

GRAND TERRACE HIGH SCHOOL

AT THE RAYMOND J. ABRIL EDUCATIONAL COMPLEX

SELF STUDY REPORT

21810 Main St.

Grand Terrace, Ca 92313

Colton Joint Unified School District

March 5-8, 2023

Accrediting Commission for Schools
Western Association of Schools and Colleges

Colton Joint Unified School District

1212 Valencia Drive - Colton, CA 92324 - Phone: (909) 580-5000

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District Vision

In the Colton Joint Unified School District, we believe each student deserves the academic proficiency and skills necessary to thrive in college and in the global workforce to earn a living wage and be responsible, productive citizens. We will do this by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families, and our diverse

communities.

First and foremost, our students will demonstrate the academic proficiency needed for completion of postsecondary education and a profession that pays a living wage. This requires exposure to core content knowledge that allows for research, study, and inquiry. Students will graduate with the ability to critique and synthesize a variety of sources to create unique and innovative solutions.

But that is not all we want for our students. Our students will show compassion and empathy toward others who do not look like them, act like them, or agree with them. They will be risk-takers who work hard to reach their short-term and long-term goals. Students will show integrity by doing the right thing, even when it is difficult. They will be respectful toward others in the way they listen, speak, and interact. Our students will learn the power of making ethical decisions that propel them into success beyond high school. They will be thoughtful leaders and team members who strive to make a positive impact on the world around them.

Our students will value collaboration and adapt their communication style depending on purpose, audience, and situation. They will be adept in integrating a broad range of technologies that enhance their learning and ability to transfer knowledge beyond the classroom. Our students will advocate for themselves and thrive by asking the right questions and having purposeful conversations with various education partners.

As a team of caring professional educators and staff, we are enthusiastically dedicated to the education of our students. We will not only be committed to ensuring that all students receive what they need when they need it, but we will model these same expected behaviors for our students as they become graduates of the Colton Joint Unified School District.

Keeping Students First...Achievement, Equity, Wellness

Grand Terrace High School

21810 Main St. – Grand Terrace, CA 92313

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Assistant Principal

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[Staff Focus Group List](#)

[GTHS School Leadership](#)

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process.

Staff members were made aware of the strengths and Critical Areas of Concern as well as the previous visiting committee's recommendations at the conclusion of our previous mid cycle review shortly after the visit in 2019. A survey regarding staff views of progress toward previous visiting committee's recommendations and current SPSA goals was sent out in January of 2020 and later in the fall of 2022, teacher input was collected again on a google sheet during department and PLC time.

Grand Terrace High School began the official self-study process during the 2020-21 school year. Our expected visit year at the time was 2021-22. Our leadership team consisting of the Principal, Vice Principals, Athletic Director, ASB Director, Head Counselors, WASC Coordinator, and at the time ELA, Math TOAs and AVID director met regularly and discussed our profile, progress, and data indicators. During the 2020-21 school year drafts of the school Progress Report and Student and Community Profile with supporting data were written. Data and information from these reports was shared with our staff at whole staff meetings, departments and with Focus Groups that were formed in the winter of the 2020-21 school year. Data and information from these reports was also shared with our School Site Council team of parents, staff, and one student annually. Focus groups included teachers as well as classified staff. Focus group leaders were recruited and meetings were held to discuss the self study process and purpose of WASC visits. On going, our Home Groups/Departments met looking at student progress and important developments. In the Spring of 2020-21 school year, via video conferencing, we held several Focus Group and whole staff meetings to evaluate and revise our Mission, Vision, and Graduate Profile as well as begin evaluating the effectiveness of our current programs. In April of that year it was determined our visit would be postponed to the 2022-23 school year. We resumed Focus Group meetings in the Fall and Spring of the 2021-22 school year also via video conferencing. Drafts of the school Progress Report and Student and Community Profile with supporting data were updated during this year and updated once again and finalized early in the 2022-23 school year. The self-study report based on Focus Group discussions and findings was completed in the fall semester of 2022-23 as well as the summary of those findings and our SPSA goals, aligned with our district LCAP goals, were fleshed out to include follow-up and next steps. Here is a visual [Self Study Timeline](#) of our process. To include parent input, parents were posed some of the questions from the Critical Areas of Concern during School Site Council and English Learner Advisory Council meetings and their input was very much valued and considered in decision making. Their findings were recorded in the document by the WASC coordinator. Throughout the process, the WASC coordinator, with help from the English TOA, gathered data and culminated all of the responses into a cohesive report.

By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

All Grand Terrace High School (GTHS) staff were involved in the self-study process. Certificated staff has been involved in the self-study process via scheduled staff-wide WASC meetings, time dedicated for WASC during department meetings, Focus group meetings during scheduled collaboration time throughout the 2020-21, 2021-22, 2022-23 school years. All classified staff members are invited to attend staff WASC meetings and many serve on and contribute to the self-study report via WASC focus group committee meetings. Most meetings were held via google meet since when we started our self study process we were in distance learning and the year we came back to in person learning all meetings were required to be via google meet. In an effort to be more organized and to streamline the WASC process, all GTHS staff members received a WASC calendar invite for WASC focus group meetings with an attached meeting agenda with links to materials needed for meetings. Many items pertinent to the Self Study are housed in a GTHS WASC google classroom. Here is a list of official [WASC Meetings](#) held.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards

The Grand Terrace High School staff reviewed our mission, vision, and Schoolwide Learner Outcomes and began the process of revising these to better meet the needs of our current community. As a staff, we chose to revisit our mission, vision and SLOs (now Graduate Profile) in order to refocus on our purpose and what we want our students to know, understand, and be able to do. Our first few Focus group meetings held the spring semester of 2021 were set aside for this purpose. At the end of the semester and into the next school year we shared our final version with staff, students, and parents via email and through staff and parent presentations. Our student and staff handbook had the new versions on them at the start of the 2022-23 school year. New posters were designed by our graphic design students and ordered and posted around campus during the 2022-23 school year.

3. The analysis of the California Dashboard indicators and additional data about students and student achievement

In department meetings, WASC focus groups, and at staff meetings, staff analyzed student achievement data to determine areas of strength and need. WASC leadership discussed the results of the analysis and together with our stakeholders, determined five specific educational goals that are necessary in cultivating successful student achievement. After discussion with the staff, district cabinet members, and School Site Council, the SPSA goals were adopted to meet the needs of our students.

To ensure that all stakeholders are aware student achievement at GTHS, data is disseminated regularly in the following ways:

Staff. As a whole, staff members review student achievement data at the beginning of each school year, regularly in staff meetings, department chair meetings,

cabinet meetings, and in department and PLC meetings. The school also has processes to monitor students within particular subgroups and academic programs. Quarterly, administrators address student achievement with individual teachers when there are concerns about students' grades.

Parents. Parents have regular access to students' achievement data through the School Accountability Report Card and California Dashboard links on the GTHS website. Parents in School Site Council (SSC) and English Learner Advisory Council (ELAC) also review students' achievement data on a monthly basis. Also, at Open House, students' achievement data is reviewed with all of the parents who attend.

4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria

Also in our focus groups, GTHS staff assessed the effectiveness of our various academic, co-curricular, and extracurricular programs in order to gain understanding of the impact we have on our students. Assessments utilized in this evaluation process included, but were not limited to, CAASPP scores, ELPAC scores, EL redesignation rates, semester grades, finals data, departmental common assessment data and notable trends, AP scores, UC/CSU A-G completion rates, attendance rates, discipline rates, graduation rates, and various survey results.

5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

Grand Terrace High School has created a SPSA to continue refining the school's academic programs to improve student academic achievement. Based on conclusions from our self study we refined our recent SPSA goals with specific growth targets over the next few years. In addition, the Focus Groups determinations guided leadership determinations of the tasks, responsible parties, the next steps, timelines and resources needed to complete, monitor, and revise the action plan. GTHS monitors the Schoolwide Action Plan throughout the year in various ways. Because the goals of the plan are largely based on student achievement, it is monitored through benchmark exams, faculty evaluations, quarterly D&F reports, walk throughs, ELPAC scores, CAASPP test results, and AP test results. The principal reports to the school district two to four times per year to review this data. In addition, the principal reports monthly at department chair and staff meetings to data review with the rest of the staff. The SPSA is monitored and updated by the members of the School Site Council.

Chapter I: Progress Report

SECTIONS

1. [Significant Developments](#)
2. [Schoolwide Growth Areas for Continuous Improvement](#)
3. [Ongoing Follow-Up Process](#)
4. [Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Schoolwide Action Plan/SPSA Goals](#)
5. [Growth Areas for Continuous Improvement \(formerly Critical Areas for Follow-up\) not currently in the Schoolwide Action Plan/SPSA](#)

1. Significant Developments:

Since our last full visit in the Spring of 2016 there have been quite a few significant developments. Our third principal, since 2016, began his tenure with us at the start this 2022-23 school year. We have also experienced some changes to our campus, in our staffing, in our curriculum, as well as in our program offerings.

Staffing Changes

We have had two new principals since our mid-cycle visit. Our former Principal, James Western, left officially at the start of the second semester of the 2019-2020 school year. We were fortunate to have an interim principal for much of the fall semester and for the third quarter of the 2019-2020 school year. Dr. Danny Daher, started the week before Spring Break in March of 2020 and served as principal while we were on distance learning during the remainder of the 2019-2020 and the entirety of the 2020-2021, and then until the end of the 2021-2022 school year. Charles Neighbors started as Principal in July of 2022. This significant change in leadership has impacted our campus during the tumultuous times of the pandemic. We feel that there have been several stops and starts as we work towards increasing the academic achievement of our students and look forward to increased continuity and follow through in the coming years.

Since our self-study visit in 2016, GTHS has also seen changes in the assistant principal position. We currently have three assistant principals, one of which came from another campus within the district, the other was a GTHS teacher before becoming an assistant principal on campus in 2019, the third was a teacher in another district and just began with us in August of 2022. In 2016 there were 106 teachers on campus. As of Spring of 2023 there are 93 teachers on campus. While we have lost and gained teachers over the last seven years, most notably in the math department, our numbers have declined slightly. We did add three new positions: one English, one English Language Learner and one Math Teachers on Assignment (TOAs). The Local

Control and Accountability Plan (LCAP) provided the funds to hire the TOAs. Their roles are to provide support for students and teachers in their respective disciplines.

COVID-19 Pandemic

Grand Terrace High School campus was closed for in-person instruction from Friday, March 13, 2020 until Wednesday, August 8, 2021 due to the COVID-19 pandemic. For the remainder of the 2019-2020 school year teachers continued teaching their classes via distance learning. Teachers were given professional development on technologies to use and students were provided chromebooks to learn from home. Due to the chromebook check out in 2020 we are now a 1:1 chromebook district and campus. For the entirety of the 2020-2021 school year we remained in distance learning. Students met with their teachers and peers via WEBEX or GoogleMeet daily, as well as completed asynchronous assignments. Students were marked present if they engaged during the live synchronous meeting or logged in later and completed assignments. Teachers were allowed to change attendance results over 10 days and even with this generous definition of “present” our attendance rates fell slightly (92.55%) from our precovid 94% average, but not as much as the 2019-2020 school year number (71.68%) that was significantly lower. During the 2021-22 school year (91.6%), the attendance rate was slightly lower than 2020-21, due to the number of students out for Covid quarantine and isolation. [See a chart for the attendance rates here.](#)

Changes in Enrollment

From the time GTHS opened in 2012 until the 2015-16 school year, the GTHS student population consisted of students from Grand Terrace, south Colton, and north Bloomington. The Board of Education changed the [boundaries](#) to reflect the decision that north Bloomington students would attend Bloomington High School. This change allowed the current Bloomington students to remain at GTHS for the remainder of their high school career, but subsequent Bloomington students would attend Bloomington High School. From the 2015-16 school year to the 2021-22 school year, the [number of students](#) at GTHS reduced from 2438 to 1826, a difference of over 500 students. 2018-19 marked the final year with Bloomington students at GTHS and while our numbers were at their lowest during the 2020-2021 school year, we have leveled out to an enrollment number of a little over 1800 students. The change in enrollment has reduced the number of teachers on campus, however we are able to use empty classrooms for Resource rooms, a new Career Center, and a new Wellness Center.

Changes to Start and End Times

All comprehensive secondary high schools in CJUSD now start at 8:45am and end at 3:45pm on Mondays, Tuesdays, Thursdays and Fridays. Previous regular day schedule started at 7:25am and ended at 2:25pm. Late start Tuesdays that went from 9:30am to 2:25pm are no longer happening and we now have early release Wednesdays when class is in session from 8:45am to 2pm. From 2pm to 3:45pm we have time for PLC collaboration, department meetings, and various other meetings (Pathways, AVID, SPED, etc) to happen. Also, 20 minutes were added to the second period on our early release

Wednesdays to be used for various school announcements and activities we call “Titan Time.” We currently use Titan Time to push out student agenda activities like goal creation and reflection, grades checks, managing scheduling of assignments, calendaring school activities, etc. Those twenty minutes were taken from time we previously had for collaboration and various other meetings during the late start time on Tuesdays (7:15am to 9:30am). The new bell schedule we use has been given to us by the district.

Technology

Since our last visit when several teachers had class sets of chromebooks, now every enrolled student has a chromebook checked out to them that they are required to carry with them to classes. As of the Spring of 2022, every teacher now has a Promethean Board in their classroom. This is a considerable improvement from the first two Promethean Boards available for teachers to check out and use in their classrooms that we first purchased in 2016. In the 2018-19 school year, the math department began piloting iPads as an instructional tool for teachers and many more of our teachers now have use of an iPad in their classrooms. With these changes and the year spent in distance learning many teachers are using more digitally designed lessons, using less paper, and using Google Classroom to manage assignment delivery and communication. Students are able to see work assigned from home, are offered increased collaboration on some Google docs, and at least one teacher has begun self-pacing the classroom in order to ensure student mastery and student reflection.

Wellness Center

At the start of the 2021-2022 school year we opened a physical [Wellness Center](#) staffed by a mental health specialist. During the fall of the 2018-2019 school year we had one of our students commit suicide and the event impacted our community substantially. The campus tragedy coupled with the continued impacts of the COVID-19 pandemic moved us to focus on and use resources to support the mental health of our community. The Wellness Center provides a safe, welcoming, and open space for our students, parents, and faculty to receive the support they need to be successful and reach their full potential. Since we opened, the number of mental health referrals has increased significantly. During the 2019-20 school year, there were 33 Mental Health referrals and 12 referrals for other resources for students and family members. In the 2020-21 school year, (the first year of the Wellness Center at GTHS, but existed virtually due to the pandemic), there were 12 Mental Health referrals and 7 referrals for other resources for students and family members. During the 2021-2022 school year, (the first year of a physical on campus Wellness Center at GTHS) there were 82 Mental Health referrals and 24 referrals for other resources for students and family members. Also, during 2021-2022 we had 1400 students walk into the wellness center for social and emotional support and education. This increase in mental health referrals and referrals for other resources for students and family members serves to prove that Wellness Center serves to bring awareness of services offered by the district and county to both students and staff. We are confident our students are making use of the services. The

Wellness Center director shared Wellness Center [information](#) at a School Site Council (SSC) meeting in the Spring of 2022 and we offered parent educational courses regarding students and mental health issues during the 2021-22 school year and had 4 parents faithfully participate in all sessions. Our goals for this year include increasing the presence and information coming from the wellness center to both staff and parents. Already at a staff meeting in the fall of 2022 a [training](#) was delivered by our wellness center director regarding suicide prevention.

Title I

During the 2018-2019 school year GTHS became a Title I school and is receiving upwards of \$450,000 a year that we were not receiving before the Title I designation. The funds must be spent in the following categories that are aligned with the district goals and the school SPSA. The current Title I goals were created, modified, and approved by the GTHS School Site Council since our designation. The current goals also align with the Colton Joint Unified District LCAP goals and are concerned with the following concerns:

1. Academic Achievement (including the achievement our our SPED population)
2. English Language Learners
3. Parent and Family engagement
4. School Climate
5. Access to Resources (Added in the Spring of 2022)

Several items noted as significant developments on the 2019 mid-cycle report were moved into chapter 3 in order to make the list here the most significant developments.

2. Schoolwide Growth Areas for Continuous Improvement

The visiting committee from our previous self study in 2016, offered the following four schoolwide growth areas for continuous student improvement (formerly critical areas for follow-up).

Goal 1: Increase students demonstrating proficiency in English Language Arts and Mathematics on the CAASPP.

Goal 2: Increase language proficiency and overall academic performance for all English Learner students.

Goal 3: Increase percentage of students with disabilities attaining proficiency or better on the CAASPP

Goal 4: All students will make growth on benchmarks, CELDT, and CAASPP scores.

The Mid-Cycle Visiting Committee that came in the Spring of 2019, delivered the following four recommendations.

Recommendation 1: Continue to strengthen students' learning experiences through the PLC process as they address the PLC Essential Questions.

- It was suggested that Grand Terrace HS continue to invest time and effort in identifying each content area's essential standards through the PLC process to ensure access and equity for all students.
- GTHS was encouraged to continue with the alignment of summative and formative assessment to essential learning standards to refine the instructional focus in meeting the learning needs of all students.

Recommendation 2: For *Critical Area #4: All students will make growth on benchmarks, CELDT, and CAASPP scores*, focus on 9th grader academic outcomes emphasizing math literacy and ELA literacy.

Recommendation 3: Continue to build a schoolwide college-going culture through existing programs and resources, such as AVID, the College & Career Ready course, and the counseling center.

Recommendation 4: The mode of communication be evaluated and refined to ensure that the intended audience is receiving messages.

3. Ongoing Follow-up Process

In response to the WASC self-study process in 2016, GTHS developed a four-part Single Plan for Student Achievement (SPSA) to guide school improvement over the next six-year cycle (made seven due to a postponement). Over those years, school leadership, some staff members, and the school site council reviewed the SPSA and made adjustments or changes on an as needed basis. The four goals of our SPSA prior to the 2019 mid-cycle visit were as follows:

Goal 1: English Language Arts / Mathematics

- The percentage of students attaining proficiency or better will increase by 3% annually on the ELA CAASPP and 3% annually on the Math CAASPP in 2016-19.

Goal 2: English Language Learners

- The percent of English Learner students in the U.S. five years or more that attain proficiency in English will increase by 4%.
- The percent of English Learner students gaining one CELDT level per year will increase by 5%.
- The percentage of English Learners being reclassified will increase by 5%

Goal 3: Special Education

- The percentage of students attaining proficiency or better will increase by 5% on the ELA benchmark/final exam and 8% on the Math benchmark /final exams in 2015-2016. *(To Be Determined by the Benchmark/Final exams from semester 1 compared to semester.)*

Goal 4: 9th Graders

9th grade student credit completion rate will increase by 10% (On track for graduation).

After considering the recommendations of the 2019 Mid-Cycle Visit the SPSA was updated to the first four of the following goals. A fifth goal was added in the Spring of 2022 to align with our district's LCAP goals. That fifth goal will not be addressed in

this report as we are currently just beginning to address it in the 2022-2023 school year. The following is a list of our current SPSA Goals:

Goal 1: English Language Arts / Mathematics

- The percentage of students attaining proficiency or better will increase by 3% annually on the ELA CAASPP and 3% annually on the Math CAASPP in 2016-21.
- The percentage of Special Education students attaining proficiency or better will increase by 5% on ELA final exams and CAASPP and 5% on Math final exams and CAASPP. (To be determined by the Benchmark/Final exams from semester 1 compared to semester 2 and CAASPP data.)
- Improve credit completion rate and grades of all students by 3% annually.

Goal 2: English Language Learners

- The percent of English Learner students in the U.S. five years or more that attain proficiency in English will increase by 4%.
- The percent of English Learner students gaining one ELPAC level per year will increase by 5%.
- The percentage of English Learner students earning proficient or above on the ELA/CAASPP will increase by 5%. (To be determined once the CAASPP results are released by the state.)
- The percentage of English Learner students earning proficient or above on the Math CAASPP will increase by 5%. (To be determined once the CAASPP results are released by the state.)
- The reclassification rates shall increase yearly by 5%.

Goal 3: Parent Partnership

- Improve the academic achievement of our students by involving, informing, and partnering with parents about their students and the general school process in preparing their kids for college and career.

Goal 4: Student Social and Emotional Development

- Support and improve the academic achievement of our students by supporting their social emotional development

Goal 5: Access to Resources

- Ensure students have access to quality resources, facilities, and highly qualified teachers.

The current Colton Joint Unified School District LCAP goals are as follows:

Goal 1: *Equitable Access for All*

- Equitable Access for ALL Increase the success of ALL students by ensuring that systems are responsive and supportive to the needs of ALL students

Goal 2: *Student Achievement*

- Prepare all students for college and career success in a global society by providing a rigorous course of study in all academic areas with an emphasis on proficiency in Literacy and Mathematics.

Goal 3: *Wellness*

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- Wellness Cultivate a positive, engaging school climate in which students are provided with resources to address their social, emotional and academic needs while providing a safe environment to succeed.

