	2.94	18.18
Male	220	214	97.27	2.73	12.15
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	30.77
Black or African-Amer.	42	35	83.33	16.67	11.43
Filipino	--	--	--	--	--
Hisp. or Latino	325	321	98.77	1.23	12.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	30.30
English Learners	18	18	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	31	30	96.77	3.23	6.67
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	308	298	96.75	3.25	11.07
Students with Disabilities	63	58	92.06	7.94	1.72

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

Note: Double dashes (--) appear in the table when the number of students is ten or 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	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (grades 5, 8, and 10)	12.0	18.0	13.8	14.1	29.5	30.3

Note: 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.

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.

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 receive scores.

CAASPP Test Results in Science by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	797	779	97.74	2.26	17.97
Female	394	385	97.72	2.28	18.18
Male	400	391	97.75	2.25	17.90
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	39.13
Black or African-Amer.	82	75	91.46	8.54	14.67
Filipino	12	12	100.00	0.00	58.33
Hisp. or Latino	587	579	98.64	1.36	15.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	79	76	96.20	3.80	23.68
English Learners	41	40	97.56	2.44	0.00
Foster Youth	--	--	--	--	--
Homeless	66	63	95.45	4.55	12.70
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	568	552	97.18	2.82	15.94
Students with Disabilities	106	96	90.57	9.43	2.08

Note: 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 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.

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 marquee, the school website, Blackboard Connect, ClassDojo, Facebook, Twitter, and ListServe. Contact the school office secretary at (909) 580-5006 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

AVID Parent Nights
 Booster Clubs (Multiple Organizations)
 Chaperone
 Classroom Helper
 Coaching Sports
 Fundraising Activities
 Linked Learning
 Unity Day Activities

Committees

AVID Advisory Council
 Booster Clubs
 English Learner Advisory Council
 Positive Behavior Intervention and Support (PBIS)
 Safety Committee
 School Site Council

School Activities

8th Grade Parent Night
 ASB Activities
 Athletic Events
 AVID Parent Nights
 Awards Nights
 Back to School Night
 College & Career Readiness Fair
 FIRST Robotics Competition
 Linked Learning Pathways Parent Nights
 Open House
 Orientation Day
 Parent Night
 Senior Inspiration
 Senior Parent Information Meetings
 Synergy Days
 Visual & Performing Arts Activities
 We CARE Conference

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. Grand Terrace High School's original facilities were built in 2012; 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. The following campus repairs or improvements were planned and/or completed in the 2022-23 school year:

- Gym, cafeteria and auditorium roof repair
- Pool repair
- Gym floor replacement
- Turf and track renovation

Every morning before school begins, the custodians, security officers, and administration inspect 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 Grand Terrace High School. The day custodians are responsible for:

- Cafeteria setup/cleanup

- General grounds maintenance
- Lunch area setup/cleanup
- Bathroom 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

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

Campus Description	
Year Built	2012
Acreage	65
Square Footage	285943
Quantity	
Permanent Classrooms	94
Portable Classrooms	12
Restrooms (sets)	15
Science Lab(s)	6
Gymnasium(s)	1
Teacher Work Room(s)	4
Library	1
Auditorium(s)	1
Baseball Field(s)	1
Cafeteria(s)	1
Computer Lab(s)	1
Football Stadium(s)	1
Lecture Hall(s)	1
Mobile Computer Labs Sets	48
Soccer Stadium(s)	1
Softball Field(s)	1
Student Services Building(s)	1
Swimming Pool(s)	1

Facilities Inspection

The district's maintenance department inspects Grand Terrace High School on an annual basis in accordance with Education Code §17592.72(c)(1). Grand Terrace 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, November 25, 2023. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Saturday, November 25, 2023			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior		✓	
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety			✓
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Rm 307, Rm 308 - Dirty vents
(B)	Admin, Rm 114, Rm 116 - Floor tiles are broken Workroom - Floor tiles are broken; ceiling tile has a water stain Nurse, Mailroom, Rm 107, Rm 109, Rm 169, Rm 164, Rm 154, Rm 155, Rm 206, Rm 255, Prep, Rm 253, Rm 251, Rm 252, Rm 250, Rm 352, Rm 353, Rm 354, Rm 355, Rm 358, Workroom, Rm 452, Rm 457, Rm 458, P 812, P 810, P 808, P 801, Computer Labs - Ceiling tiles have water stains Rm 101, Rm 103, Rm 106 - Floor tiles are broken Rm 105 - Flooring is worn/stained Rm 111, Rm 401, Rm 405 - Floors are worn Boys RR - Valve covers are missing above urinals Rm 118 - Flooring is unkept Rm 120 - Flooring is unkept (also in hallway) Rm 459 - Flooring is unkept Gym - Ceiling tile is broken (hallway)
(D)	A/P - Light fixture is missing at entry Rm 101, Rm 163 - Cords are creating trip hazards Rm 102 - Outlet cover is broken Rm 110 - Electrical cover is broken Rm 301, Rm 405, Rm 455 - One light panel is out
(E)	Records Room - Exterior drinking fountain has no flow Boys RR - Faucet handle is missing; faucet is loose at base Rm 116 - Faucet has a low flow Boys RR - One urinal does not flush; one faucet has no flow
(F)	Rm 101, Rm 206 - Emergency exit light is broken Rm 110, Rm 157, Rm 254, Rm 252, Rm 456 - Paint is peeling on interior wall Rm 160, Rm 301, Rm 308, Rm 309, Rm 404, Rm 452, Rm 453 - Plug in air freshener is present
(H)	Nurse - Door closer cover is missing (hallway)

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

Rating Description

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

Campus Supervision

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

Grand Terrace 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 Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Grand Terrace 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 November 2023.