Goal 4: Family and Community Engagement

- Encourage and promote parent, family and community engagement in the education process, providing opportunities for active input in decision making.

Goal 5: Access to Resources

- Ensure students have access to quality resources, facilities, and highly qualified teachers.

We have identified and insured alignment of the WASC recommendations, SPSA goals, and LCAP goals as noted in the chart below.

<u>WASC/SPSA/LCAP ALIGNMENT</u>		
WASC Recommendations	SPSA	LCAP (updated 2021-2022)
Goal 1: Improve student achievement (CAASPP, benchmarks) Rec: PLC essential standards, align assessments Rec: Focus on 9th grader credit completion	Goal #1: Improve student achievement (CAASPP, credit completion)	Student Achievement
Goal 2: Improve ELL Student achievement (CAASPP, ELPAC) Goal 3: Improve SPED student achievement (CAASPP, benchmarks)	Goal #2: Improve ELL student achievement (CAASPP, Reclassification, ELPAC) Goal #1: Improve SPED student achievement (Benchmarks/Finals/CAASPP)	Equitable Access for All
Rec: College going culture	Goal #4: Social Emotional Development to improve student achievement	Wellness
Rec: Evaluate and refine mode of communication	Goal #3: Involve, inform, partner with parents to improve students' achievement.	Family and Community Involvement
	Goal #5: Access to Resources (Required by district, implementing 22-23 School year)	Access to Resources

It must be noted that, in addition to continuing to encourage a college going culture, as recommended by the 2019 visiting committee, we determined that we should also have a focus centered on student wellness. Due to the student suicide in the fall of 2018, the impacts of the COVID-19 pandemic, and at the guidance of our 2020-2022 Principal, Dr. Danny Daher, it was determined that student mental health become a critical area of focus.

The SPSA is regularly reviewed by our School Site Council members (made up of staff, parents, and administration). The goals are given to teachers in regular staff

meetings as well as WASC meetings. The SPSA is posted on our website. All of the title one monies (which makes up the lion share of our budget) spent must be justified by a goal or strategy listed under the goal. For example, our wellness center that officially opened in the fall of 2021 is funded by title one monies through goal 4 of our SPSA.

We monitor our goals through empirical data as much as possible. We looked at CAASPP and ELPAC results, especially between 2016-2019. We also look at math and ELA benchmarks, credit completion (most notably students with 3 or more Fs), we use surveys and department meeting discussions and or requests, we look at wellness center referrals, the new Titan App usage, and for the 2021-22 school year, we piloted along with our district Map testing (implemented 2021-22) to monitor short term changes.

4. Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Schoolwide Action Plan/SPSA Goals:

Our current SPSA is aligned with the Critical Areas of Follow-up given to us in 2016 as well as the recommendation of the visiting committee from 2019. Below outlines the accomplishment of each of our SPSA as well as Critical Areas of Follow-Up and Recommendations from previous WASC visiting committees.

SPSA GOAL #1

SPSA GOAL	<p>SPSA GOAL 1: Improve Student ELA and Math achievement</p> <p>1a) The percentage of students attaining proficiency or better will increase by 3% annually on the ELA CAASPP and 3% annually on the Math CAASPP in 2016-21.</p> <p>1b) The percentage of Special Education students attaining proficiency or better will increase by 5% on ELA final exams and CAASPP and 5% on Math final exams and CAASPP. (To be determined by the Benchmark/Final exams from semester 1 compared to semester 2 and CAASPP data.)</p> <p>1c) Improve credit completion rate and grades of all students by 3% annually.</p>
Related WASC Rec.	<p>Critical Area of Follow Up Goal 1: Increase students demonstrating proficiency in English Language Arts and Mathematics on the CAASPP.</p> <p>Critical Area of Follow up Goal 3: Increase percentage of students with disabilities attaining proficiency or better on the CAASPP.</p> <p>Critical Area of Concern GOAL 4: All students will make growth on benchmarks, CELDT, and CAASPP scores.</p> <p>Recommendation 1: Continue to strengthen students' learning experiences through the PLC process as they address the PLC Essential Questions.</p> <p>-It was suggested that Grand Terrace HS continue to invest time and effort in identifying each content area's essential standards through the PLC process to ensure access and equity for all students.</p> <p>-GTHS was encouraged to continue with the alignment of summative and formative assessment to essential learning standards to refine the instructional focus in meeting the</p>

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	learning needs of all students.
Related Graduate Profile Items	Critical Thinkers Communicators
How Goal Was Determined	This goal was carried over from our previous WASC self study. We at GTHS acknowledge the lost potential when many of our students perform below proficiency. We continually strive to encourage improvement in student achievement for all our students including our special education population. The critical areas of follow up given to us in 2016 are almost an exact copy of our SPSA goal 1. The WASC recommendation given to us in 2019 to address student achievement needs with the focus on continuing the development of Professional Learning Communities has become an excellent means to meet our goal of improving student achievement with success.
Strategies	<p>Strategy 1 Teachers will have release time or be paid extra duty to collaborate within course alike groups and/or cross-subject grade level to modify pacing guides, analyze data, create common assessments, build lessons and units; align instruction to course standards, increase rigor, observe other teacher classrooms, collaboratively grade writing assignments and plan common lessons utilizing the literacy standards.</p> <p>Strategy 2 Provide focused staff development to support the implementation of effective collaborative teams, inclusive practices, co-teaching, equitable grading, and educational technology. Training will include collaboration with Wellness Center to address the Social Emotional health of students and academic achievement.</p> <p>Strategy 3 Provide additional instructional support and intervention to students scoring below proficiency levels and/or credit deficient through: 1) Extended day opportunities for credit recovery, 2) After school tutoring</p> <p>Strategy 4 Provide instructional materials and supplies, online subscriptions/licenses, technology, software, flexible seating, and supplementary books in the learning resource center and classrooms to support reading and math across all curricular areas.</p> <p>Strategy 5 Support academic achievement of freshman through mentorship program such as Link Crew, and College and Career Readiness classes and bridge programs</p> <p>Strategy 6 Provide all students with college and career experiences</p> <p>Strategy 7 Provide supplemental library books and materials to increase opportunities for students to develop independent reading and research.</p>
Impact on Student Learning	After the conclusion of the WASC self-study visit in 2016, teachers worked to increase the level of rigor in their instruction, student work, and assessment. The intent was that by focusing on implementing more rigor, student achievement would increase. After the mid-cycle visit in 2019 and with the events of the COVID-19 pandemic focus moved more towards ensuring equitable access for all students no matter their situation. We noticed some lower achievement levels in our special education (SPED) students as well as our

youngest students, both before and after the pandemic, and work to provide support to encourage achievement increases for all students.

We have worked to improve our Professional Learning Communities (PLCs) so students benefit from teachers who are participating in thoughtful collaborative work regarding student progress. PLC's met within departments, during time on late start Tuesdays (school started later and teachers were given time to meet during the early morning). As of the 2022-23 school year, PLC meetings now happen after school on early release Wednesdays. These meetings happened via virtual meeting platforms during the distance learning years. Before the COVID pandemic, PLCs also met during 2-3 collaboration pull-out days during the school year (where teachers met all day while substitutes watched their students). During those days teachers could devote concentrated time to identify targets, create common assessments and use the common assessment data to inform future instruction. Now, however, those pull out days do not happen unless teachers choose to meet outside of contract hours (with extra duty pay) because we are not able to fully use the funded pull-out days due to substitute shortages within our district. We still meet on Early Release Wednesdays though we have about 30 mins less time on those days than we did when we had Late Start Tuesdays. Collaboration is happening but teachers report the need for more time. Since the last visit more departments have moved to utilizing common formative and summative assessments to gather data and to drive practice. Many departments worked during more recent years to use identified targets and common assessment data to inform future instruction.

During the 2021-22 school year we began true Special Ed and General Ed co-taught classrooms in some of our English and Math courses. Two sections of English I (Calderon and Romero), two sections of English III (Reh and Gray), two section of Algebra 1 (Radney and Melendrez), 2 sections of Geometry (McDonald and Garcia), and two sections of Algebra 1 that consisted solely of students retaking the course (Borquez and Douglas). Teachers that had these co-taught classrooms participated in monthly virtual trainings to prepare them for authentic co-teaching. Partnerships worked well and the success rate was high. The D-F rates for the co-taught classrooms was significantly lower than the classrooms where no co-teaching was happening, with the exception of our Algebra 1 first timers which had a substitute during a good portion of the year due to a teacher out on maternity leave. [See the data here](#). Because the courses were co-taught, student teacher ratio was cut in half and both teachers were able to use multiple co-teaching strategies to help all students. For this year, 2022-23, everyone went back to the same partners and we added two biology sections with Ravenott and a Biology teacher. Also we've expanded a similar program to some elective courses and SDC teachers. There is an SDC teacher and elective teacher co-taught class in a theater course, PE and an art course. That makes it so all SPED teachers have two sections of a co-taught classroom and the plan for the future is to reduce all SPED teachers to 1 learning center so SPED teachers can do three sections each.

We have a lot of students who have a lack of credits since the COVID pandemic. This is a common problem across the district. During the 2021-22 school year we increased the number of credit recovery classes offered both during the school day and after school. Previously in the 2020-21 school year extra credit recovery courses were offered outside of the normal school day with teachers monitoring students progress digitally and meeting with students on Saturdays. Underperforming students also benefit from after school (now before school) tutoring. Prior to COVID, in response to the SPSA goal aimed to increase the number of 9th graders on track for graduation by increasing their credit completion rate, GTHS adopted the nationally recognized Link Crew program to support its 9th graders. The goal for Link Crew is to quickly connect 9th graders to campus and

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	<p>provide social and academic support throughout the year. Link Crew's 11th and 12th grade student leaders meet with the freshmen once monthly during the school day and do character lessons, fun activities, and have academic conversations with the students. Events like Hot Coco and Study nights are also offered after the school day. Also, when struggling 9th graders are identified, their Link Crew leader has a personal conversation with them to encourage them to improve. 9th graders did increase their rates of credit completion after 2015-16, but we did see a dip in the 2019-20 school year. In the 2015-2016 school year Math, ELA, and EL teacher on assignment positions were created. Math and EL TOAs started mid year and the English TOA started in 16-17. Since then the TOAs continue to provide mentoring support to the teachers as well as student intervention is provided through in classroom support and out of classroom small groups. Students are referred to the TOAs by teachers, parents, and counselors. At the start of 2020 our English and EL TOA's identified 100 Freshman that had 3 or more F's and began pulling them out for strategic study skill days and then monitored and mentored those students during the third quarter of 2020. Shortly after the program began with some improvements noted anecdotally, we went to distance learning full time and our efforts were paused. The distance learning years saw a significant rise in students (across the board, not just Freshman) with 3 or more F's. This is and was a problem for the entire district and one of the reasons why we increased the number of credit recovery classes as well as providing a district wide, 24 hour tutoring service (Paper). During the Spring of 2022 we were able to implement Think Together with a full time person and a room where students with significantly low grades (this time 4 or more F's) were able to get tutoring, study skills, and progress monitoring (sometimes during class but often during lunch or after school). Several of the identified students also brought their friends to the Think Together room and many students were able to improve their grades before the end of the semester. The college and career ready course we previously offered to assist our Freshman students was taken off our master schedule to make room for the increased number of credit recovery courses offered.</p> <p>We are working diligently to improve the academic success of all our students. Many of the teachers and staff at GTHS would like to see more continuity of implementation of programs from year to year. We do feel the pausing impact of the pandemic and changing leadership over the last few years and are hopeful for stable growth and implementation of programs within the coming years. We acknowledge that we did not meet our measured outcomes but we are proud of the impact of our actions so far and look forward to the ability to implement strategies long term and with continuity in the future.</p>
Measured Outcomes Met?	<p>a) The 3% improvement per year in CAASPP ELA scores happened from the 2017-18 to 2018-19 school years (56% to 62%), but not from 2018-19 to 2020-21 (62% to 58%). Looking across two years here but there was no data in the 2019-20 school year. The 3% improvement per year in CAASPP Math scores did not happen from 2017-18 to 2018-19 nor from 2018-19 to 2020-21. (25% to 21% to 20%). We note that this data, especially numbers from 2020-21 tests could be low due to the fact that students were in distance learning the entire school year and fewer students tested.</p> <p>1b) The 5% improvement per year for Students with Disabilities on the CAASPP ELA happened from the 2017-18 to 2018-19 school years (7% to 19%), but not from 2018-19 to 2020-21 (19% to 20%). We note that this data, especially numbers from 2020-21 tests could be low due to the fact that students were in distance learning the entire school year. The 5% improvement per year Students with Disabilities on the CAASPP Math scores did not happen from 2017-18 to 2018-19 (0% to 0%) but did happen from 2018-19 to 2020-21. (0% to 6.9%). This improvement happened during the distance learning year.</p>

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	<p>1c) We have a lot of students who have a lack of credits. This is a common problem across the district. For the last few years we kept track of the number of students who received 3 or more Fs. The number of students with 3 or more F's rose over the last three years. In the first semester of 2020-21 (our distance learning year) we had the greatest number of students with 3 or more F's (25% of our population). Previously, for Semester 1 of 2018-19 there were 7% of our students that had 3 or more F's. For Semester 1 in 2019-20 12% of students had 3 or more F's. In the 2019-2020 school year, we thought the increase of students with 3 or more Fs was high, especially in our Freshman population, so our TOAs instituted special skills classes for our 100 or so Freshman that had 3 or more F's and also tracked, monitored, and mentored those students. We started to see some improvements but then we had to go into distance learning after Spring Break. Again, the number of students with 3 or more F's was at its highest in the first semester of 2020-21 (the year all students were working from home). Many many more students needed to recover credits. We continued our summer school program and added more credit recovery courses into our master schedule. The number of students with 3 or more F's leveled down back to 12.7% for Semester 1 of the 2021-22 school year, a number close to the number we had before Covid, but still higher than our 2018-19 number. Our D-F rate for the first semester of the 2021-22 school year was 26.4%, then went to 27.6% for the second semester. Semester one of this school year (2022-23) went down to 23.1%. We also saw some improvement in the D-F rate over the last 3 semesters for our SPED students (27.6%, 27%, 25.3%) and our Freshman students (31.8%, 34.8%, 29.5%). We are glad to have seen improvement and are encouraged that we are moving in the right direction.</p>
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SPSA GOAL #2

SPSA GOAL	<p>SPSA GOAL 2: Improve the student achievement of our English Learner Students</p> <p>2a) The percent of English Learner students in the U.S. five years or more that attain proficiency in English will increase by 4%.</p> <p>2b) The percent of English Learner students gaining one ELPAC level per year will increase by 5%.</p> <p>2c) The percentage of English Learner students earning proficient or above on the ELA CAASPP will increase by 5%. (To be determined once the CAASPP results are released by the state.)</p> <p>2d) The percentage of English Learner students earning proficient or above on the Math CAASPP will increase by 5%. (To be determined once the CAASPP results are released by the state.)</p> <p>2e) The reclassification rates shall increase yearly by 5%.</p>
Related WASC Rec.	Critical Area of Follow up Goal 2: Increase language proficiency and overall academic performance for all English Learner students.
Related Graduate Profile Items	Critical Thinkers Communicators
How Goal Was Determined	This goal was carried over from our previous WASC self study. Our English Learners continue to struggle in math and english. We at GTHS acknowledge the lost potential when our significant English Learner population performs below proficiency. The second critical area of follow up given to us in 2016 is almost an exact copy of our SPSA goal 2.

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Strategies	<p>Strategy 1 Provide targeted instructional support and intervention to English learners, students with disabilities, and other identified subgroups scoring below proficient. Deliver after school tutoring support and provide intensive instruction to English Learners with low achievement levels. Monitor progress of English Learners and identified subgroups</p> <p>Strategy 2 Provide training and coaching support to teachers and support staff in the implementation of specific instructional strategies designed to support the needs of English Learners, students with disabilities, and other identified subgroups.</p> <p>Strategy 3 Provide extra duty for classified instructional support staff to support students during extended day programs to English Learners, students with disabilities, and other identified subgroups with low achievement levels</p>
Impact on Student Learning	<p>Our ELLs have benefited from a dedicated EL counselor to communicate with students and parents about academic performance. There is also one language aide who works to provide academic support to low proficiency students in their classes. Students also benefit from the provision of additional support in the form of Subject-specific TOAs who aid students in and out of the classroom. To increase language proficiency, EL students have a language support class aligned with the district adopted ELA textbook. Dual-designated (EL and RSP) receive additional support with a dedicated case carrier.</p> <p>Our English Language TOA pulled data, monitors the EL students, coordinates between English and EL, and monitors literacy. The EL TOA has pulled out students who need extra help. In the 2015-2016 school year, our reclassification rate was 10.8% and increased to 28.8% in 2018-2019 with the help of our EL TOA. Our reclassification numbers did drop during the distance learning times but we are recovering.</p> <p>No longer in separate sheltered classes, our ELL population is mainstreamed into general education classrooms, exposing them to native born speakers in order to help build their vocabulary. English uses an English ELD textbook in ELD classes that connects to the English textbook used in the English classes. History piloted new books with ELD scaffolding shortly before the distance learning years. English and Math departments incorporated technology into their summative assessments. Increased access to technology (every student has their own chromebook) helps students to find documents in their primary language as well as ensure access to Google Translate. Language classes practice total physical response to help with all levels with acquiring the target language. With the change of the science curriculum to NGSS the hands-on approach is helping ELL learners be more engaged since they are moving away from a lecture style format. Spanish teachers held after school parenting classes to teach parents strategies to help their students prior to the distance learning years. Daily usage of CA EL framework standards in daily lessons is implemented to help increase scores on benchmarks, CELDT, and CAASPP.</p>

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Measured Outcomes Met?	<p>2a) We have proficiency data for our entire EL population for the 2017-18 and 2018-19 school years and data for students in the district six years (goals says five years, will need to change that) or more. The percent of EL's that attained proficiency from 2017-18 to 2018-19 almost increased by our goal of 4% (13.33% to 17.14%). However from 2018-19 to 2020-21 (again skipping a year because the ELPAC was not given in 2020) we did not increase our percentage (17.14% to 11.96%). Our students were in distance learning for the 2021 CELDT exam and we feel they had an extremely tough time taking classes via distance learning.</p> <p>2b) We did not track the percent of EL's gaining one ELPAC level per year. We will need to change the language of our SPSA goal to meet the access to data that we will track.</p> <p>2c) The 5% improvement per year for ELLs on the CAASPP ELA happened from the 2017-18 to 2018-19 school years (3% to 14%), but not from 2018-19 to 2020-21 (14% to 5%). We note that this data, especially numbers from 2020-21 tests could be low due to the fact that students were in distance learning the entire school year.</p> <p>2d) The 5% EL improvement per year on the CAASPP Math scores almost happened from 2017-18 to 2018-19 (0% to 4.55%) but did not happen from 2018-19 to 2020-21. (4.55% to 0%). Again we note that this data, especially numbers from 2020-21 tests could be low due to the fact that students were in distance learning the entire school year.</p> <p>2e) The reclassification rate rose 5% from the 2017-18 to 2018-19 school year (23% to 29%). However we did not grow our reclassification rates by 5% after the 2018-19 school year until the 2021-22 school year (2019-20 = 8% , 2020-21 = 9%, 2021-22 =16%). The impacts of distance learning at the end of the 2019-2020 school year and all throughout the 2020-2021 school definitely made it difficult to work on reclassification and our EL students had a more difficult time.</p>
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SPSA GOAL #3

SPSA GOAL	<p>SPSA GOAL 3: Parent Partnership Improve the academic achievement of our students by involving, informing, and partnering with parents about their students and the general school process in preparing their kids for college and career.</p>
Related WASC Rec.	<p>Recommendation 4: It is recommended that the mode of communication be evaluated and refined to ensure that the intended audience is receiving messages.</p>
Related Graduate Profile Items	<p>Critical Thinkers Skilled Communicators and Collaborators Digitally Resilient G.R.E.A.T (Generosity, Respect, Excellence, Accountability, Teamwork)</p>
How Goal Was Determined	<p>After the recommendation given from our WASC Mid Year visit in 2019, it was determined by our site principal and school site council that one of our SPSA goals should be to partner with parents to improve the academic success of our students. We would like to note that we have focused on improving our communication with not only our parents but also our staff and students. We want to make sure all stakeholders are aware of policies, events, and opportunities at GTHS.</p>

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Strategies	<p>Strategy 1 Provide in-person or virtual parent classes, workshops, and conference opportunities to assist parents in aiding the success of their students, support student academics, as well as preparing students for college and career readiness. Workshops will include supporting all students. Parent classes and workshops will include collaboration with Wellness Center to address the Social Emotional health of students and academic achievement.</p> <p>Strategy 2 Involve and inform parents about instructional goals, academics, and other school-related information through in-person or virtual parent events and activities as well as School Site Council, school website, blackboard connect, marquee, and the GT Titans app. Provide light refreshments for in-person parent meetings and workshops.</p>
Impact on Student Learning	<p>The information below stems from a survey given to staff in January of 2020. We have added information regarding the years since where possible.</p> <p>Prior COVID many of our teachers began using Google Classroom as a means for students and parents to access class resources and information outside the physical classroom. During the time we were in distance learning Google Classroom use expanded to all teachers and the majority of teachers continue to use Google Classroom since we have come back to in person learning. Students and by extension parents now have information about due dates and assignments at any time.</p> <p>Our admin team and some staff work to keep the school website as up to date as possible, so parents can find information regarding the school as easily as possible to aid in their students' experience here at GTHS. At the start of the 2021-22 school year we launched a Titan App for IOS and Android. It serves as yet another means for parents and students to access information. The app, unlike the website, is able to send out notifications to individuals' mobile devices, serving to remind our stakeholders of upcoming events and other pertinent information. There were 2041 downloads of the Titan App and 2069 active users during the 2021-22 school year, and as of August 12, 2022, the start of 2022-23, school year there were 300 new downloads. The district upgraded our messaging system to Parent Square, offering another way to get information into the hands of our stakeholders.</p> <p>The RSP department reports that parents are responding to attend IEP meetings and responding to emails, but note they would like to improve parent participation in IEPs with improved scheduling to ensure that parents are able to attend meetings. During our time in distance learning and all through our first year back in person (2021-22), all IEP meetings were held via a video conferencing platform. It should be noted that parent participation at IEPs was much better with the video conference meetings. Even now we still give parents the choice to attend IEP meetings live or to attend virtually.</p> <p>We offer and have offered several parent nights throughout a school year, such as pathway evenings for students in our Career and Technical Instruction Pathways, Incoming Freshmen Night that his held during the Spring for eighth graders from our feeder schools, Freshman Family night (held for the first time in August of 2022), Awards Assemblies, College Night, Senior Family nights, Wellness Center Parent Courses. Many of these events are well attended, especially the Awards Assemblies and the Incoming Freshman Night. At the start of the 2022-23 school year we are offering two Freshman Family Info Meetings (one in the morning and one in the evening) to share with families important information parents can use throughout their students' four year journey. Our School Site Council and ELAC committees have had committed parent participation over the years. Last year, however, our ELAC committee often had a lack of parents present and</p>

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	we are looking to improve that situation this year.
Measured Outcomes Met?	<p>According to a school culture survey given to parents during the 2021-22 school year, parents who responded seem to agree that we encourage our families to be involved, they receive effective communication regarding their students' academic progress and school events, and we provide opportunities for parents to support their students. Our goal is to give this survey annually and have versions for staff, students and parents to fill out. We have given the survey to staff and students for the past two years as well as in 2017-18. We did the same for parents but during the distance learning year (2020-21) we did collect any responses from parents. Visits to our webpage reached into the 6000s at the start of the school year and dipped to 3000 as the year went on. Last year we saw increased activity towards the end of the spring semester as well. We also have Q Communicate/Parent Square that tracks communication data that shows the reach of our messages. According to the data in the system we are able to contact 96% of our families. Our usage of the system (updated last year) has increased this year and we can see when we open up individual messages how many we've reached via email, text and through the system's app. We can see the same information on our school app, while we've slowed the use of messages sent via this current school year through the app, we are discussing the possibility of increasing usage and awareness once again as we move forward, to make sure there are multiple means of engagement available for our parents. We can see through the data in all these systems that messages are being delivered and information is available to our parents and we feel that this is a step forward in bettering our communication and improving our partnership with parents.</p>

SPSA GOAL #4

SPSA GOAL	<p>SPSA Goal 4: Student Social and Emotional Development Support and improve the academic achievement of our students by supporting their social emotional development</p>
Related WASC Rec.	N/A
Related Graduate Profile Items	Digitally Resilient G.R.E.A.T (Generosity, Respect, Excellence, Accountability, Teamwork)
How Goal Was Determined	While we continue to encourage a college going culture, as recommended by the 2019 visiting committee, we shifted our focus to more fully center on student wellness. Due to the student suicide in the fall of 2018, the impacts of the COVID-19 pandemic, and at the guidance of our 2020-2022 Principal, Dr. Danny Daher, it was determined that student mental health become the critical area of focus.
Strategies	<p>Strategy 1 Recognize improved student achievement, attendance and behavior through awards, assemblies and celebrations.</p> <p>Strategy 2 Provide activities for all students to teach appropriate behaviors that stress academics.</p> <p>Strategy 3 Provide a wellness center for students to receive mental health support. Continue staffing the wellness center. Implement a Peer Counseling program to expand the reach of the wellness center throughout campus.</p>

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Impact on Student Learning

In January of 2020 a [survey](#) was given to staff to get feedback on the progress of this goal. Teachers noticed an increase in mental health support in general education such as an added therapist and additional interns in the counseling offices. There was more availability to meet with students and address their mental health needs. However, at that point staff saw a need for more of a workforce to support the increased need for mental health services. It had been a little over a year since the loss of one of our students to suicide and we all saw the need for more social and emotional help for our students. Since then we have taken great strides to address this need. We are proud of your efforts and are encouraged by the added benefits to our students.

We opened the doors of our campus Wellness Center in the Fall of the 2021-22 school year. The Wellness Center provides resources and support to help our students, staff, and students' families with the everyday stresses they may encounter. These resources include information on how to regulate or balance emotions. Students can use the wellness center as a safe and peaceful place to help unwind from the things that are overwhelming them. Parent workshops are offered in the evenings and in the future staff training and support will happen. During the 2019-20 school year, there were 33 Mental Health referrals and 12 referrals for other resources for students and family members. In the 2020-21 school year, (the first year of the Wellness Center at GTHS, but existed virtually due to the pandemic), there were 12 Mental Health referrals and 7 referrals for other resources for students and family members. During the 2021-2022 school year, (the first year of a physical on campus Wellness Center at GTHS) there were 82 Mental Health referrals and 24 referrals for other resources for students and family members. Also, during 2021-2022 we had 1400 students walk into the wellness center for social and emotional support and education. This increase in mental health referrals and referrals for other resources for students and family members serves to prove that Wellness Center serves to bring awareness of services offered by the district and county to both students and staff. We are confident our students are making use of the services. The Wellness Center director shared Wellness Center [information](#) at a School Site Council (SSC) meeting in the Spring of 2022 and we offered parent educational courses regarding students and mental health issues during the 2021-22 school year and had 4 parents faithfully participate in all sessions. Our goals for this year include increasing the presence and information coming from the wellness center to both staff and parents. Already at a staff meeting in the fall of 2022 a [training](#) was delivered by our wellness center director regarding suicide prevention.

A Peer Counseling class began during the 2021-22 school year. This first class of students was trained, with the help of the Wellness Center staff, to be peer counselors. Those students will become peer counselors during this school year (2022-23) and train a new group to take their place. Our whole student body will benefit from increased access to trained support and possible mentees.

For several years teachers participated in training offered by Joelle Hood in order to foster a positive school climate and increase the knowledge of social/emotional learning (SEL) practices. Before distance learning all teachers were trained on the basics of SEL and there was a select team who went to more in-depth training. We were reminded of these strategies through less formal professional development during the distance learning years and when we returned to in person learning we had a full day SEL training at the start of the year. Students benefited from teacher implementation of SEL strategies in class and around campus. Some teachers reported via a survey, given prior to distance learning, that students seemed happier and there were less student complaints.

Students also benefit from the continued improvements to our PBIS tier one awards and

	teacher reminders to recognize positive behavior. Teachers are encouraged to give students targeted praise and hand out Titan Tickets that students can use to purchase rewards in the student store (games, polaroid cameras) or they can put tickets in a raffle for larger prizes (Nintendo Switch, Chromebooks).
Measured Outcomes Met?	According to a school culture survey given to students during the 2021-22 school year, a majority of students feel that teachers care about them, that they are treated fairly and with respect by staff and other students and that they feel safe on our campus. We would have more of that majority mark the “always” and “often” response as opposed to the “sometimes” choice in the survey and perhaps may change the language of those choices in the future to get a more accurate read on what our students are saying. Our goal is to give this survey annually and have versions for staff, students and parents to fill out. We have given the survey to staff and students for the past two years as well as in 2017-18. Our PBIS survey results (specific numbers can be found in the profile chapter on page) over the last few years suggest that there is an upward trend of students who feel that they like school, feel successful, are recognized for their good behavior, teachers treat them with respect and that student behavior allows teachers to teach. The suspension rate has slightly declined as well (again specific numbers are in the profile chapter). We also are extremely happy with the increased use of the Wellness Center and increased mental health referrals as mentioned above. We are happy that more students are accessing available resources.

5. Growth Areas for Continuous Improvement (formerly Critical Areas for Follow-up) not currently in the Schoolwide Action Plan/SPSA

As noted above, the recommendation to continue building a schoolwide college-going culture through existing programs and resources lessened in focus while we put more effort into improving the social and emotional health of our students. While the college-going culture was a smaller focus we still continued to implement College Wear Wednesdays, held College and Career fairs, and promoted our Career and Technical pathways. Our Career Center still offers career, college, scholarship, military, and post-secondary counseling.

Last year we began to consistently push out Titan Time slides for students to work on during the extra time embedded into Period 2. During that time students were encouraged to write down important dates in their student agendas, complete monthly goal reflections, track grade progress, along with some other activities meant to develop soft skills that will help students succeed in achieving their current educational goals as well as their future college and career goals. Employability workshops, career interest assessments and other opportunities are available to our students to explore different pathways on their road to success. Our counseling department holds class meetings providing post high school information as well as providing college application workshops, financial aid workshops. Our career center provides support as well through career interest surveys, interview workshops with local business professionals coming in to do the interviews. This year we began pushing YouScience through our Titan Time (extra minutes embedded into period 2) in which students can take career aptitude assessments that will help guide their future decisions.

Our district also offers and pay for PSAT, SAT, and AP exams for our students. All ninth and tenth graders and some 11th graders PSAT in the fall. Juniors can take the SAT

in the Spring. And any student enrolled in an AP course takes the AP exam free of charge. Our school district received, for the 2017-18 school year, a three-year College and Career Readiness Grant that paid for these exams. After the three years were up, the district began paying for the PSAT, SAT, and AP exams.

Since 2017, the newer Coaching and Certification Instrument(CCI) from AVID is a rigorous assessment of not just our AVID program but the school as a whole. GTHS strives to do well on that assessment and show that we are spreading the AVID strategies and college going culture throughout our school. While we put our goal of AVID demonstration status on hold during the pandemic years, we are excited to once again work towards spreading the wealth of knowledge our AVID program has beyond our strong AVID core classes and into our core content classes. With that in mind, we plan to encourage more consistent use of the Student Agenda by more of our students, as well as encourage more teachers to train in AVID strategies and to keep AVID at the forefronts of their minds when they create lessons.

Chapter II: Student/Community Profile and Supporting Data and Findings

- A. [*General Background and History*](#)
- B. [*School Program Data--Description of Programs*](#)
- C. [*Schoolwide Learner Outcomes/Graduate Profile*](#)
- D. [*Demographic Data*](#)
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General Background and History

Grand Terrace High School (GTHS) was established in 2012 and is one of three comprehensive four-year high schools in the Colton Joint Unified School District. In the eleven years of operation, the school has experienced tremendous development in all areas of campus life ranging from student enrollment and staffing, to school pride, student social emotional link to learning, academic success, quality of athletic and extracurricular programs, and the development of linked learning career pathways. We continue to strive to improve and ensure that students that graduate from Grand Terrace High School are critical thinkers, skilled communicators and collaborators, and digitally resilient who have cultivated the habits of generosity, respect, excellence, accountability, and teamwork.

1. Community

The Grand Terrace High School campus is located in the southwestern corner of the city of Grand Terrace in San Bernardino County, directly bordering Riverside County. The community of Grand Terrace was originally known as East Riverside, then South Colton for the better half of the 20th century before earning its own identity as the community of Grand Terrace. The community started primarily as an agricultural community dominated by citrus, walnut, and peach groves. Since incorporating as a city in 1978, the community has transformed into a more suburban community, retaining trace evidence of its agricultural roots.

According to the 2019 United States Census Bureau, the median household income in Grand Terrace is \$71,788 with 8.7% of the residents below the poverty level. 87% of the Grand Terrace population that are 25 years of age or older possess a high school diploma or higher while 26% of that same population have a Bachelor degree or higher. The ethnic breakdown of Grand Terrace residents include: 46.4% White; 39.1% Hispanic; 6.5% Asian; 5.6% Black; 2.4% All Other.

After breaking ground in 2009, Grand Terrace High School opened in 2012 and was the first new high school in the district since 1962. The community of Grand Terrace waited over 30 years for their own high school which resulted in a strong sense of ownership as demonstrated through great concern and desire to see the school succeed. The school first opened with only freshmen, sophomore and junior classes; the first students to walk as graduates were in the class of 2014.

GTHS is a closed campus built on 67 acres originally planned to accommodate

approximately 2,500 students. The opening of GTHS resulted in significant changes in district boundaries, busing of students from neighboring cities, and major shifts in the staffing at schools throughout the district. After four years of significant growth in student enrollment at GTHS, contrasted by a dramatic decline at our sister schools, the district determined the necessity to change enrollment boundaries in order to balance enrollment; these changes, made effective in the 2016-17 school year, caused GTHS enrollment to drop from 2438 in the 2016-17 school year to 1826 in the 2021-2022 school year. Though we had a slight dip in enrollment during the 2020-2021 school year (down to 1792, likely due to the fact that we offered classes via distance learning for the entire year) our overall enrollment remains steady at just over 1800 students.

The GTHS campus facilities consist of 94 permanent classrooms built primarily in four, two-story buildings; mostly identified as buildings by the subject primarily housed in each. During the first few years of the school's existence, GTHS completed the installation of twelve portable classrooms in order to accommodate a previous increase in student population. Although the population has declined, the portables remain to serve various purposes. Other notable facilities on campus include eight science labs, art gallery, medical clinic, four teacher workrooms, a library, gymnasium, cafeteria, student store/student services building, lecture hall, a swimming pool, athletic fields, two weight rooms, a stationary computer lab and an auditorium. As of early September 2022, the auditorium roof and the pool need repair and the gym suffered water damage and is also under repair. The auditorium is still usable but we are not able to use the gym nor the pool. GTHS currently has a 1:1 ratio of Chromebooks to students to enhance student learning.

We have a School Site Council (SSC), consisting of staff, parents, and one community member, and an English Language Advisory Committee (ELAC) consisting of staff, parent members. Both Committees meet monthly to review and vote on issues relating to our SPSA and Title I budget (SSC) as well as advise school officials on English Learner programs and services (ELAC). DELAC, AAPAC, DPAC are district parent organizations our parents have the opportunity to be a part of as well. We have a Football Boosters Club, Legacy Regiment Booster Club, and as of 2022 we have a Senior Parent committee that raises funds for seniors in need as well as donates things like fireworks for graduation. Our GTHS NHS, Key Club, and prior to COVID, our Leos Club that work with their partner community clubs to serve our community. In the Spring of 2022 our art students put on an Art Exhibit in combination with Grand Terrace City Hall, an event that we hope to have annually in the future. Most recently our Key Club worked with other community organizations like the local Girl Scouts held a GT clean up day. We have a close partnership with GT Imprints, a local printing and design business that often donates items to our school. We also have a School Resource Officer that serves all grand terrace schools (one middle school, two elementaries, and us) who is employed with the county sheriff's department and works closely with our security staff. The sheriff's department also provides outreach for our students through programs like the biannual *Every 15 Minutes* program and through active shooter training for staff and drills for the whole school. GTHS students have the opportunity to take college courses with San Bernardino Valley College Valley Now! This year the program is offering a Child Growth and Development course online. We also

have a close relationship with the Colton Redlands Yucaipa Regional Occupational Program (CRYROP). GTHS offers several CRYROP classes that are articulated, giving the students college credits for completing the course with a “B” or higher. These courses are tracked through CATEMA. The classes that are *not* articulated meet the A-G requirements. Whether articulated or not, all CRYROP classes cover Common Core Standards, meet industry standards and foster college and career readiness. They include soft skills, industry skills, and employability preparedness. To further foster the relationship between CRYROP instructors and GTHS, the CRYROP teachers get involved in activities that stretch far beyond the classroom. Some of the activities include, but not limited to, WASC Focus Group Leader, GTHS Explorer Club Advisor, MA Club Advisor, Graphic Design competitions throughout the public sector, chaperone dances, working the gates at the Football games and other sporting events, participate in Safety Committee, First Aid table at Band events, back to school night, college night, hosting the middle school 8th graders, and chaperone field trips, to name a few.

2. ***Staff Description:*** *Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services. Provide data on the gender and ethnicity of the staff.*

Faculty/Staff Demographics

Grand Terrace High School has a staff of 4 administrators (1 principal and 3 assistant principals), 93 certificated teachers, 5 counselors, a full time librarian and over 40 support personnel (clerical, instructional, custodial, etc.). Over the last four years we have experienced a small decrease in both students (down a bit over a hundred) and staff (down an administrator and a few teachers). When our boundaries changed in 2016-2017, we saw a decrease in both our students and staff. Since our last accreditation visit, GTHS has gone from 5 administrators to 4 administrators and from 101 teachers to 93. The 2018-19 school year began with 6 counselors, but due to decreased enrollment, one counselor has been transferred to another school, leaving us with only 5. The latest report on the California Department of Education website reflects the 2018-19 school year (with the exception of data regarding classified staff where the most recent report is from 2021-22) and gives data about staff ethnicity, education, and years of service. Please find that data [linked here](#).

3. School purpose and ACS WASC accreditation history for school

Prior to opening its doors eleven years ago, the original principal assembled a school culture team that collaborated to identify key principles that would drive the culture on campus. Through incoming staff collaboration meetings, the team decided on a set of core values that would set the tone and guide areas of instruction, behavior and vision. Those values spell out the acronym of GREAT which stands for Generosity, Respect, Excellence, Accountability, and Teamwork.

Since the original culture team decided on the core values and the phrase “Be GREAT...Graduate,” it has become a part of our GT culture. The excitement and

celebration of opening a new school provided the momentum by which these core values were widely accepted. The phrase became the template for presentations to stakeholders, as well as lesson plans for the first three days of school for all students. It also became a signature brand for logos on the school website, apparel, bulletins, award criteria and email signature lines. Be GREAT was communicated on signage throughout campus, on lunch poles, murals in the high school gymnasium, and on school stationery. Eleven years later, we continue the tradition to maintain consistent communication of internalizing GREAT into our school culture via bulletins, incorporation into weekly news broadcasts, rally videos, 8th grade orientation meetings, on the student agendas covers (designed by students) and given to all our students and faculty, integration into collaboration groups, and Positive Behavior Interventions and Supports (PBIS). From 2020 to 2022 staff revisited the GREAT acronym as well as our school vision, mission, and our Schoolwide Learning Outcomes. We reworked our vision, mission and our new Graduate Profile, but we all agreed to keep the GREAT acronym believing it to have become a deep part of our culture.

From 2012 to 2016, GTHS adhered to its Expected Schoolwide Learning Results (ESLRs). The 2016-17 school year marked the roll over to Schoolwide Learning Outcomes (SLO's) which were created by GTHS staff members through a collaborative process. And, once again through collaborative process, in 2021-22, we again reworked those SLO's to form a new Graduate Profile along with the redesign of our mission and vision. A poster of the vision, mission, and graduate profile (that includes the GREAT acronym) can be found [here](#).

Development of Mission and Vision

During virtual small group staff meetings in the Spring of 2020, we discussed our current mission and shared what we felt was still valuable as well as what we'd like to add or change via padlets. From that process we now have the following vision and mission here at GTHS.

GTHS School Vision: *Grand Terrace High School fosters a community that cultivates the individual and collective efforts of our faculty, staff, and students to become G.R.E.A.T.*

GTHS School Mission: *Grand Terrace High School is committed to providing an equitable, inclusive, and challenging learning environment where students grow academically and socially. Faculty, staff, and the community work together to prepare global citizens who think critically, value diversity, and practice empathy. GTHS believes in a holistic education, empowering life-long learning with experiences that encourage curiosity, inspire creativity, and promote civic awareness to help students realize their full potential as contributors to society.*

Development of the Graduate Profile

GTHS first opened in 2012 with a mission and Expected Schoolwide Learning Results (ESLRs). With the input of the staff, the Schoolwide Learner Outcomes (SLOs) were

created in 2016. Again, in 2021-22, after much review and modifications (via virtual small group staff meetings and padlets), the Graduate Profile was developed and supports the GREAT charge that we started with eleven years ago. The GTHS Graduate Profile is below.

WE ARE:

Critical Thinkers: Using the knowledge we have, we can derive new thoughts and/or develop new procedures and plans to deepen our understanding and learn new content. We are resilient problem solvers who actively take ownership of our knowledge and learning process.