Classroom Environment

Discipline & Climate for Learning

Grand Terrace 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			
	20-21	21-22	22-23
	School		
% Students Suspended	0.0	7.7	6.9
% Students Expelled	0.0	0.2	0.2
	District		
% Students Suspended	0.0	5.3	5.7
% Students Expelled	0.0	0.1	0.1
	State		
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	6.9	0.2
Female	4.1	0.1
Male	9.5	0.3
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	2.4	0.0
Black or African-Amer.	10.4	0.6
Filipino	4.2	0.0
Hisp. or Latino	6.9	0.2
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	9.7	0.0
White	5.0	0.0
English Learners	7.9	0.0
Foster Youth	13.3	0.0
Homeless	7.8	0.7
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	7.7	0.3
Students with Disabilities	11.8	0.7

Note: 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.

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	2020-21			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	22.0	43	29	17
Mathematics	22.0	33	37	6
Science	23.0	19	37	1
Social Science	23.0	32	25	11
Subject	2021-22			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	22	41	17
Mathematics	25.0	17	41	9
Science	27.0	12	38	6
Social Science	25.0	19	28	16
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	30	30	18
Mathematics	24.0	23	35	10
Science	24.0	14	41	
Social Science	26.0	11	42	8

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Pupil Engagement

Dropout & Graduation Rates

Grand Terrace 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, tutoring, a writing lab center, PLC meetings, Linked Learning, credit recovery, Titan time, PBIS, grade chats, Student Study Team (SST) meetings, tardy sweeps, Tomorrows Leaders, and Car Giveaway (grades 11 & 12 for good attendance). 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 & Graduation Rates (Four-Year Cohort Rate)			
	School		
	19-20	20-21	21-22
Dropout Rate	8.8%	8.7%	8.4%
Graduation Rate	87.9%	89.1%	90.2%
	District		
	19-20	20-21	21-22
Dropout Rate	12.0%	9.4%	9.9%
Graduation Rate	81.3%	87.0%	86.3%
	State		
	19-20	20-21	21-22
Dropout Rate	8.2%	9.4%	7.8%
Graduation Rate	83.6%	83.6%	87.0%

Graduation Rate by Student Group (Four-year Cohort Rate) (2022-23)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	367	331	90.2
Female	181	170	93.9
Male	186	161	86.6
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African-Amer.	34	32	94.1
Filipino	--	--	--
Hisp. or Latino	266	237	89.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	44	39	88.6
English Learners	37	28	75.7
Foster Youth	--	--	--
Homeless	64	54	84.4
Students Receiving Migrant Ed. Services	0	0	0.0
Socioeconomically Disadvantaged	329	296	90.0
Students with Disabilities	43	35	81.4

Note: 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.

For more information of the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Grand Terrace High School for the 2022-23 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 (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1932	1841	409	22.2
Female	917	876	185	21.1
Male	1009	959	222	23.1
Amer. Indian or Alaska Native	5	5	1	20.0
Asian	41	38	5	13.2
Black or African-Amer.	183	170	43	25.3
Filipino	24	23	1	4.3
Hisp. or Latino	1443	1381	305	22.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	31	29	12	41.4
White	201	191	41	21.5
English Learners	191	173	44	25.4
Foster Youth	15	13	4	30.8
Homeless	153	142	46	32.4
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	1462	1400	342	24.4
Students with Disabilities	280	260	91	35.0

Note: 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.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Grand Terrace High School revolve around the California State Content Standards and Frameworks. During the 2022-23 school year, Grand Terrace High School held staff development training devoted to:

- Integrating Technology
- Scaffolding
- 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. Grand Terrace 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 2021-22, 2022-23, and 2023-24 school years, Grand Terrace High School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2021-22 Training:

- SBSS Standards for Math Practices
- Cognitive Coaching
- HSS Alive
- TEL
- Trauma Resource Institute
- Web Training

2022-23 Training:

- Educational Technology
- Parent Project
- Science Training
- Dual Immersion CABE
- Positive Behavior Interventions and Supports (PBIS)
- Restorative Practices
- Differentiating Instruction
- LETRS Training
- DIBELS Training
- Professional Learning Group

2023-24 Training:

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

Grand Terrace 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		
2021-22	2022-23	2023-24
2	3	2