Skilled Communicators & Collaborators: We deliver information effectively, making informed decisions about the best means of communication to use for a variety of purposes and audiences. We seek to understand multiple perspectives. We are flexible and able to work with diverse teams, building consensus when making decisions.

Digitally Resilient: We adapt and appropriately utilize a variety of technology for academic and real world applications in preparation for college and career success.

G.R.E.A.T: We foster GREAT habits.

- **Generosity**-we act with compassion and empathy
- **Respect**-we act with respect for self, all others, and our surroundings
- **Excellence**-we strive to do our best in all of our endeavors, going above and beyond, seeking deeper understanding.
- **Accountability**-we act with integrity and are responsible for our behavior, actions and choices
- **Teamwork**-we support and collaborate with one another

WASC Accreditation History

After its opening in the Fall of 2012, GTHS received its initial WASC visit in the Spring of 2013. GTHS experienced its first full Self Study visit in Spring of 2016, which resulted in ACS WASC awarding GTHS a six year accreditation with a 2 day mid-cycle visit in Spring of 2019. The mid-cycle visit addressed the four critical areas of concern given at the conclusion of the full Self Study visit. These areas were:

- Increase students demonstrating proficiency in English Language Arts and Mathematics on the CAASPP.
- Increase language proficiency and overall academic performance for all English Language Learner students.
- Increase the percentage of students with disabilities attaining proficiency for better on CAASPP.
- All students will make growth on benchmarks, CELDT, and CAASPP scores.

The Mid-Cycle Visiting Committee that came in the Spring of 2019, delivered the following four recommendations based on their findings.

- **Recommendation 1:** Continue to strengthen students' learning experiences through the PLC process as they address the PLC Essential Questions.
 - It was suggested that Grand Terrace HS continue to invest time and effort in identifying each content area's essential standards through the PLC

- process to ensure access and equity for all students.
- GTHS was encouraged to continue with the alignment of summative and formative assessment to essential learning standards to refine the instructional focus in meeting the learning needs of all students.
 - **Recommendation 2:** For *Critical Area #4: All students will make growth on benchmarks, CELDT, and CAASPP scores*, focus on 9th grader academic outcomes emphasizing math literacy and ELA literacy.
 - **Recommendation 3:** Continue to build a schoolwide college-going culture through existing programs and resources, such as AVID, the College & Career Ready course, and the counseling center.
 - **Recommendation 4:** The mode of communication be evaluated and refined to ensure that the intended audience is receiving messages. GTHS is excited to welcome the 2021 visiting team to the campus to share all of the changes that have occurred over the past three years.

The self-study visit will address the above four critical areas of concern addressed at the conclusion of the full self study visit, as well as the recommendations of the mid-cycle visiting team. We were originally supposed to have a visiting committee come out in the Spring of 2022, however that date was postponed to the Spring of 2023. GTHS is excited to welcome the 2023 visiting team to the campus to share all of the changes that have occurred over the past four years.

4. *LCAP identified needs and description of goals, actions, and services that apply to the school:*

Here's a link to our school's current [SPSA](#) and our district's current [LCAP](#).

WASC/SPSA/LCAP ALIGNMENT		
WASC Recommendations	SPSA	LCAP (updated 2021-2022)
Goal 1: Improve student achievement (CAASPP, benchmarks) Rec: PLC essential standards, align assessments Rec: Focus on 9th grader credit completion	Goal #1: Improve student achievement (CAASPP, credit completion)	Student Achievement
Goal 2: Improve ELL Student achievement (CAASPP, ELPAC) Goal 3: Improve SPED student achievement (CAASPP, benchmarks)	Goal #2: Improve ELL student achievement (CAASPP, Reclassification, ELPAC) Goal #1: Improve SPED student achievement (Benchmarks/Finals/CAASPP)	Equitable Access for All
Rec: College going culture	Goal #4: Social Emotional Development to improve student achievement	Wellness
Rec: Evaluate and refine mode of communication	Goal #3: Involve, inform, partner with parents to improve students' achievement.	Family and Community Involvement

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	Goal #5: Access to Resources (Required by district, implementing 22-23 School year)	Access to Resources
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School Program Data -- Description of Programs

We want to ensure that our graduates are critical thinkers, skilled collaborators and communicators, digitally resilient, and exhibit the qualities of generosity, respect, excellence, accountability, and teamwork. We believe that this is the profile of individuals that will go on to succeed in college and/or future careers. We work to cultivate these skills through our core educational program. At the core of the programs at GTHS are our academic classes that strive daily to provide a rigorous and relevant education to our students. All graduates complete four years of English, three years of social science, a year life science, a year of physical science, at least two years of math (though the district encourages four years) with at least one of those years as Algebra 1 or higher level math, two years of physical education, and one year of either a fine arts, foreign language or a CTE pathway course. About 35% of our students meet A-G requirements.

Since the school opened in 2012, the GTHS AVID program has been identified as a Certified Site. We have 11 sections of AVID with approximately 242 students. The AVID Site Team works to support the AVID Program and the school-wide implementation of the AVID methodologies (writing, inquiry, collaboration, organization, and reading). At the behest of our AVID site team, we provide all students with a student agenda (a planner with the GTHS handbook attached) that assists students in taking ownership of their own learning and developing the planning and study skills they will need to succeed in future college or career pathways. Many of our teachers have participated in AVID training and conferences.

GTHS has many quality career technical education courses offered to our students. GTHS is committed to preparing our students for the school-to-work or college transition. Our CTE courses also provide opportunities to support the school and apply what is being learned. In an effort to get our students both college and career ready, hundreds of our students are part of our Linked Learning CTE Pathway program. We offer three CTE pathway programs: ARTS (Visual Arts), CARE (Medical), and Engineering. All pathway students follow a topic specific pathway, designed as a multi-year (2 or 4 years), comprehensive program that engages them through project-based learning in the classroom paired with career exposure and practical applications in a real-world setting. CARE pathway students put on schoolwide blood drives and many go onto medical internships after graduation. Engineering students create products and showcase their designs at an annual engineering fair. Art pathway students design the school student agenda and other media used by the site and district as well as showcase their work at annual art exhibits. These pathway courses are staffed by traditionally credentialed teachers as well as CTE credentialed teachers with years of experience in the field they are teaching. This program is supported by Colton Redlands Yucaipa Regional Occupational Program (CRYROP) and our Career Center. Many of our CTE credential teachers are employees of (CRYROP) who work in conjunction with three area districts to provide career and technical education to our students. The teacher running our Career Center is also employed by CRYROP and brings with her a wealth of resources.

Since the 2015-16 school year, GTHS has had a Career Center and a Career

Center/Resource Specialist (a CRY ROP teacher). The career center provides our students with opportunities and resources to explore career and postsecondary options. The following are some examples of the many programs and resources now made available to our students via the Career Center.

- Career Express Online: Online, asynchronous classes students can take for credit that are intended to prepare students for the competitive global economy; our focus is on knowledge, skill and innovation.
- ROP Student Ambassadors: CRY-ROP has developed an ROP Student Ambassador program to support leadership development in students. Each year, CRY-ROP offers workshop sessions for ROP Student Ambassadors to provide an orientation and tour of ROP programs. These sessions allow the high school ambassadors to interact with ROP teachers and support staff to learn more about how ROP programs can be a valuable part of a student's high school experience. ROP Student Ambassador activities include: visiting middle schools and elementary schools to talk to students, providing assistance at Career Fairs, developing promotional material for open house, back-to-school night or the career center, writing articles for school newspapers
- Community Outreach: Various community service clubs, volunteer organizations, Professional Individuals, apprenticeship programs, Military, ROP Community Resource Specialist, Advisory committees for each ROP class, Guest speakers (college/ career, etc.), Networking with various businesses, Attending DELAC, ELAC meetings, CJUSD Community Cabinet, and working with Middle/ Elementary Schools with various events and needs.
- Career Pathways: The four years of high school from ninth grade to twelfth grade can be an exciting and rewarding time for students. A very important component in preparing for the future is career planning. Preparing for future educational and career opportunities is time consuming, and students who are prepared to make these decisions are oftentimes more successful than those students who lack a sense of direction. Career Pathways connect students with a clear direction and a better understanding of the postsecondary education and training options. They are able to develop an understanding that in today's fast-paced, unpredictable, information rich environment, lifelong learning is necessary.

Our Work Experience program, also offered through the career center, connects students to jobs and enhances their employability skills and students looking to gain college credit can now participate in concurrent enrollment with San Bernardino Valley College. We offer two courses (Work Experience for the Volunteer and Exploratory Work Experience) in which students can receive credits for volunteer work or through a job they have.

GTHS has an athletics program consisting of 8 male, 8 female, and 2 co-ed sports which boasts numerous achievements and student athletes who go on to play in college. The Student Leadership program, made up of ASB, Renaissance, and Link Crew helps to build connections between the students and the school. We have a robust Advanced Placement and honors program, offering 14 AP courses (22 sections), 11 Honors courses (20 sections). Along with the CTE pathway electives we offer, we also provide elective courses in theater, music, multiculturalism, applied library media,

finances, office technology, film studies, journalism, and psychology . To support behavior intervention on campus we have a Positive Behavior Intervention and Supports (PBIS) program.

The following is a description of the support programs employed by GTHS' English Language Development, Special Education, and Counseling staff.

English Learners' Program

English Learners' are enrolled in all regular program classes and may have an English support class to assist with English Language Development. Since all of your EL students can and will be in any teacher's classroom, all of our teachers are "highly qualified" staff members with CLAD/BCLAD/AB2913/SB395 certification to teach all English Learners (EL). The majority of the staff has also attended English Learner's Professional Development training facilitated by the district office. Our teachers attempt to meet the needs of all students through the use of the English Language Development (ELD) methods. The district personnel continually recruit teachers trained in ELD in an attempt to strengthen the English Learners program. The school has two instructional bilingual language assistants, one of which is fluent in Spanish, to support teachers and assist students in mainstream classrooms, as well as English Language Development support classes. Our bilingual language assistant also provides translation for parents during Individualized Education Plan meetings for the Special Education department. Students that speak languages other than Spanish utilize chromebooks to access Google Translate. The English Learners' Advisory Council (ELAC) is another way GTHS meets the needs of English Learners. The ELAC meets monthly to advise parents and to seek parental input about programs available at the school and the community. Information sent home from GTHS is translated into Spanish. Several of the office personnel speak Spanish to assist in translating for the parents, students, and certificated staff. The district office also provides translation of written documents. The personnel at the district and school levels are limited in resources to provide services in languages other than English and Spanish.

Special Education

Grand Terrace High School has one Special Day Class (SDC: Moderate/Severe) that provides support for Moderately and Severely Handicapped students. There are four Special Day Classes (SDC: Mild/Moderate) teachers teaching in core subjects (Math – Algebra, English, Science – Earth Science and Biology, and Social Studies – World History, US History, Economics, and Principles of Democracy). All of our resource specialists have two co-teaching courses on their schedule and our SDC resource specialists have one collaboration course with an elective teacher to support the most inclusion possible for our students with disabilities. Our resource specialists also provide a separate learning environment for one or two periods called Learning Center, in which students are given extra support and time to complete work for their general education classes. Fifteen special education instructional assistants provide support and assistance to students and teachers of the Special Education Program. Students are placed in the appropriate classes according to their Individualized Education Plans (IEPs) based on their personal abilities and needs. Placement includes support services in a general education class with collaboration and consultation between general and special education teachers, and can include students in special education classes with a

special education teacher and instructional assistant. Students may be placed in Learning Centers with their respective Resource Teacher for academic support services, study skills, and CAASP preparation. Senior RSP students are eligible to enroll in the RSP Career Education class. This class helps students prepare for post-high school careers and education. They are given instruction in personal skills/interests inventories, resume development, completing job applications, career readiness, job skills instruction, collection/instruction on references, job portfolios, and have the opportunity to attend field trips to local community colleges. Guest speakers are brought into the RSP Career Education classes to encourage interest within their vocational fields. Students enrolled in SDC: Mild/Moderate classes use pacing guides developed by special education staff within the district. These pacing guides are designed to support intervention skills while spiraling towards grade level to include general education standards. Intervention skills are determined by diagnostic inventories, personal abilities as stated in IEPs, and formative/summative assessments. Intervention supports are offered as Tier 1, Tier 2, and Tier 3 strategies. Spiraling is implemented to introduce SDC students to general education curriculum and standards. The goal for SDC students is to try to introduce general education curriculum to these students. Students enrolled in SDC: Moderate/Severe classes are offered workability experience and some compensation in the community. These students are taught a basic program that includes skills for community, transportation, vocational education, social, functional academics, communication, self-care, domestic, and daily living skills. They are also offered community experiences (Community Days) in which they take public transportation to local businesses to experience personal budgets, finances, and shopping skills. As mentioned in the Progress Report, we now offer Special Ed and General Ed co-taught classrooms in some of our English, Math, and Science courses, as well as for our SDC students in their electives.

For state testing, RSP and SDC teachers ensure that students receive their appropriate accommodations as designated in their IEPs. With CAASPP, there are both embedded and non-embedded universal tools, designated supports, accommodations, and modifications. When possible, Special Education teachers collaborate with counselors to have their students placed in ROP classes to build on their vocational skills. Students that are identified as both Special Education Students and English Language Learners are offered additional services. RSP and SDC teachers collaborate with the EL Department Chair on reviewing the language proficiency assessment of either the ELPAC and working collaboratively to develop appropriate EL Goals, implement the goals, and monitor progress. RSP and SDC teachers also collaborate with school psychologists to review Woodcock-Munoz Language Survey (WMLS) results to determine primary language proficiency, language of dominance, language of instruction, primary language support, and program placement. RSP and SDC staff members meet quarterly with general education teachers to collaboratively review IEP goals that are based on state standards and students' progress towards their goals. They also use this collaboration time to review attendance, behavior, task completion, and interventions implemented/needed.

Counseling and Student Support Team

Counselors maintain the task of enrolling students and assigning them to their

appropriate levels to meet A-G eligibility and graduation requirements. Counselors use transcripts, district office placements, teacher referrals, parent and student requests to place students in their classes. Despite our large caseloads, the counseling department tries to focus on the best way to reach the most students while remaining on a personal level with the students. In addition to scheduling and reviewing transcripts for 1800 students, the counselors hold academic workshops, college application workshops, financial aid workshops, and scholarship assistance. Students experience a week-long "College and Career week", Mock Interviews, and various college and career speakers throughout the year. Our counseling department works together with other departments on campus to hold an event known as Senior Inspiration which is a night that acknowledges our seniors and is planned as a night to inspire students at the end of their senior year to finish the school year strong. We also have senior awards and scholarship night which is an event to honor their years of hard work and dedication to their studies.

Our seniors are accepted into a number of Universities, including UC's, Cal States, Boston University, NYU, Brown University, USC, Arizona State, Cal Baptist, Grand Canyon University and many other private in-state and out of state schools. College acceptance at any level is the priority of the counseling department as well as making sure they have a plan to see their career goals come to fruition. The counseling department works closely with our Wellness Center staff, school psychologist, nurse, school resource officer, administration and teachers to support the student's personal and social welfare. We work closely with outside agencies like South Coast Community Services to provide counseling groups in the areas of anger management, grief, depression and alcohol/tobacco abuse for our students. The Department of Behavioral Health works with the school to help manage the emotional needs of students who are in crisis.

Demographic Data

SOCIOECONOMIC STATUS OF THE SCHOOL

Most of the adult Grand Terrace community (87%) have a high school diploma or higher, and about a quarter (26%) have a Bachelor degree or higher. Since our opening about 60-70 percent of our population qualifies for free and reduced lunch. Last year (2021-22) only 48.3% qualified for free or reduced lunch. We believe that this decrease is due to the state offering free lunch to all students, regardless of qualification, causing many parents not to complete the application process to qualify for free or reduced lunch. Demographics data can be found at this [link](#).

STUDENT ENROLLMENT

As mentioned in the progress report, due to district boundary changes we have experienced a decline in student population and are currently sitting at just over 1800 students. The decline since 2016-17, is due to boundary changes and possibly the requirement to deliver instruction via distance learning for the 2020-2021 school year. Freshman is the largest class at 495, then Sophomores at 500, then Juniors at 424, and Seniors is our smallest class at 407. Males (925) and females (901) each make up about half of our population.

The CBEDS (California Basic Educational Data System) shows a student body composed of a majority of Hispanic or Latino students (74%) with white (11%) and black (9%) students making up the next largest groups.

Apart from English, the second predominant primary language spoken in our school district is Spanish. 92.45% of our English Learners' (ELs) primary language is Spanish. There are a handful of our ELs who speak Arabic, Tagalog, Farsi, French, Indonesian, Lao, and Thai.

In the 2018-19 school year, GTHS became a Title I school and received \$538,000 in funding. We have received Title 1 funding every year since at a similar amount.

We have 247 students in SPED programs, 388 in our Career Pathway program (CARE-medical (129), Engineering(129), or Art(130)), 247 in our AVID program, 229 identified as gifted and talented, and 253 students taking AP courses.

LANGUAGE PROFICIENCY NUMBERS

We currently have 159 English Learners at GTHS (about 9% of the student body), a number that has been fairly stable over the last four years. We have 32 students who are Initial Fluent English Proficient (IFEP) and 359 who are Reclassified Fluent English Proficient (RFEP). These numbers were slightly higher in 2018-19 (48 IFEPs and 459 RFEPs), but since then has been close to our current number. A good portion of our EL students show Moderately and Somewhat developed English proficiency skills as evidenced by the ELPAC results listed below. The good news from the most recent ELPAC shows that the percentage of students scoring at Minimally developed decreased from the previous year tested and those scoring Moderately developed increased.

ELPAC (20-21 are Students 6+Years in Program)				
	% of Students in Each Performance Level			
Year	17-18	18-19	19-20	20-21
Well Developed/Proficient	13.33%	17.14%		11.96%
Moderately Developed	37.04%	33.57%		36.96%
Somewhat Developed	24.44%	26.43%		36.96%
Minimally Developed	25.19%	22.86%		14.13%

During the 2019-20 school year, when we quickly switched to distance learning after Spring Break and reclassification of EL students was put on pause, the reclassification rate of EL students was 8.03%. In 2020-21, while all students were in distance learning for the entire year, the reclassification rate was 8.89%. Last year, 2021-22, the reclassification rate was 15.72%. Our reclassification numbers did drop during the distance learning times, but we are proud that we are recovering.

Detailed demographics data can be found at this [link](#).

Schoolwide Learner Outcomes/Graduate Profile

Using data generated in this profile and other sources (perception data, results of examining students work, observations, etc.) comment on the degree to which the students are achieving the identified schoolwide learner outcomes.

NOTE: additional data may be added after the work of the Home and Focus Groups is completed.

Per our current [Graduate Profile](#), we want to develop critical thinking, skilled collaboration and communication, digital resiliency, as well as generosity, respect, excellence, accountability, and teamwork (GREAT) in our students. We do spend a lot of time on the GREAT acronym, handing out Titan Tickets to recognize when students exhibit those qualities, identifying semester awards based on the qualities as well as discussing in our classrooms at the beginning of the year with reminders throughout of what GREAT looks like in each of our classes. Our students recognize the GREAT around campus. We would like to work towards acknowledging and measuring the other three categories (critical thinking, collaboration and communication, and digital resilience) and bringing that to the focus of our site community along with the GREAT qualities. Based on student progress on state and national test scores referenced below we do feel we need to improve the critical thinking and communication skills of our students. However, perhaps there are other indicators, like the college and career indicators on the California Dashboard that could be used to measure student progress towards our graduate profile.

California School Dashboard Performance Overview and other local measures

LCFF Priority 1 - BASICS (Teachers, Instructional Materials, Facilities)

According to data from the state, during the 2020-21 school year we had 92.8 total teachers teaching full time. Of those teachers 79.4 had clear credentials, 3.1 were teaching out of field, 1 had intern status, 2.8 were labeled as ineffective meaning they had a provisional internship permit or a substitute permit and for 6.6 of them there was incomplete data to determine their status. We currently have 5 teachers teaching out of field, 3 have more than one section of AVID, 1 has more than one section of Credit Recovery, and 1 is our leadership teacher. We do not currently have anyone teaching on a provisional internship or substitute permit. All other teachers are teaching assignments that match their clear credentials. We do need to make sure that we get all the data on our teachers submitted so that we don't have teachers with incomplete status. Here is the link to our [staff data](#). One of our Chemistry teachers is currently pursuing National Board Certification. As of 2018-19 37% of our certificated staff had Master's degrees or higher.

Along with weekly PLC meetings, our staff participated in various professional development over the past four years. Counselors attended training and conferences all four years to keep them up to date on their profession and any new college requirements. Teachers participated in the requisite OSHA, harassment, and mandated reporter training asynchronously each year. During the 2018-19, 2019-2020 school years all teachers attended SEAL training one or two days that year and a group of 20 or so teachers attended more in depth training monthly. Also, the first teacher day back at the beginning of 2021-22 school year, all teachers participated in SEAL training once more. During the 2019-20 school year several teachers participated in district lead technology development that was managed online asynchronously via Google Classroom. Even during the distance learning year (2020-21), all certificated staff participated in two of four professional learning teams via virtual meetings ([2020-2021 Meeting List](#)) discussing Ed Tech, Inclusive Practices, Equitable Grading, and Cycles of Inquiry. A detailed list of PD outside of regular PLC meetings, can be found at this link to our [staff data](#)

GTTHS students have access to standard aligned instructional materials. Each course offered has a course description aligned to standards with lists of standard aligned instructional materials to be used during instruction of the course. Those course descriptions are vetted and approved by district School Site Councils and the district Curriculum council. The resolution that CJUSD school board has adopted to verify the use of standards-aligned materials can be found [here](#) under each course of study listed. Our school teacher librarian and library technician ensure that students are issued the appropriate texts and materials at the start of the year and as needed due to student schedule changes throughout the year.

School facilities are maintained in good repair at GTTHS. District maintenance repairs anything that could be a safety hazard as soon as possible. Classroom trash is removed nightly and sweeping of the rooms happens regularly. Bathrooms are cleaned and stocked regularly. Security officers monitor the bathrooms throughout the day to ensure that they are being used for their designated purposes. Stairs and hallways are kept clear of hazards. All doors and gates open outward to ensure the ability to evacuate buildings and the site itself. Building doors and gates can be locked from the outside but all have push doors again to ensure the ability to evacuate.

In our science facilities, all chemicals are properly stored according to their MS Data Sheets in preparatory rooms. Chemistry labs have functioning fume hoods in those preparatory rooms. All science lab rooms have an eye wash station, fire blankets, fire extinguishers, and an emergency gas shut off. The emergency gas shut off is on the side of the teacher lab desk at the front of the room. All preparatory rooms have an eye wash station as well as a safety shower and a fire extinguisher. All lab rooms are directly attached to a preparatory room for immediate access to not only lab supplies, but also to the eye wash and safety shower if needed.

LCFF Priority 2 - IMPLEMENTATION OF STANDARDS

All courses offered at GTHS are implemented with a district course description aligned to academic, content, and performance standards created by content teacher groups from around the district. Those course descriptions are vetted and approved by district School Site Councils and the district Curriculum council. The resolution that CJUSD school board has adopted to verify the use of academic, content and performance standards can be found [here](#) under each course of study listed. These course descriptions are updated at least as often as the state updates standards. GTHS teachers PLC groups use these standards to create learning goals, formative and summative assessments, and monitor students' acquisition of those standards.

LCFF Priority 3 - PARENT ENGAGEMENT

GTHS has made some efforts to seek parent involvement and input in school decision making. Parents attend SSC and ELAC meetings giving input and approving our SPSA. Our School Site Council and ELAC committees have had committed parent participation over the years. Last year, however, our ELAC committee often had a lack of parents present and we are looking to improve that situation this year. We also sent out a PBIS school culture survey recently but would like to get more parent responses in the future. The RSP department reports that parents are responding to emails and attending IEP meetings especially now that we give parents the choice to attend IEP meetings live or to attend virtually. In these meetings parents are a vital part of designing an individualized education plan for their student.

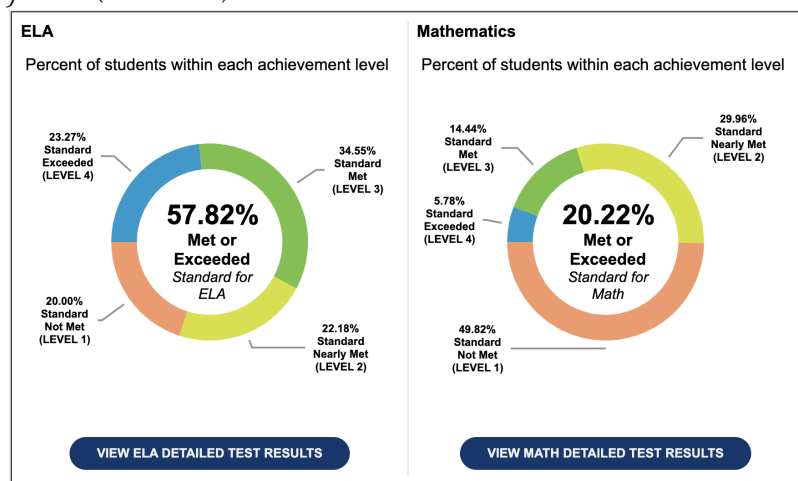
We offer and have offered several parent nights throughout the school year, such as pathway evenings for students in our Career and Technical Instruction Pathways, Incoming Freshmen Night that is held during the Spring for eighth graders from our feeder schools, Freshman Family night (held for the first time in August of 2022), Awards Assemblies, College Night, Senior Family nights, Wellness Center Parent Courses. Many of these events are well attended, especially the Awards Assemblies and the Incoming Freshman Night. At the start of the 2022-23 school year we are offering two [Freshman Family Info Meetings](#) (one in the morning and one in the evening) to share with families important information parents can use throughout their students' four year journey.

LCFF Priority 4 - PERFORMANCE ON STANDARDIZED TESTS

CAASPP SCORES

Results of CAASPP test results from the 2017-18 school year to the 2020-21 school

year, both overall and disaggregated data by student groups, can be found at this [link](#). Participation rates were over 97% for the 2017-18 and 2018-19 school year. There was no test given during the 2019-2020 school year. During the 2020-21 school year, while we were in distance learning, the participation rate was 70%. Students took that exam digitally in their homes. Overall, English Language Arts achievement rose slightly since the 2017-18 school year. From the 2017-18 to 2018-19 school years the percentage of students who met or exceeded the standard for ELA rose from 56% to 62%, an increase to be proud of. From 2018-19 to 2020-21 we went from 62% to 58%. We are looking across two years here because there was no data in the 2019-20 school year. Overall in Math, achievement declined. The number of students who met or exceeded the standard for Math went from 25% in 2017-18, to 21% in 2018-19, and to 20% in 2020-21. The declines in achievement from the 2019 exam to the 2021 exam are evidence of learning loss noted elsewhere in this report with regards to things like credit completion we feel is due to the one year and one quarter we spent in distance learning (after spring break in 2019-20 and all of 2020-21). Also we note that the CAASPP exam was taken digitally at home during the 2020-21 school year. It must also be noted that when looking at the disaggregated student group data (linked above), our lowest performing groups in both are our SPED and EL populations. Below you will find last year's (2020-21) overall results.



SCHOLASTIC APTITUDE TEST (SAT)

Over the past four years, the numbers of students taking the SAT test have decreased slightly. The average total score for those that take the exam has remained relatively stable. Our highest year was 2019 when the average was 1021 and our lowest year was 2021 (when we were in distance learning) with an average total score of 962. Our students' ERW scores have been slightly higher than the Math scores. The average score for both Math and ELA were the lowest in 2021. This data shows again the dips in achievement we have seen across the board during the time we spent in distance learning.

SAT Exam Scores				
Year	2018	2019	2020	2021
# Enrolled	511	503	418	394

# Tested	206	201	181	188
Average Score ERW	502	518	511	488
Average Score MATH	487	503	488	473
Average Score TOTAL SCORE	989	1021	998	962
Number of Scores 1000 or more	89 (43%)	118 (59%)	95 (52%)	77 (40%)
Number of Scores <1000	117 (57%)	83 (41%)	86 (48%)	111 (55%)

ADVANCED PLACEMENT TEST

The pass rate for AP test scores rose in the years before and at the start of the COVID pandemic and then declined about 10% after that. Another signal of learning loss during that time. The number of AP exams taken did decrease but the original decline is in line with our decreased enrollment numbers. The later decline is again likely resulting from the impact of the COVID pandemic and distance learning. As of September 2022, the new Assistant Principal, Sebi Puraci, is in charge of maintaining course approval, but Syreeta Afadonis has done so since 2019.

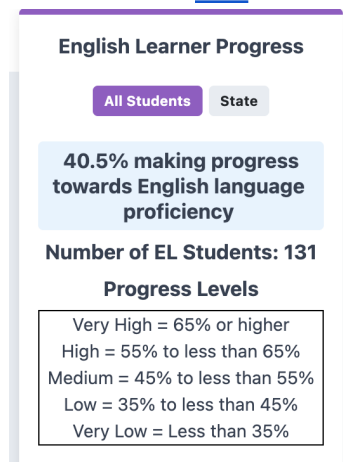
AP Exam Scores						
	2017	2018	2019	2020	2021	2022
Total AP Students	301	243	266	225	208	253
# of Exams	538	384	453	391	372	291
% Exams with scores 3+	41%	44%	47%	47%	36%	38%
AP students w/scores 3+	160	119	151	125	90	91
% of total AP students w/scores 3+	53.2%	49%	57%	56%	43%	36%

EL PROFICIENCY

The percent of EL's that attained proficiency on the ELPAC from 2017-18 to 2018-19 increased from 13.33% to 17.14%. However, from 2018-19 to 2020-21 (skipping a year because the ELPAC was not given in 2020) the proficiency percent decreased 17.14% to 11.96%. EL students improved CAASPP ELA scores from the 2017-18 to 2018-19 school years (3% to 14%), but not from 2018-19 to 2020-21 (14% to 5%). EL student CAASPP Math scores also increased from 0% in 2017-18 to 4.55% in 2018-19 but decreased from 4.55% in 2018-19 to 0% in 2020-21. Our students were in distance learning for the 2021 ELPAC exam and we feel our ELL population was one of the hardest hit by learning disruptions during time spent in distance learning.

The reclassification rate rose 6% from the 2017-18 to 2018-19 school year (23% to 29%). However, in 2019-20 and in 2020-21 our reclassification rates were low (2019-20 = 8% , 2020-21 = 9%). The impacts of distance learning at the end of the 2019-2020 school year and all throughout the 2020-2021 school definitely made it difficult to work on reclassification and our EL students had a more difficult time. For the 2021-22 school year we were able to raise them to 16%.

Below is the indicator from our most recent CA School Dashboard in 2019 and ELPAC results for the last three years the test was given. All of our academic data can be found at this [link](#).



ELPAC (20-21 are Students 6+Years in Program)				
	% of Students in Each Performance Level			
Year	17-18	18-19	19-20	20-21
Well Developed/Proficient	13.33%	17.14%		11.96%
Moderately Developed	37.04%	33.57%		36.96%
Somewhat Developed	24.44%	26.43%		36.96%
Minimally Developed	25.19%	22.86%		14.13%

OTHER ASSESSMENTS

Last year (2021-22), per district directive, we began using the NWEA Maps testing to monitor student progress in the areas of Math, English, and Science. The Maps tests (a total of 4) are given every quarter, with the exception of the fourth quarter. We use this data ([here are the numbers for ELA](#)) to predict proficiency on the CAASPPs as well as monitor progress. We do see our students making small improvements over the times we have given the exam and are looking forward to more improvements. We also now use the language exam to determine eligibility for redesignation of our ELL students, per district directive. These exams are used in place of previous district benchmarks given to students in ELA. Our teachers also use their own common assessments (for example here is [common assessment data for math](#)) in their course a-like PLCs to monitor students progress. Generally while we see students needing to improve writing and mathematical skills we do see improvements happening throughout the year.

REPORT CARD ANALYSIS

Before COVID we believed we had some work to do to improve credit completion and lower our D and F rate, especially for our Freshman, SPED, and EL populations in Math and ELA classes. In the 2021-22 school year, our SPED D-F rates are actually very close to or even slightly lower than our all student rates. The one exception is in the first semester, the math D-F rate was 6% higher than the rate of all

students. Our ELL D-F rates were considerably higher both semesters overall and within Math and ELA classes. Our Freshmen D-F rates were slightly higher overall, similar for English classes, but considerably higher both semesters within Math classes. Many Freshman take Algebra 1 or Geometry and those courses do have a higher D-F rate than other math courses. The first semester of the 2022-23 school year saw improvement in rates overall, in Math and English courses in all groups except our ELL students. We are encouraged to see the improvement and are hopeful we are once again moving in the right direction. Below you'll see our most recent overall D-F Rate data. Information on D-F rates in Algebra 1 and Geometry can be found [here](#).

D-F Rate						
2021-22	Semester 1			Semester 2		
	OVERALL	ELA	MATH	OVERALL	ELA	MATH
All Students	26.4%	32.0%	40.0%	27.6%	34.0%	42.0%
SPED	27.6%	32.0%	46.0%	27.0%	32.0%	40.1%
EL	42.3%	41.0%	65.0%	46.3%	47.0%	64.0%
Freshman	31.8%	33.0%	52.0%	34.8%	38.0%	57.0%

2022-23	Semester 1		
	OVERALL	ELA	MATH
All Students	23.1%	29.8%	33.0%
SPED	25.3%	31.9%	39.5%
EL	38.4%	43.0%	51.1%
Freshman	29.5%	31.6%	39.4%

During the 2020-21 school year, while we were in distance, we along with our entire district, had a lot more students who failed classes and now have a lack of credits. We began tracking students with 3 or more F's in the 2018-19 school year to identify students for support programs. From 2018-19 to 2019-20 the percentage of students with 3 or more F's increased from 7% to 12% if you look at the first semesters of each year. The number did decrease from Semester 1 to 2 during the 2019-2020 year. We believe that is because when we went out for distance learning, after spring break, students were only able to improve their grades as per state guidelines. Students could not receive any grade lower than what they had at the end of quarter three. Any work they did during quarter four could only improve their grade. However, during our year in distance learning (2020-21) we saw a significant rise in students (across the board, not just Freshman) with 3 or more F's. You can see below that we went from 12% with 3

or more F's in the first semester of 2019-20 to 25% with 3 or more F's in the first semester of 2020-21. Last school year (2021-22), when we were in person once again, the number of students with 3 or more F's dropped about 10% bringing us almost back to the number we had before the COVID pandemic. Our numbers are still high and we want to drop the number more.

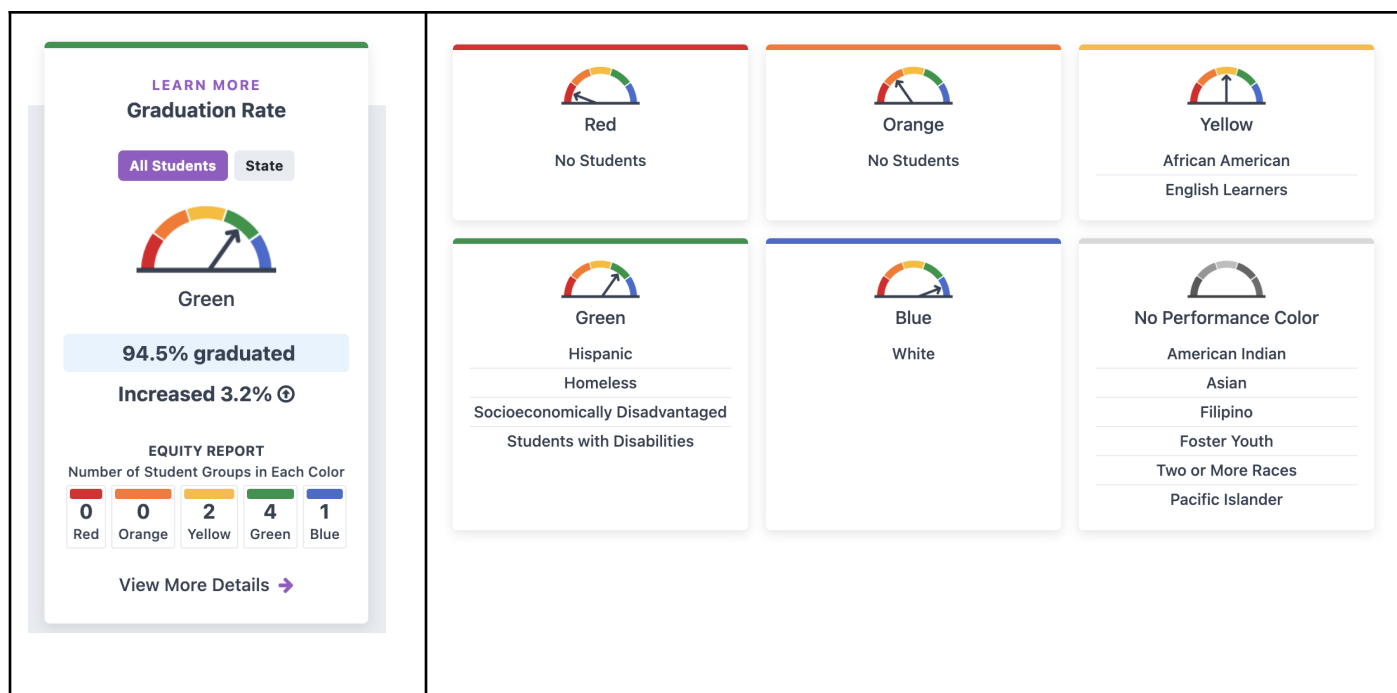
Credit Completion								
	# of Students with 3 or more F's							
Year	Sem 1 (18-19)	Sem 2 (18-19)	Sem 1 (19-20)	Sem 2 (19-20)	Sem 1 (20-21)	Sem 2 (20-21)	Sem 1 (21-22)	Sem 2 (21-22)
Freshman	53	83	110	74	187	not recorded	88	108
Sophomores	55	81	53	48	145	not recorded	94	99
Juniors	24	37	45	35	92	not recorded	31	53
Seniors	4	5	12	8	27	not recorded	19	27
TOTAL	136	206	220	165	451	Not recorded	232	287
Percent of Student Body	6.96%	10.54%	12.07%	8.44%	25.17%	Not recorded	12.71%	15.72%

LCFF Priority 5 - Pupil Engagement

GRADUATION RATE

Graduation rates have remained constant from 2017-18 to 2019-2020, however we had a drop in graduation rate during the 2020-21 school year. This drop is likely due to the increased numbers of students with lack of credits that year. Below is the CA Dashboard Graduation Rate for GTHS for the year 2018-19. According to the graphic the two groups in yellow are African Americans and English Learners.

GRAND TERRACE HIGH SCHOOL ACS WASC/CDE Self-Study Report



Below you'll find more recent graduation data and you can see that our graduation rate in 2020-21 dropped to 87.9%.

Graduation Data (4 Year Cohort)				
	17-18	18-19	19-20	20-21
Graduation Cohort Students	522	478	415	387
Graduation Rate (%):	91.2%	94.5%	93.7%	87.9%
Met UC/CSU Requirements	148	186	144	122
Earned Seal of Biliteracy	45	49	29	51
Earned Golden State Seal Merit Diploma	0	32	59	59

When you look at the disaggregated data for the student groups you see that though ELs were yellow in 2019 they probably would be green or blue the last couple of years. Their graduation rate increased from 2018-19 to 2019-20 and stayed stable from 2019-20 to 2020-21. Also of note is that the most recent graduation rate for our ELs is 84%, which is close to our total graduation rate at GTHS of 87.9%. The graduation rate for our African American students (a group similar in number to our ELs) was high, above 90%, and close to our total graduation rate, even with the yellow rating in 2019, but in 2020-21 the number decreased significantly to 76.5%. Another group that had a low number (61.5%) that year was our SPED students.

Graduation Rate (%) for Subgroups				
	17-18	18-19	19-20	20-21

English Learners	71.9%	78.8%	84.2%	84.4%
Homeless Youth	80.0%	98.4%	89.0%	76.2%
Students w/Disabilities	84.7%	89.8%	85.9%	61.5%
Socioeconomically Disadvantaged	91.0%	93.7%	92.6%	85.3%
African American	97.7%	92.1%	95.9%	76.5%
Hispanic	89.9%	93.5%	92.1%	88.4%
White	92.2%	98.6%	96.1%	87.5%

ATTENDANCE

Daily attendance rates were constant before COVID. The Daily attendance rate we have for 2019-20 is extremely low but we feel there is a calculating error in the report that we ran, due to the fact that attendance was not taken during the fourth quarter of that year. Since that year the daily attendance rate has reduced slightly (down 2% during 2020-21 and 1% more during 2021-22). Attendance rates may be slightly lower due to the COVID pandemic (student illness). The most significant change has occurred in the total number of tardies.

Chronic absenteeism also increased from the years before COVID to after. Our EL chronic absenteeism was close to that of our total number until the year we were in distance learning and it jumped way up. Our SPED students' chronic absenteeism was higher than our total number and also increased during the year we were in distance learning. These higher numbers of chronic absenteeism for our EL and SPED students during the distance learning year correlates with decreases in academic changes the same year.

Changes in the tardy policy (reduced tardy sweeps and removal of study hall) since coming back from distance learning as well as possible differences in student behavior almost doubled the number of tardies we had before the COVID pandemic.