Instructional Materials

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

On Thursday, September 21, 2023, 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. 24-13 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 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			Pupils Lacking Textbooks
Adoption Year	Publisher & Series		
English Language Arts			
2017	College Board, <i>SpringBoard, English Language Arts & English Language Development</i>		0 %
2014	CSU, <i>Expository Reading and Writing Course</i>		0 %
Foreign Languages			
2017	McGraw Hill, <i>Asi Se Dice, Level 2</i>		0 %
2017	McGraw Hill Education, <i>Asi Se Dice, Level 1</i>		0 %
History-Social Science			
2019	Cengage Learning, <i>U.S. History, 1877 to Present, America Through the Lens</i>		0 %
2019	McGraw Hill, <i>World History, Culture and Geography: The Modern World</i>		0 %
2019	Pearson, <i>Magruder's American Government</i>		0 %
2019	Teachers' Curriculum Institute, <i>Econ Alive! The Power to Choose</i>		0 %
Mathematics			
2022	McGraw Hill, <i>Illustrative Mathematics, Algebra 1</i>		0 %
2022	McGraw Hill, <i>Illustrative Mathematics, Algebra 2</i>		0 %
2022	McGraw Hill, <i>Illustrative Mathematics, Geometry</i>		0 %
Science			
2020	Activate Learning, <i>Active Physics</i>		0 %
2020	Lab-Aids, <i>EDC Earth Science</i>		0 %
2020	Pearson, <i>CA Experience Chemistry</i>		0 %
2007	Prentice Hall, <i>Biology</i>		0 %
	Science Laboratory Equipment		0 %

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level

work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

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

Courses for UC/CSU Admission	
	%
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.2
2021-22 Graduates who Completed all Courses Required for UC/CSU Admission	30.5

Advanced Placement

In 2022-23, Grand Terrace 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.

Number of Advanced Placement Courses Offered 2022-23	
	No. of Courses Offered*
Computer Science	1
English	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	3
Social Science	11
All Courses	22

* Where there are student course enrollments of at least one student.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Grand Terrace 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. Grand Terrace 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
- Career Pathways
- CTE Business Courses

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

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.

During the 2022-23 school year, Grand Terrace High School offered the following career technical education programs as elective courses:

- Art of Animation
- Careers in Child Development
- Careers in Education
- Emergency Responder
- Medical Assistant Clinical
- Medical Service Occupation
- Medical Terminology
- Video Game Design

Grand Terrace High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Grand Terrace 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 (CTE) Program Participation 2022-23	
Total number of students participating in CTE programs	519
Percentage of students completing CTE program and earning a high school diploma	57.5 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

Professional Staff

Counseling & Support Staff

Grand Terrace 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 Grand Terrace 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) 2022-23		
	No. of Staff	FTE
Academic Counselor	6	6.0
Security Officers	8	8.0
Adaptive PE Specialist	1	*
Health Assistant	1	1.0
Librarian	1	1.0
Library Media Technician	1	1.0
Psychologist	1	1.0
Speech Therapist	1	*
Counselor-to-Student Ratio: 1:288		

* 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 Grand Terrace 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 Grand Terrace 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.

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)	76.0	87.8	882.9	93.0	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.1	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.2	5.9	0.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	2.2	14.3	1.5	11953.1	4.3
Unknown	8.4	9.8	44.8	4.7	15831.9	5.7
Total Teaching Positions	86.6	100.0	949.0	100.0	279044.8	100.0

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)	79.3	85.5	888.7	92.1	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	1.1	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.7	3.0	14.3	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.0	3.3	23.3	2.4	12115.8	4.4
Unknown	6.5	7.1	32.4	3.4	18854.3	6.9
Total Teaching Positions	92.8	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 member 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	1.5
Misassignments	1.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	1.5
Misassignments	1.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.8
Total Out-of-Field Teachers	1.8

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.6
Local Assignment Options	2.4
Total Out-of-Field Teachers	3.0

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)	3.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5

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)	2.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4

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

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: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,005	\$55,550
Mid-Range Teacher Salary	\$87,263	\$84,645
Highest Teacher Salary	\$112,656	\$111,284
Superintendent Salary	\$246,477	\$278,268
Average Principal Salaries:		
Elementary School	\$137,203	\$139,860
Middle School	\$146,836	\$146,440
High School	\$162,598	\$158,447
Percentage of Budget:		
Teacher Salaries	30.96%	32.21%
Administrative Salaries	4.91%	4.89%

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

Expenditures Per Student

For the 2021-22 school year, Colton Joint Unified School District spent an average of \$17,591 of total general funds to educate each student (based on 2021-22 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 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- 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
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2021-22					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$8,856	N/A	N/A	N/A	N/A
Restricted	\$426	N/A	N/A	N/A	N/A
Unrestricted	\$8,430	\$8,245	102.24	\$7,607	110.83
Average Teacher Salary	\$89,767	\$92,141	97.42	\$90,632	99.05

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

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 Grand Terrace 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 section were acquired in January 2024. Data to prepare the school facilities section were acquired in December 2023.