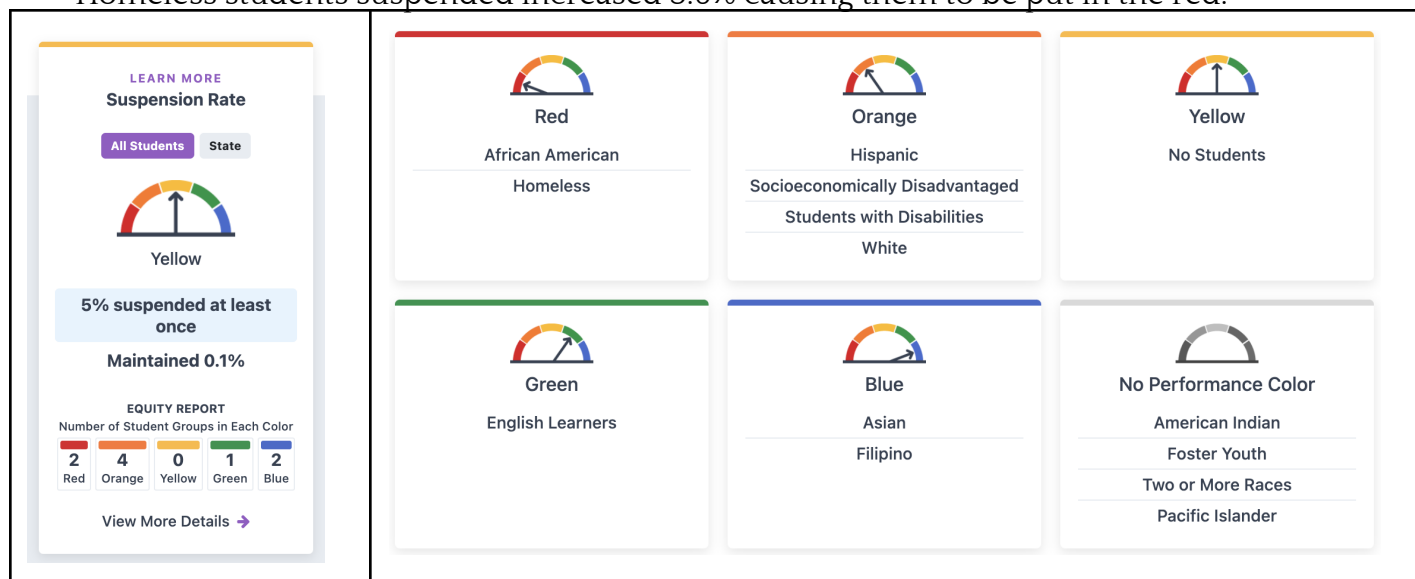
Attendance Data					
	17-18	18-19	19-20	20-21	21-22
Chronic Absenteeism	14.10%	12.70%	N/A	20.20%	N/A
Chronic Ab. ELs	14.40%	15.10%	N/A	37.90%	N/A
Chronic Ab. SPED students	24.40%	21.10%	N/A	34.70%	N/A
Attendance (%):	94.87%	94.77%	71.68%	92.55%	91.60%
# of Tardies	16,744	23,476	17,527	N/A	45,308

LCFF Priority 6 - School Climate

SUSPENSION RATE

GRAND TERRACE HIGH SCHOOL ACS WASC/CDE Self-Study Report

Below is the CA Dashboard indicator for our Suspension Rate from 2019. That year the number of African American suspensions increased 3% and the number of our Homeless students suspended increased 3.6% causing them to be put in the red.



If you look at our most recent suspension numbers, however, we had a decline in the total rate as well as suspensions of African Americans. English Learner, homeless youth, and socioeconomically disadvantaged youth suspensions did go up. We were in distance learning during 2020-21 and did not have any suspensions due to no student being on campus.

Suspension Rates				
	17-18	18-19	19-20	20-21
Suspension Rate	5.0%	5.5%	4.7%	0.0%
English Learners	5.1%	4.8%	7.3%	0.0%
Homeless Youth	6.3%	10.4%	13.9%	0.0%
Students w/Disabilities	5.6%	6.5%	10.8%	0.0%
Socioeconomically Disadvantaged	6.9%	8.6%	18.4%	0.0%
African American	11.3%	12.4%	10.9%	0.0%
Hispanic	4.1%	4.7%	4.1%	0.0%
White	5.1%	6.1%	2.8%	0.0%

EXPULSION RATE

Our expulsion rate has remained stable since 2018, increasing only a tenth of a percent each year (2017-18 was 0.1%, 2018-19 was 0.2%, 2019-20 was 0.3%) . Again, due to no students being on campus during the 2020-21 school year, there were no

expulsions that year.

REFERRALS

Below you will find our referral data for the last few years. We did not include data from the year we were in distance learning due to the fact that students were at home and not here on campus. The data does indicate that the majority of our referrals come from defiance or disruptions, though that number has decreased the last three years. The next highest number of referrals is due to dress code.

Referral Data				
	Number of Incidents			
Ed Code Violation	18-19	19-20	20-21	21-22
48900a1 - Caused physical Injury	152	101		100
48900 k - Defiance /Disruption	799	647		595
48900 c - Controlled Substance	59	54		77
48900 h- Possession of Tobacco/Nicotine	13	16		30
48900 i - Obscenity	45	45		20
48900 r - Act of Bullying	15	15		8
48900.4 Harass, Threaten, Intimidate	12	11		12
48901.5 Possess Electronic Sig. Device	80	54		75
48915 B - Weapon/Dangerous Object	2	5		11
Dress Code Violation	191	131		128

CLIMATE SURVEYS

School Climate PBIS Perception Survey Results

Overall, our survey results suggest that there is an upward trend of students who feel that they like school, feel successful, are recognized for their good behavior, teachers treat them with respect and that student behavior allows teachers to teach. Teachers tend to feel that PBIS is in place in the classroom, school-wide, and in non classroom areas of the campus, however many would like to improve our Tier 2 and 3 supports.

Student School Climate Survey

0 = Never 1 = Sometimes 2 = Often 3 = Always

	2019-20	2020-21	2021-22	2022-2023
Average Score	2.78	2.86	2.79	2.92

GTHS also gave school culture surveys, referenced in the progress report under

the third and fourth SPSA goals measurable data, in the 2021-22, 2020-21, and 2017-18 school years. According to those surveys given to parents (not in 2020-21), students, and staff, our students feel safe on our campus and believe many of their teachers care for them. Parents who responded seem to agree that we encourage our families to be involved, they receive effective communication regarding their students' academic progress and school events, and we provide opportunities for parents to support their students. Staff agree that those who work here do so because they enjoy it and choose to be here. Here are links to the survey results from 2021-22 ([students](#), [parents](#), [staff](#)). Our goal is to give this survey annually and have versions for staff, students and parents to fill out. We have given the survey to staff and students for the past two years as well as in 2017-18. Our PBIS survey results (specific numbers can be found in the profile chapter on page) over the last few years suggest that there is an upward trend of students who feel that they like school, feel successful, are recognized for their good behavior, teachers treat them with respect and that student behavior allows teachers to teach.

CO-CURRICULAR and EXTRACURRICULAR PARTICIPATION

Students at GTHS have the opportunity to participate in lots of co-curricular and extracurricular activities. Leadership, Link Crew, Wellness Mentors, Pathway opportunities... BSU, gaming club, chess club, Dance groups, Here is a link to a [list of clubs](#) offered at GTHS. The instrumental music program at GTHS serves a rather sizable and diverse student population. Courses and programs offered include: Concert Band, Wind Ensemble, Jazz Band, Marching Band, and Color Guard. Our choral program has grown from one vocal ensemble our first year opening to now supporting three separate classes: Chamber Choir and Chorus. Glee club is also led by our choral teacher and supports productions put on by the Chamber Choir and Chorus classes. The GTHS Lip Sync Battle is one of our headlining events in which choral students choose a teacher and compete against each other. GTHS students are also able to participate in our theater department that puts on two major and two minor productions each year.

GTHS offers 16 different sports, 7 girls, 7 boys, and 2 co-ed. All sports have a varsity level and junior varsity level; 4 of the sports offer a freshman only level.

Current sports include:

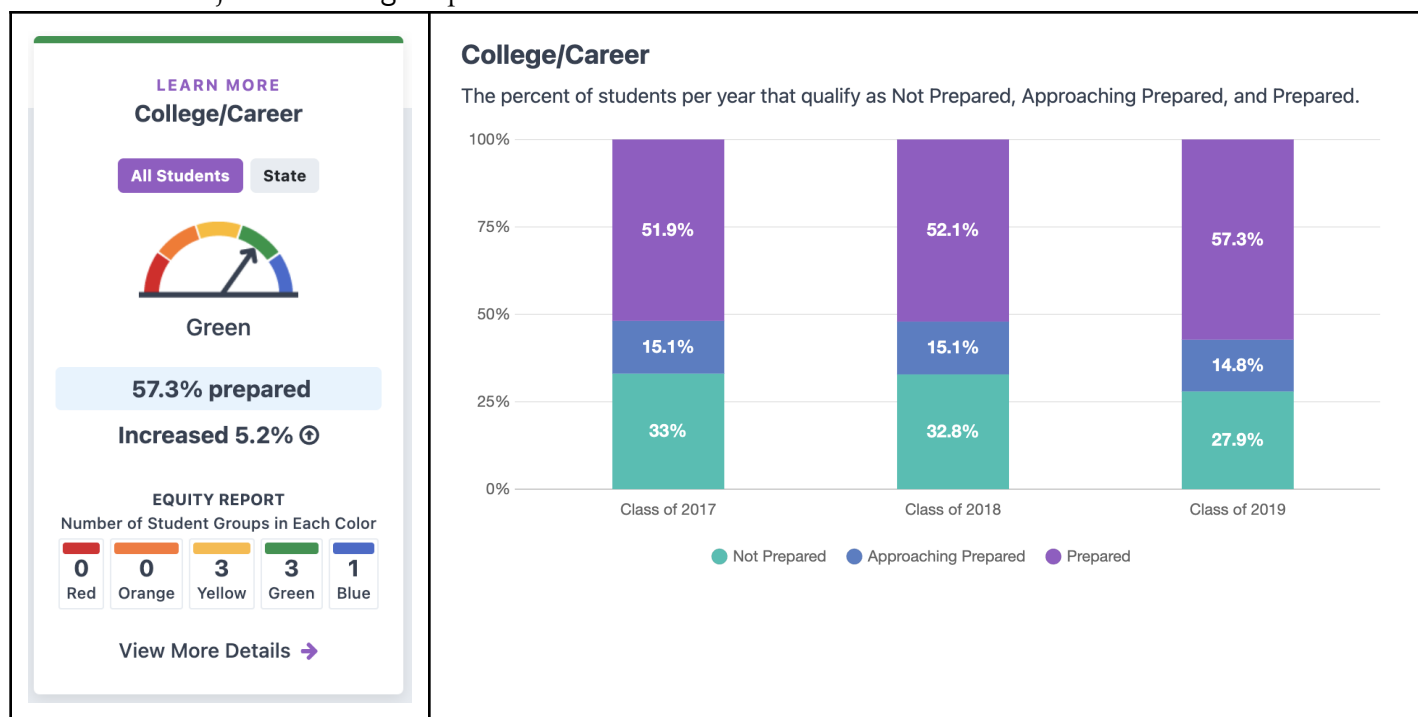
- Girls Teams: Volleyball, Cross Country, Basketball, Soccer, Softball, Swimming, and Track & Field.
- Boys Teams: Cross Country, Basketball, Baseball, Football, Swimming, Soccer, and Track & Field.
- Co-Ed Teams: Cheerleading, Wrestling (boys and girls compete in separate post season events).

LCFF Priority 7 - Access to a Broad Course of Study

COLLEGE & CAREER INDICATORS

Pictured below is student group data on numbers and percent of students in each of the three College and Career Indicator levels on the Dashboard for 2018-2019. The dashboard has not been updated since 2019. The three most recent college and career ready reports for our subgroups of students can be found at these links: [2020-21](#), [2019-20](#), [2018-19](#). These reports show that our SPED and EL (only 25% and 18%

respectively are prepared for college and career) students are less prepared than our other major student groups.



LCFF Priority 7 - Access to a Broad Course of Study School Budget

Perception of Data

Our test scores indicate that we need to improve the academic success of our students across the board. Overall, English Language Arts achievement rose slightly since the 2017-18 school year. Overall in Math, achievement declined. We also now know that our most recent CAASPP numbers (2021-22) are low for both English and Math. The declines in achievement from the 2019 exam to the 2022 exam are evidence of learning loss noted elsewhere in this report with regards to things like credit completion we feel is due to the one year and one quarter we spent in distance learning. The number of students taking the SAT test decreased slightly and the average total score for those that took the exam has remained relatively stable. The average score for both Math and ELA were the lowest in 2021. This data shows again the dips in achievement we have seen across the board during the time we spent in distance learning. The pass rate for AP test scores rose in the years before and at the start of the COVID pandemic and then declined about 10% after showing another signal of learning loss during that time. Based on ELPAC and CAASPP scores our ELL population was one of the hardest hit by learning disruptions during time spent in distance learning. According to our NWEA Maps data and common assessment data while we see students needing to improve writing and mathematical skills we do see improvements happening throughout the year.

Before COVID we believed we had some work to do to improve credit

completion and lower our D and F rate, especially for our Freshman, SPED, and EL populations in Math and ELA classes. Based on D-F rate and other credit completion data noted above, we are encouraged by slight improvements and are hopeful we are once again moving in the right direction. Graduation rates dropped during the 2020-21 school year with the largest drops in our African American and SPED populations. This drop is likely due to the increased numbers of students with lack of credits that year.

Our attendance rates are slightly lower due to the COVID pandemic (student illness), but the most significant change has occurred in the total number of tardies. Changes in the tardy policy since coming back from distance learning as well as possible differences in student behavior almost doubled the number of tardies we had before the COVID pandemic. Looking at the data we have, our suspension numbers have improved or remained stable since the last dashboard. We have especially seen improvement for our African American population. Expulsion numbers remain stable. Referral data indicates that the majority of our referrals come from defiance or disruptions, though that number has decreased the last three years. The next highest number of referrals is due to dress code.

Overall, our school climate and culture survey results suggest that students feel that they like school, feel successful, are recognized for their good behavior, teachers treat them with respect and that student behavior allows teachers to teach. Teachers tend to feel that PBIS is in place in the classroom, school-wide, and in non classroom areas of the campus, however many would like to improve our Tier 2 and 3 supports. Our students feel safe on our campus and believe many of their teachers care for them. Parents who responded seem to agree that we encourage our families to be involved, they receive effective communication regarding their students' academic progress and school events, and we provide opportunities for parents to support their students. Staff agree that those who work here do so because they enjoy it and choose to be here. Students at GTHS have the opportunity to participate in lots of co-curricular and extracurricular activities. College and career readiness reports show that our SPED and EL students are less prepared than our other major student groups.

Summary of Profile

Summary of Data With Implications

GTHS is a school with a rich culture and spirit that works to provide rigorous and relevant education to its students. We have a committed and talented staff working towards cultivation of students who are critical thinkers, skilled collaborators and communicators, digitally resilient, and display generosity, respect, excellence, accountability, and teamwork. Our students possess great potential, lead and mentor one another, and are working towards college and career readiness. The COVID pandemic created some challenges and was a difficult time, but dealt with those challenges with creativity and resilience. Though we are still recovering and improving from the repercussions of a year and a quarter spent in distance learning, our students have made academic and social progress since we've returned to in person learning. The data discussed above shows we have some things to work on, most notably credit recovery and increasing pass rates for our students, as well as supporting the academic achievement of our students by supporting their social emotional development. The

student suicide of 2018 and the lasting impact of the Covid pandemic show us that student wellness is a pivotal piece in supporting our students.

Major Student Learner Needs

Therefore the two **major student learner needs** we have chosen to focus on are:

1. **Improving credit completion and increasing pass rates for all our students and specifically for our SPED, ELs and Freshman.**
2. **Supporting the academic achievement of our students by supporting their social emotional development.**

These two areas of focus are inline with our current SPSA goals (in fact early on in this process, we added the exact student wellness goal), distinct LCAP goals, and previous WASC visiting committee critical areas of need (2016) and recommendations (2019).

Important Questions to Consider

1. How do you know that all students are achieving based on our school-wide student goals and academic standards?
2. Is the school doing everything possible to support student wellness and support high achievement for all of its students?

Chapter III: Self-Study Findings

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Curriculum
- C. Instruction
- D. Assessment and Accountability
- E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
GTHS has established a clear and coherent vision, mission, and graduate profile. During the 2020-21 school year, during focus group meetings, the staff analyzed, discussed, and revised our mission and vision statements. During the 2021-22 school year, during focus group meetings the current SLOs were analyzed, discussed, and revised into a new Graduate Profile. We worked together to ensure that our goals are based upon high-quality standards, matches current research,	Mission/Vision/Grad Profile Website WASC meetings/Padlets Survey Results

<p>best practices, and discussed the need to fit our students with the mission, vision and graduate profile. We want to develop the potential of all students and believe that all our students can learn and be college and career ready as well as align ourselves with district goals for our students. We discussed the last time we reflected on our SLOs and now again with the graduate profile what our graduates would need to be able to do and be in order to succeed in their future colleges and careers. During the 2021-22 school year, drafts of the mission, vision, and graduate profile were shared with parents and students who were able to give feedback via google form surveys. Though there were significant changes to all three, it was agreed that the "GREAT" acronym, that has been with us since the opening of the school, would definitely stay. Over the years we have developed PBIS matrixes, designed awards, as well as publishing much of our decor using the GREAT ideals. This GREAT acronym is an embedded part of GTHS culture. The final versions were shared with staff, parents, students and community via email as well as during a SSC meeting. Students from our honors graphic design class worked on creating posters to post the new mission, vision, and graduate profile around campus.</p> <p>We will routinely revisit the mission and vision statements, to ensure it is based on our students' needs. Also we would like to have more student input to avoid having something discussed and created just by the staff. We will accomplish this by having the students or at least a committee of students generate the wording. On that note we would like to have a group like Titan Voice with representatives from each 2nd period to discuss school wide issues on a regular basis.</p> <p>GTHS communicates and reinforces the school's mission, vision, and graduate profile mainly via the GREAT ideals through presentations conducted at School Board Meetings, Incoming Freshman parent nights, as well as at orientation events. Students are provided a student agenda which includes the mission, vision, and graduate profile along with school expectation and policies in detail and parent conferences with counselors, administration, and sometimes teachers provide clarification and support of our school's mission, vision, and graduate profile.</p> <p>GTHS is fairly effective at ensuring that students, parents, and other members of the school community are involved and understand the school's mission, vision, and graduate profile (previously our SLOs). We attempt to ensure that all stakeholders have access to school information through a variety of means (website, Open House, SSC,</p>	<p>Posters Letterhead Awards/Celebrations linked to GREAT ELAC minutes SSC minutes Student Agenda Marquee Incoming Freshmen Night Parent Square (aka Qcommunicate 2.0) PBIS Titan Tickets</p>
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ELAC, student agenda, parent square, social media, email, etc).	
We would like to work on ensuring that supports are in place for all subgroups to ensure that all students are able to achieve the ideals in the graduate profile as well as developing meaningful measures of those ideals. Also our next steps with this new mission, vision and graduate profile is to work towards ensuring that all our stakeholders not only understand but commit to them fully. A good start will be with the posters and we can also use Titan Time on Wednesdays.	

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Our school community has a general understanding of the district's governing authority through the school board and the executive cabinet upon our campus. There is an organizational chart for all of the District departments that shows the reporting relationships within departments. Relationships and responsibilities are shared through new teacher orientation, as well as peers with seniority sharing their knowledge when practical questions are asked. Parents are made aware of committee and other participation opportunities via our school and district websites as well as through emails and QCommunicate 2.0 (Parent Square). Our school's stakeholders understand that the school board is the ultimate authority within the district and that their decisions, expectations, and initiatives guide our work here at Grand Terrace High School. All stakeholders are aware of and able to participate in our district LCAP committee	CIUSD Organizational Chart School Board Minutes, Digital presentations SSC agendas/minutes; ELAC agendas/minutes Uniform Complaint Procedure ACE Contract CIUSD Employee

that determines district goals and allocates money based on those goals. LCAP updates are given during School Board Meetings as well as at Executive Cabinet meetings. All stakeholders are aware of and able to participate in our school SSC and ELAC meetings where our schools progress towards goals in our SPSA are reported as well as decisions are made updating the SPSA and funding allocations. Leadership at the district office makes final approval of our SPSA and the associating funding plans and ensures alignment with district LCAP goals.

[Handbook](#)

The Uniform Complaint Procedures are found on the district website under Student Services and is in the handbook section of the Student Agenda given to every student. The following is text from the Uniform Complaint Procedure mentioned above.

Site Level Complaint: The first step is to speak with the school site Principal to attempt to resolve your concern(s). You may file a written Site Level Complaint Form and submit it to the Principal. The Principal has (5) working days to speak with you regarding your concerns and then (10) working days to complete a written response to your complaint which will be mailed to you. A Site Level Complaint Form can be obtained at the school site or can be downloaded on the district website.

District Level Complaints: If after receiving the written response from the Principal you feel your concerns have not been resolved, you may file a written District Level Complaint Form. All District Level Complaints must include a copy of your original complaint and a copy of the Principal's response. At that point Student Services will investigate the complaint and, once completed, will mail you a written response within (20) working days. A District Level Complaint Form can be obtained at the Office of Student Services located at 850 E. Washington St (2nd Floor) Colton, CA 92324

At the site level, there are several voluntary methods for conflict resolution before a formal complaint is submitted to the Principal. Staff members with complaints or concerns can speak with and through their department chair and then with the assistant principal in charge of their department, and then, if still unresolved, meet with the principal. If still not certificated staff can contact the Association of Colton Educators (ACE) to submit a grievance. Another practice we have started this school year, involved our certificated members bringing any concerns to our ACE representatives who meet with our principal regularly to share concerns or issues. If a student has a concern he/she can go through

<p>a similar chain of command including the teacher, counselors, wellness center staff, campus security, assistant principals, or other adults on campus. Students can submit incident reports and district complaint forms if needed. All departments evaluate the severity and safety of concern in determining when students will be seen. For example, in the counseling department a student with an issue like bullying or suicidal thoughts would be seen immediately, either by their counselor (if available), or any other counselor. With an issue like a schedule change students will be addressed as soon as counselors are able to investigate the change. If a parent has a concern he/she can go through the chain of command (staff member, counselor, assistant principal, principal), submit an incident report, submit a district complaint form, or speak at a school board meeting. Occasionally, parents will not follow the established procedures for conflict resolution. Some will contact board members or administration without contacting teachers or other office staff. However, many parents use the school's chain of command for conflict resolution and the results are generally positive.</p>	
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A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>The GTHS leadership team consists of our principal, assistant principals, athletic director, head counselors, activities director, our WASC coordinator, our principal's assistant, and the district assigned campus custodial lead and security lead. The team meets weekly discussing upcoming activities, sports, facilities requests, safety, maintenance, general student needs, academic progress, and ensuring effective implementation of SPSA goals. Our SPSA is aligned to our CJUSD LCAP priorities. Alignment is explained in the Progress Report. The district LCAP committee meetings and surveys seek input from all stakeholders. Data like CAASPP scores, Map scores, EL redesignations, survey results, behavior and attendance statistics are looked at in the leadership team, staff meetings, PLCs, SSC, ELAC, within departments, and in Department Chair meetings. Departments and PLCs that are organized usually by course alike groups collaborate and reflect on strategies and the effectiveness of instruction. The administration team analyzes the day-to-day instruction while the departments are more focused on the results of specific benchmarks. Staff meetings happen regularly and information is shared via email as well with the whole staff. Department chair meetings are held once a month. Information (including, but not limited to, staff development, student testing schedules, campus safety, WASC, school events/activities, finals, LCAP, PBIS, etc.) is discussed and reviewed. This information is then disseminated to each department via department/collaboration meetings and emails. Departments, led by their department chair, continually review the existing process to determine the degree to which actions focus on successful student learning. Student assessment data (AP scores, class failure rates, benchmark exam data, CAASPP scores) is a frequent topic as these groups work to improve GTHS. PLCs tend to focus creating common assessments and on analyzing data, but some discussions do involve reviewing existing processes to determine the degree to which actions focus on successful student learning. Special Education and regular education collaboration does involve reviewing existing processes that are leading to successful or unsuccessful learning for specific students. Internal communication is effective through the use of the staff resource google classroom and email. The existing structures for internal planning exist at many levels and are mostly effective. Departments, department-based PLC's, and pathways implement different structures for internal planning, but all involve communication and meetings. When a plan needs approval from an administrator or the district to move forward, the lead contacts the appropriate point person. Likewise, site administration has structures for internal planning that involve both staff and district personnel.</p>	<p>Current SPSA SPSA Monitoring Document Meeting Agendas & sign-in sheets</p>

<p>Also, site admin and ACE site reps meet regularly to discuss site issues brought up from certificated staff members. Any identified needs coming out of our current data or other areas of concern are acknowledged and discussed amongst leadership. These discussions, in leadership and in SSC, often shape the direction of our SPSA as we update it annually and monitor progress throughout each year. Any proposed changes to our SPSA are approved by the SSC before the final version is sent to the DO for final approval. The DO also gives guidance and direction as they update the LCAP annually. Students involved in student leadership can bring concerns or needs through the activities director as well. We are currently looking into creating a students senate with a more varied student population so that our students can participate in the collaborative planning process. Resolution of differences is discussed above in A2. We believe we do a good job of including all stakeholders to collaborate on the details of our individual parts involved in student achievement but would like to improve the reach and involvement of all stakeholders on the school planning process.</p>	
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above*

indicators; include supporting evidence.

Findings	Supporting Evidence
<p>There is a district and site practice to ensure that all teachers are certified and qualified to work at a site. These practices include pre-employment screening, testing, experience validation, and interview process. The process continues with training and support from the site and the district, including release time, peer/ACE PAR support, training, and the evaluation process. The hiring process is effective in identifying qualified individuals. In general the process is effective but inconsistencies from site to site and the district in new employee training and support have been identified as a shortcoming to the process. For example, new teacher support can change from year to year as administration and staff changes. Department chairs and experienced teachers within departments are the main source of day to day new teacher support. We feel there should be a master operating plan for teacher induction. In the past a GTHS Teacher On Assignment would conduct new teacher meetings to ensure that all new staff members are oriented with the campus layout, familiarized with campus policies and procedures, made aware of available resources and assistance, and feel supported. Since we've been out for the Covid pandemic we have not restarted this again. Newly hired staff members are provided with state required a two year induction/clearing of credential CTI program with a mentor teacher for support as well as with peer ACE/PAR support and site-based induction in order to prepare them for their responsibilities. All staff is provided with training on new programs, including technology-based training, and resources (like the Promethean Boards), although the organization of training and implementation of things learned at the training is often determined to be ineffective by many of our staff. Administration assigns teachers to content areas within their qualified areas. Administration gathers some input from staff and department chairs in assigning classes and teacher's preferences are taken into account as much as possible.</p> <p>PLC groups make up the majority of our teacher professional development currently at GTHS. We currently meet on Early Release Wednesdays as course alike groups for about an hour. PLCs are described in greater detail in the progress report under goal number one's student impact description as well as in the Teaching and Learning, Curriculum, and Assessment sections of the self study chapter three. Professional development that occurs during a regular school day (teachers going to conferences or trainings) are limited due to our substitute shortage across the district. Even course-alike PLC</p>	<p>Meeting Minutes Padlets Slideshows for the PD 20-21 groups Ed Tech Demo Slams Revised Staff Handbook Google sheet with results Ambridge "TEAM Platform" ASCIP ACE Contract: Article 10 Personal reflection on how we are doing once we receive our evaluation. Feedback data from ThriveU Newsletters GTHS Google Classroom Staff Data (PD list at bottom)</p>

days that were once offered via LCAP funds are now only available as extra duty outside of the school day. This year and last we have had to reassign funds originally planned for outside professional development because we were not allowed to send teachers out of their classrooms.

The District assigns electronic training modules each year on COVID training, OSHA, sexual harassment, mandated reporter, blood borne pathogens, etc. The school administration prioritizes these training sessions, making sure to give us time to complete them.

The Counseling department attends yearly professional development regarding FAFSA, College requirements (Cal State and UC's) This information is shared with our seniors. The department is also offered professional development opportunities through the district and county.

During the 20-21 distance learning school year our teachers participated in two of four professional development groups who met a few times throughout the year. The four groups teachers got to choose from were Equitable Grading, Inquiry Learning Cycles, Educational Technology, and Inclusive Practices. Also during that year our teacher librarian and other volunteer teachers presented mini-lessons on specific tech tools in order to help us all succeed during our year of distance learning.

At the start of the 2021-22 school year all staff (credentialed and classified) participated in a full day of ThriveU SEL professional development. ThriveU had been out at the start of school years prior to the pandemic a small group of teachers were participating in several intensive pull out days of SEL professional development during the 2019-20 school year before we all were sent to work from home. Science Anatomage Table training took place on a weekend (October 2nd, 2021).

This school year, 2022-23, the district offers volunteer trainings via zoom regarding Google Apps for Education and other technology related items. These trainings are after contract hours and staff that attend are provided with extra duty pay.

CJUSD created a Professional Learning Group during the 2022-23 school year to create a statement defining and setting up what professional learning is at CJUSD. The group of 30-40 certificated faculty meets every three weeks or so, looks at the research on how people learn and discusses what it means to empower our faculty to be highly qualified and improve student achievement. Next year several sites in the district will pilot this new vision of professional learning and eventually we hope to make CJUSD a place that values and sees elevating our faculty, empowering them to collaborate and solve problems, as the best means of improving student academic

achievement.

We currently leave it to PLCs to determine the measurable effect of professional development on student performance through common assessments, review and discussions and we hope to use MapNWEA scores in the future as well. The admin team looks at and shares with staff progress on state and national exams (CAASEE, ELPAC, and AP) and course pass rates and uses information to determine future professional development choices. The process at both the PLC level and admin level is fairly informal and we would like to put structures in place to allow teachers to work together as a team to evaluate the effectiveness of their practices and learning and be able to continually and more immediately make choices that will move student achievement forward.

The District, through site admin, is responsible for the evaluation assessment of the performance of each unit member, subject to the procedural requirements. The time and number of scheduled observations and related conferences, for the purpose of evaluation, are determined by the following sections of this Article.

- 1. Non permanent unit members shall be evaluated twice a year.*
- 2. Unit members with permanent status shall be evaluated once every other year.*
- 3. Unit members with permanent status who have been employed at least ten years with the school district, are highly qualified, shall be evaluated every five years.*

The school's supervision and evaluation procedures are effective. At the beginning of the school year the administration holds a pre-evaluation meeting to notify teachers of the evaluation process and that they will be evaluated during the school year. During the meeting, teachers are notified of the expectations for evaluations as well as the criteria that will be evaluated based off of the California Standards for Teaching. This is effective because it prepares teachers for their evaluation and gives them an idea of what is expected. Shortly after the meeting, evaluations are scheduled and teachers are notified in advance when their evaluations will take place. After the teacher

is evaluated they meet with the evaluating administrator and discuss what was observed. Often our administration team is walking around campus and walking into classrooms to do informal evaluations. During these visits, administration will observe the classroom and teacher and sometimes, after they will discuss, quickly with the teacher what they observed. This is effective because it ensures that

<p>teachers are providing good lessons regularly and not only during formal evaluations. When there is time to discuss observations, this brings an open discussion to the table and provides opportunities for growth, mentorship and feedback.</p> <p>We have a staff Google Classroom where we house our staff handbook that outlines the school and district's written policies, as well as all of our calendars, bell schedules, titan time slideshows, testing information, staff meeting slideshows, etc. The district has a current organizational chart that outlines the responsibilities. Pacing guides for courses are available on the district website. Even though the system used to communicate the policies is effective, some faculty members do not have a clear understanding of the policies. Pupil Personnel Services Provides a monthly newsletter in which they provide updated procedures and practices for special education staff. The newsletter also provides info for professional development opportunities as well.</p>	
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The school leadership and staff are involved in the resource	SSC Meeting

<p>allocation decisions. Admin and department chairs discuss resource allocation to meet teacher and learner needs. SPSA budget is discussed and approved by ELAC and SSC. Administration, department chairs, Pathway Leadership, leads, and TOA's are primarily the staff familiar with resource allocation decisions. Other staff may be involved as members of the LCAP committee, School Site Council, and/or Secondary Curriculum Council. There is involvement from various groups to make decisions. Projects that require money can be funded through discretionary site funds. Teachers need to write up a proposal and submit it to the administration. The allocation of resources highly supports the implementation, monitoring, and accomplishment of the schoolwide Learner Outcomes, the SPSA, and the LCAP. Most of our funding (Title One and LCAP) is directly tied to our SPSA and we cannot make any spending decisions without justifying that it will help us meet one of our SPSA goals (meaning the district will not approve allocation). The SPSA is formed through collaboration between the SSC and admin team and shared with all stakeholders. Our SPSA goals are extension linked and aligned with district LCAP goals.</p> <p>The school's processes in relation to district practices for developing an annual budget, conducting an annual audit, and conducting quality business and accounting practices appears to be effective. The School Site Council reviews budget decisions. We know there is auditing of ASB and attendance accounting periodically and that the Board meeting agendas and meeting generally include budgetary items. Each site principal is required to submit an annual budget for the upcoming school year by spring of the previous year. While we do know there is an LCAP committee, we do not know if that committee has a process for conducting an annual audit and conducting quality business and accounting practices.</p> <p>Facilities fully support the school's vision, mission, graduate profile, the educational program, and meet the health and safety needs of students. Positive banners and signs are up all over campus to remind students to be GREAT. Many of our facilities are used for our College and Career weeks. There is space available for all. Last year some classrooms received flexible seating to promote a conducive environment for learning. At the end of each school year, a sheet is given as part of checkout procedures where teachers can make any maintenance requests. During the year maintenance work orders are emailed to a classified staff member on campus who electronically fills in district maintenance orders. Our campus has not always been</p>	<p>Minutes ELAC Meeting Minutes Department Chair Meeting Minutes Leadership Meeting Minutes Budget A-G Completion Improvement Grant</p>
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well-maintained-the rooms have not always been cleaned, the common areas are sometimes dirty. Our gym is currently under repair due to a massive leak discovered early during the 2022-23 school year. We are also awaiting district/community decisions regarding funding for repairing our theatre roof and pool. Our track is scheduled to be redone this year. We are working towards repairing and maintaining first-class athletic and fine arts facilities to allow students to thrive and grow in extra curricular activities, which helps them grow confidence and ability and can translate to doing better in the classroom. ROP and Pathway programs are housed on campus and are part of the overall curriculum. Some of their classrooms are specifically designed to meet their needs. Security does periodic sweeps of all areas and supports the educational process by helping to clear hallways and get students in classrooms.

The policies, procedures for acquiring and maintaining adequate instructional materials and equipment are somewhat effective. The district has an established adoption rotation plan in place and follows that plan. Extensive funding has been allocated and invested in VAPA to improve student access and learning opportunities. There is a site IT person (Steve Saucedo) that will come if you put in a work order for any technology that isn't working properly or you need help with. All teaching staff is provided with a laptop, promethean board, and online access to teaching resources to facilitate planning and instruction. Chromebooks are provided to each student. The District does have processes in place to provide materials and training for teachers. These processes do provide a framework from which educators can plan, train, develop, and teach their students. All teachers are given \$250 LCAP funding annually to purchase materials as they see fit. New technology is being introduced to the site. Promethean Boards were provided by the district to all teachers during the 2021-2022 school year. Teachers can also request iPads, Apple Pencils, there are currently more available in the Library for teachers to request. Also the school provides subscriptions to services such as EdPuzzle if the district does not provide and give staff the ability to teach to different modalities.

There is a district and site practice to ensure that all teachers are certified and qualified to work at a site. These practices include pre-employment screening, testing, experience validation, and interview process. The process continues with training and support from the site and the district, including release time, peer/ACE PAR support, trainings, and the evaluation Process. The hiring process is effective in identifying qualified individuals. Newly hired staff

<p>members are provided with peer ACE/PAR support and site-based induction in order to prepare them for their responsibilities. All staff are provided with training on new programs, including technology-based trainings, and resources, although the organization of trainings and implementation of things learned at the trainings can be ineffective. AVID Training is provided for teachers on a rotating basis. The district received \$2.2 million in A-G Completion Improvement Grant funds and has allocated resources to train all high school teachers on AVID strategies over a 4 year period of time. AP Trainings are provided for teachers on a rotating basis. Pathway trainings are provided for teachers within a given CTE Pathway. Late-start days every week allow for departments, grade levels, and other groups (Pathway, AVID, AP, etc.) to collaborate and work to develop best practices and common assessments for students. Also, we have TOAs to assist with students struggling in particular core subjects (ELA, Math).</p>	
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**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Staff and community continue to be equity-minded (new mission/vision/Grad profile)
2. Increased communication and collaboration regarding resource allocation
3. Technology improvements: now one to one with chrome books, all teachers have Promethean boards and most have updated computers
4. Pathways provide alternatives/support for job readiness/college/university readiness
5. Department collaboration

Areas of Growth

1. Continue to work with our on site district plant manager to improve the effectiveness of our custodial and maintenance staff.
2. Continue to work with SPED teachers and general education teachers to improve a working and effective collaboration system.
3. Continue, with district leadership, to look into the possibility of, most effective locations, and feasibility of Security Cameras for our school site. Purpose would be for monitoring our large and sprawling campus both during and

after school hours.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - Improving credit completion and increasing pass rates for all our students and specifically for our SPED, ELs and Freshman.
 - Supporting the academic achievement of our students by supporting their social emotional development.
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - SPED services support during the summer. Make efforts to advertise available services to our SPED population. (extended school year, summer school, etc).
 - Look into partnering with community colleges to increase the amount of classes offered for concurrent enrollment/dual credit. Once we are able to provide more classes, make plans to market successfully to students and parents.
 - Access to concurrent enrollment during the school day
 - Increase A-G completion rate
 - Explore Credit Recovery opportunities and options
 - Increase opportunities for students to develop “21st Century Skills”, which employers see as important in their hiring practices.
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - More SEL opportunities and support. Needs to be addressed more
 - Ensure all resource teachers have access to curriculum-psychology, history (world & U.S.), Biology, etc.
 - Access to tutoring after school
 - Increase communication of Paper.co and other tutoring services and opportunities(bit.ly/cahelpnow)
 - Celebrate community members who demonstrate GREAT characteristics too. When the community recognizes the value in the types of students we are committed to “producing” they will likely want to get onboard.
 - Bathroom doors are open and student expressed concerns
 - **Identify important next steps within the schoolwide action plan/SPSA.**
 - Specially outline SEL curriculum and activities
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Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>GTHS provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards and our graduate profile. The English department adopted the SpringBoard textbook by College Board which is aligned with California Common Core State Standards as well as California ELD Standards. Expository Reading and Writing Course (ERWC) is available for our 12th grade students. This rigorous course supports college and career readiness. The Math department is using Illustrative mathematics as their curriculum. It is standards based and more aligned to the math curriculum framework than the previous curriculum. Illustrative Math was written by a team that included one of the authors of the Content Standards. This is a fairly new curriculum that utilizes the current research on math education. This curriculum is problem-based and utilizes the math practice standards. Science courses follow the NGSS 3 course model which incorporates critical thinking skills. Social Science courses use a curriculum that is aligned to California Content standards and the recent redesigned Framework. VAPA staff participates in regular TCAP training and has</p>	<p>FOCUS GROUP RESPONSES Master Schedule Course descriptions approved by CJUSD school board 2018 SB adopted by CJUSD Board SpringBoard Textbook SpringBoard Rubrics for each Embedded Assessment ERWC Course Description Economics Course Description Example of Econ</p>

adopted the new VAPA standards. Many CTE courses are articulated with local community colleges. Students will earn college credit by completing these CTE courses on campus. Graphic Design students attend presentations at our feeder schools to talk about and promote CTE courses. Educators meet weekly for PLCs to collaborate and explore ideas and methods to improve student learning, discuss current practices as they pertain to district assessments and student growth, and to strive for a sense of consistency among different classes of the same subject.

Students are given the A-G requirements to plan classes around. There can be more time spent on skills assessments, personal course planning, and exposure to career options and how the current courses lead towards a career or college option that fits their skills.

All students must take 4 years of English (Honors and College Prep are offered in 9th and 10th grade, AP English Language and College Prep English are offered in 11th grade, and AP English Literature, College Prep English, and ERWC are offered in senior year). In math, the school/district has focused on ensuring that students are A-G eligible, encouraging 4 years of math. In the social science department, Economics incorporates financial literacy into the curriculum to prepare scholars for real world life skills. Many of the senior courses (AP Macroeconomics, AP US Government, Principles of Democracy, and Economics) provide students with guest speakers (a political philosopher, accountants, an economist, technical school representatives). French classes examine different career paths and what characteristics and qualifications they require. The ARTS Academy pathway's ROP/CTE capstone is an example of a CTE course that earns credit at Riverside Community College and San Bernardino Valley College; many college/career presentations and guest speakers visit throughout the year. Pathways in Engineering, Art, and Care (health services) are working towards expansion of working across the disciplines, preparing students for post secondary success. Certified CTE educators provide training in the medical field as well as the graphic design and engineering fields. CTE educators use California CTE Standards to build their curriculum.

VAPA/ARTS pathway students learn and utilize diverse design skills/media/techniques to build a portfolio for college and job applications. CTE students gain real world experience through collaboration with school wide departments as well as community

[assignments used for financial literacy](#)

Illustrative math curriculum

PLC minutes

Meeting Agendas/ Notes from the Pathway Meetings

[Engineering Pathway Brochure](#)

[Art Pathway Brochure](#)

[GTHS CTE course sequence](#)

[ROP community college articulation](#)

[ROP Graphic Design 1 course outline](#)

[ROP graphic design honors course outline](#)

[CRYROP Advisory meetings](#)

[CTE Art pathway matrix](#)

[@gthsasb](#)

[@gths_library](#)

partnerships.

The Arts, Medical, and Engineering Pathway integrates CTE courses to align academic and CTE standards. There is integration among academic and career technical disciplines in the pathways. There are classes that are set up to include as many of the pathway students as possible, meaning a Math Algebra 1 course will have a majority of Care Pathway students on its roster. This allows for the possibility of better collaboration between the departments. These pathway academic courses have content, assignments, and projects that integrate with the career technical disciplines. ARTS Academy incorporates artists and drawing into assignments for English, History, Biology, and the Art courses. Students in the CTE graphic design course (part of the ARTS pathway) must provide written artist statements, research papers on graphic design time periods, and mind mapping for researching designs. CTE graphic design students research various time periods to gain a better understanding of social, economic and emotional impacts on the graphic design industry. They must understand what was going on during specific time periods to gain a better understanding of why an art piece was created in the manner in which it was. Students use math skills to create vector based projects in Adobe software. The CARE pathway integrates medical assignments and academic and industry language in Biology, Chemistry, Anatomy, English, Math, and Gov/Econ.

There is articulation in the Engineering, Medical, and Arts Pathways to local colleges (Riverside Community College) with students being able to earn college credits for high achievement in CTE classes. Feeder schools are given a presentation by current students to introduce the Engineering, Medical and Arts pathways to future 9th graders. The CTE pathways at GTHS would like to grow by focusing on engagement of local business resources and job shadowing or internship programs at the high school level. The ARTS pathway is developing a community counsel from various local industry leaders, which offer internships and entry-level jobs. GTHS is working with the City of GT to design/build mosaic murals, art sculptures, etc. to beautify the city's public areas; pathway leads hold evening events for THMS and incoming freshmen. Many of our seniors participate in a grad walk at our various feeder elementary schools dressed in cap and gown and afterwards visit with the elementary students. The AP Computer Science Class has partnered with the Amazon Future Engineers Program to provide guest speakers from the Computer Science industry for the class. Amazon also has a scholarship program available through this partnership.

<p>GTHS has worked on building its social media presence with a twitter account, various accounts (asb, library, yearbook...) on Instagram, communicating on the community facebook page as well as establishing our own App. Also, our CTE courses and career center provide several ways for students to participate within the community. We have mock interviews with local business professionals, job shadowing/internships within the community, college campus tours/field trips, guest speakers from within the field of study. All of our seniors are asked to fill in a survey letting us know their future choices at the end of senior year as part of the check out process. CTE pathways offer follow up surveys after high school graduation to track students' career fields/choices.</p>	
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B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs – Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>GTHS offers students a wide variety of programs. All students are able to make appropriate choices and pursue a full range of realistic college and career options.</p> <p>Students have access to a variety of career pathways that provide rigorous, relevant, and coherent curriculum including Engineering, Art, and CARE pathways. These pathways provide students with a curriculum that is geared toward specific fields of study and employment beyond high school. They offer students real-world experiences that are present in engineering, art, and healthcare careers. All students are able to follow a career pathway that suits their individual goals they plan to follow after graduating. Pathway leaders and teachers guide students to their area of choice and introduce students to a wider area of career choices within their fields. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students. Along with the core academic and physical fitness courses, GTHS offers AP classes, honors classes, AVID, and CTE pathway programs. The math department has a variety of courses to allow students to take 4 full years of math. All students have access to Illustrative math curriculum, ALEKS and Edgenuity. In our science department, the NGSS curriculum is student driven learning based on real world</p>	<p>FOCUS GROUP RESPONSES</p> <p>A-G 4 years plans are located in Titan Agenda, discussed with counseling, and completed in our AVID program example: AVID A-G Student Portfolio</p> <p>Master Schedule Student Program Numbers</p> <p>Walk-throughs and observations of students engaged in challenging and</p>

<p>phenomena. Students are presented lessons in NGSS format which uses real-world examples and experiences to connect the learning to their knowledge base. This is implemented across all branches of the science courses (biology, chemistry, physics, and earth science). Course offerings in World Languages include dedicated Spanish Speakers courses. Advanced courses include level 3 and 4 as well as Advanced Placement Language and Composition (Spanish and French) and Advanced Placement Spanish Literature. Courses in social science meet the A-G requirements. The social science department has also expanded its AP course offerings. All the core social science curriculums have been updated and reflect the current state standards.</p> <p>All students who are enrolled in ROP Graphic Design courses have the opportunity to research career goals throughout the year, not only careers that pertain to graphic design. Students are encouraged to research how to get from high school to career or high school to college to career throughout the course by career research assignments. These assignments are included in the ROP curriculum. Graphic Design students have also created logos for the district, posters for upcoming events, the Titan Agenda covers, and t-shirt designs for clubs and classes here on campus. Engineering Pathway presents a choice of courses for all grades of students that will expose them to professional paths and careers in engineering and manufacturing. Students are exposed to traditional and non-traditional options as they explore careers, schools and training opportunities in a variety of careers. Students will keep a portfolio of exemplary work, and will take interest surveys, and skills assessments most years to help them explore their own paths.</p> <p>A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Students have no barriers to enter honors/AP classes, as well as having registration fees for AP exams paid by district. The Illustrative Math curriculum includes math practice standards and activities that pertain to real world experiences. This curriculum also has features included to show the teachers how to adapt the activities for EL and SPED students. AVID students complete A-G 4 year plans. Regarding our CTE pathway programs, all students are able to enter the pathway, there is no testing in, or application process. If they have the drive to engage in the curriculum we have the resources to support them in their academics. Tutoring at lunch and after school is possible upon request, extra activities like Makerspace challenges motivate and engage them in authentic learning. Group work and access to all curriculum via PLTW online and online cloud based</p>	<p>relevant work.</p> <p>AP Pass Rates</p> <p>Illustrative Math Example of NGSS Assignment: Adaptations (bizarre traits)</p> <p>Example of NGSS assignment: Synthetic Blood-Paternity Test</p> <p>Graphic Design 1 Course Outline</p> <p>Graphic Design 2 Honors Course Outline</p> <p>Senior Registration Form</p> <p>Junior Registration Form</p> <p>Sophomore Registration Form</p> <p>Freshmen Registration Form</p> <p>Counseling Schedule for regularly scheduled meetings re: personal learning plan.</p> <p>AVID–Course description and lessons</p> <p>Career Center</p> <p>PSAT 21-22</p>
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programs allows for constant access to information. This allows students a very flexible work/study schedule outside of the school hours. Although all students have access to seeing and choosing from a variety of programs, students are encouraged to choose a pathway and stay with it all four years. This can limit their access to a full-range of realistic college and career and/or other educational options. Pathway leaders, counselors, and students meet with students from our middle school feeder school to promote the pathways. Real world career choices are introduced to ensure that the pathway does indeed work with the community to vertically articulate post secondary education. Local businesses present various levels of a working business to show students that students may progress within their field within the workforce as well as in school. ROP Graphic Design Students are given real world projects that are given to us by community partners, such as other teachers, or community businesses looking for graphic design work. The CARE pathway provides students with the choice to take the in-hospital setting route (Clinical Medical Assistants) or the pre-hospital path (Emergency Medical Responder). The course sequence of these classes provide ample opportunities for students to learn hands-on skills, develop soft skills based on industry requirements, and expose them to the opportunities and experiences to learn from industry partners. Pathways provide real world applications for their coursework as they have a strong foundation with community partners. How much real world application occurs in non-Pathway courses highly depends on the individual teacher and their personal connections.

Staff works alongside parents and students to help create a career/college path for students. Counseling meets at least once a year with scholars to discuss and select their courses for the next year. During IEP meetings (triennial and annual), the Special Education Case Carrier discusses the scholar's personal learning plan, including college and career and/or other educational goals with the scholar, parents, and staff. All staff have access to this information because it is included in the IEPs.

The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness. Career center offers students opportunities to transition into post high school life. The PSAT is offered to all 10th grade students and any 9th and 11th grade students who want to take it. The RSP students are given both career exploration and soft skills training to prepare them for postsecondary education and employment. Speakers allow students

<p>to see how the skills they are learning apply to the real world. The students also have the choice in their senior year to take a TTP class which will set them up with the Department of Rehab. The students will complete a portfolio that they can use to get a job. The portfolio includes a resume, copies of important information like Social Security cards, letters of reference from teachers and any employers. Students are also able to get a job through Workability which will often lead to offers of full time employment. CTE/ROP receives feedback from past students on their career/college choices after high school through phone calls and surveys via email.</p>	
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ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. PLC among departments. Dedicated time each Wednesday for PLC collaboration. This seems to be consistent with all departments.
2. The pathways programs are a strength. Students have access to a variety of different educational pathways of which they can take advantage.
3. Students have open access opportunities to some elective programs like honors and advanced placement courses including district covering the cost of AP exams.
4. Illustrative Math curriculum, NGSS curriculum, English SpringBoard curriculum, and Social Science curriculum is based on current educational research such as inquiry-based learning.

Areas of Growth

1. Develop a plan to increase the number of students who are college and career ready, as outlined by the indicators on the California Dashboard. Make a plan to disseminate knowledge of what it means, according to the dashboard, to be college and career ready to staff and students so that we can begin to emphasize and develop more ways beyond Pathways and A-G requirements to achieve college and career ready status.
 2. Review master schedule development to minimize conflicts as much as possible.
 3. Improvement of outreach and communication with parents, as well increasing connections with our community.
 4. Within the pathway programs, develop cross-disciplinary lessons that are relevant and supported by multiple teachers.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - Improving credit completion and increasing pass rates for all our students and specifically for our SPED, ELs and Freshman.
 - Supporting the academic achievement of our students by supporting their social emotional development.
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**

There is a need for increased elective opportunities for all students. Increase of support for academic achievement in all subjects.

- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**

- **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
- **Identify important next steps within the schoolwide action plan/SPSA.**

Student achievement numbers are down. We need to increase support for academic achievement so that a rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Perhaps increasing a focus on college and career readiness standards, as outlined by the indicators on the California dashboard, and developing a plan with more options for every GTHS student to be college and career ready (with an emphasis on real world applications) student motivation and interest would increase along with student achievement.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>All students at GTHS are enrolled in challenging and relevant work with many students enrolled in A-G courses for their core academics. These courses vary and include AP and Honors options for multiple subjects. Students are challenged by high academic expectations and are given skills to help them succeed both in college and careers. Students participate in various activities designed to master academic concepts and skills as well as consistently work towards academic and personal goals. Scaffolds are used to ensure that students are exposed to difficult material, but are still supported, creating an environment where curriculum is amplified, not simplified.</p> <p>Students know what is expected of them in each assessment because clear learning objectives are presented. Also, through use of backwards design, used by many teachers, students will know the end goal before even beginning to learn through the curriculum. Students are involved in “challenging and relevant” work. Both inside class and outside class activities use evolving curriculum and scaffolds, multiple forms of resources and supplemental materials. Standards are presented and embedded within the curriculum. Peer-to-peer collaboration happens in classrooms in which the focus is feedback and reflection of learning. Many teachers use a backwards design model identifying what students should know, understand, and do based on their content standards. The ELA textbook, Springboard, is a prime example of this type of teaching and learning. Identifying lesson goals and then designing instruction allows for students to know the end-goal and work towards it, enabling them to ask more</p>	<p>FOCUS GROUP RESPONSES</p> <p>Pacing guides</p> <p>Unit plans</p> <p>Math Unit Resources/Plans example</p> <p>Science Unit Plans/Resource example</p> <p>Lesson plans with posted standards and objectives</p> <p>Rubrics</p> <p>Examples of Assignments</p> <p>USH Common Projects</p> <p>ACE Writing Template</p> <p>Science assignment example</p> <p>US History Student Work Samples</p> <p>Student grades meeting A-G; readiness for college/career</p> <p>Number of students that take the PSAT all years,</p>

<p>precise questions. Some of our teachers were able to participate in QTEL training and now use many of the scaffolds learned at the training to help not only our EL population but all students participate in rigorous and relevant work.</p> <p>Teachers, working in collaborative PLC's, design summative projects and assessments that measure mastery of the units' key concepts and skills. Shorter and more focused periodic formative activities and assessments are built into our units to act as checkpoints of student learning and to offer a means by which teachers can recalibrate instruction to further meet the learning needs of our students. Summative rubrics and lesson-based objectives are routinely provided and explained so that students are continuously aware of the expected learning outcomes throughout the unit of study.</p> <p>For example, in World History, assignments include standards, objectives, and essential questions in the introduction. By the end of the assignment, students are expected to answer the essential question/s in a summary. Summaries are structured in the RACER format. RACER format includes scaffolding in the writing process. Students practice writing in history and analysis. Assignments include writing components to allow for analysis and practice. In order to create consistency across course alike classrooms, our World History PLC team (like many of our other PLC teams) creates common and equitable assessments and assignments.</p> <p>Our counseling and career center offer a career and college week, provide the ASVAB on campus, offer college application workshops and FAFSA workshops. Counseling also assists students with scholarships, college applications and recommendation letters.</p> <p>Our CTE pathway programs offer A-G CTE classes as well as articulated classes where students experience career relevant and rigorous work related to specific careers (Engineering, Medical, and Art). Students meet the criteria for A-G and Articulated classes at course completion. Students satisfy the A-G and/or they receive college credit for Articulated Classes. All A-G or Articulated Classes have key assignments that hit the landmark standards so they understand the requirement before the assignment is completed and hit the mark when completed to assure students are College and Career Ready. Courses involve Project Based Learning</p>	<p>and SAT; resulting scores GTHS PSAT Dashboard</p> <hr/> <p>Examples of CT A-G and Articulated courses: <i>Emergency Medicine - A-G</i> <i>Pharmacology - A-G</i> <i>Medical Terminology: San Bernardino Valley College</i> <i>Emergency Responder: Crafton Hills College</i></p>
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assignments, on top of key assignments, for real-world experience. There is much teacher collaboration across multi-disciplines and school sites for the Project Based Learning assignments. All ROP students cover an employability curriculum that involves:

- *Resume writing*
- *Interviewing Techniques*
- *Community Service*
- *Mock Interviews*
- *Dress to Impress*
- *Presentation*
- *Professional Emails*

to assure all students are Career Ready. Our medical CTE pathway collaborates with the Theater department to test EMR students on Patient Assessment and treatment of Medical and Trauma Patients in an end of semester Mass Disaster Drill. EMR Students are tested against the National Registry Emergency Medical Responder Skills which is the National Standard for Emergency Responders and Emergency Medical Technicians. Emergency Responder students partake in a Project Based Learning project that involves creating a Fire/EMS Bootcamp Academy. The following aspects are considered and created:

- *Registration*
- *Curriculum*
- *Itinerary*
- *Activities*
- *Guest speakers & Agencies*
- *Competitions*
- *Infirmary*
- *Graduation and awards*

Collaboration:

- *Emergency Responder (GT) - Academy*
- *Medical Assisting (GT) - Infirmary*
- *Graphic Design (GT) - Web page*
- *Business (BHS) - Business Plan*

GTHS students enrolled in our medical pathway (CARE) coordinate and assist in blood drives hosted on campus. Students receive hands-on experience to enhance front office skills by setting up donor appointments before the drive and registering, directing flow and providing emotional support for donors on the day of the drive. In addition to assisting with blood drives, CARE pathway students perform free vital sign checks on students and staff before school

on scheduled late start mornings by taking their blood pressure, temperature, and pulse. CARE students also regularly disseminate health and safety information to the student body via booths in our campus quad and/or “medical minute” video message clips featured in our GTHS announcement videos. In addition, students enrolled in ROP Video Game design courses develop skills in designing video games and host an annual event called “Titanium Arcadium” in which staff and students are given the opportunity to try out and play the games the students enrolled in the course created

Engineering Pathway

We currently offer 5 classes: Introduction to Engineering Design (freshman) and Principles of Engineering (sophomores), Digital Engineering Honors (upperclassmen), Engineering Design and Development (EDD for seniors/capstone), Digital Electronics (upperclassmen), Civil Engineering (upperclassmen). The Principles of Engineering course is centered around 4 units with a major report due at the completion of each unit. Students research engineering careers, build bridges and simple machines, and at the end will utilize their newly acquired knowledge to build a machine sorter that will be challenged to sort marbles based on weight, or opacity, or some other variable the students select. The EDD is a capstone course that will allow students to take all of the information the academy students learn and put it into practice. The curriculum is provided by Project Lead The Way in conjunction with the engineering program at Cal Poly University in Pomona.

All 10th and some 9th grade students are required to take the PSAT. This year it was used as a diagnostic to identify AP student prospects. Counselors were encouraged to use this to communicate to each student their AP potential. Students were given their own data to analyze.

GTHS offers the TPP Class (Transition Partnership Program), a career focused course, for SPED students. We also are associated with DOR and SELPA that help our SPED students with work goals, Community College admissions, and completing the FAFSA. SPED students also have transition services minutes built into their IEPs. SDC students are involved in a Unique Learning System program that enables them to work towards Common Core Standard. Pre and Post tests are given on a monthly basis in content understanding, reading comprehension, math, and vocabulary reading. Progress and Regression are continually monitored. Unique Learning System categorizes students into 3 levels, students fall

under one category. Level 1, is for students who need the most support. Level 2 is moderated support. Level 3 is independent level. Work assigned to them is mostly explained at their appropriate level. School uses the Unique Learning System online program facilitating access from home and school. All staff members in class also have access to the system, making it an effective tool. Various visual aids are used in this program that assists students in the moderate to severe level understand common core content.	
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C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>GTHS teachers effectively offer student-centered instruction through a variety of strategies and resources. Teachers facilitate learning using research based instruction methodologies that include but are not limited to various writing strategies, collaborative study groups, critical thinking and metacognitive markers, focused note-taking, critical reading strategies, projects, problem based learning and hands-on activities. Collaborative Study Groups (CSGs) are student lead study groups where students work together to clarify points of confusion. A few teachers use Socratic Seminar, student lead discussion, which requires students to read and prepare questions, claims, and discussion topics based on a text. During the 5 phases of the Focused Note-Taking process, students take ownership of their learning by processing, questioning, summarizing, and reflecting on his/her learning. In spring of 2021 many teachers used a portion of their break</p>	<p>FOCUS GROUP RESPONSES Focused Notes Student Examples Multiple mediums of instruction/learning Social Science example WH Student Work Sample Google Slide Project Another WH</p>

to attend a digital training by WestEd called QTEL. This training provided many resources and strategies to scaffold for our EL population.

GTHS is a one to one campus with the use of Google Chromebooks. Students and staff use the Google Education Suite as a tool for their learning in the classroom and at home. Students complete assignments with the applications available in the Google Education Suite. Some other forms of technology application that are used in classrooms at GTHS include digital versions of textbooks, Pearson Easy Bridge, Google translate (EL students can translate pages, documents, and websites), Webassign, MyMathLab, McGraw Hill Connect, Desmos, Geogebra, Flipgrid, Nearpod (a free version of PearDeck is used by some), Quizizz, Mentimeter, Quizlet, Tablet, Kahoot, Blooket, Nepris, Edpuzzle, Google Slides, Google Sheets, Google Docs, Google Sites, Google Drawing, and Screencastify. Google classroom is used by most teachers to assign work and creates easy access for students to complete work when they are absent or out for illness. Students have access to online textbooks (mentioned above) using chromebooks. Several teachers use Quizizz to complete online quizzes and tests for students. For example a math class uses Quizizz weekly and bi-weekly to take assessments. For EL students, in addition to strategies from Qtel, we are utilizing a variety of new technologies to enhance their learning experience. Technologies Include: Google Translate, Mote (voice comments can be left on assignments and translated), Google Classroom, ZINC (reading and vocabulary practice), Quill (writing practice). In our Computer Science course students use JDoodle to test code and create code to fulfill certain tasks. For example, kids create a Dungeons and Dragons game with new content learned by applying methods to roll dice for a game. The application also delegates code segments out to kids: one kid creates a goblin with random stats, while other kids create conversation options, etc.

Real-world experiences/simulations happen in our CARE, Engineering, and Arts pathways. ROP, in conjunction with the district, changed the one-semester Medical Terminology course to a One-year Emergency Medical Responder 1 course. The Two-Year pathway will complete with the Emergency Medical Responder 2 Capstone Course. We now have a Pre-Hospital Path through the CARE Pathway, started this semester. With CTE, students are applying what they learn in class and using them in real-world situations, such as a Vitals Table at the most recent Blood Drive. Also teachers have been asked to visit the Lab in P807, for the Vitals clinic (by appointment) so students can continue to enhance their skills taking vitals on multiple patients. Technology

[Student Work Example w/Google slides](#)
[WH Student Work example w/docs](#)
[Chovan Student Work Social Sciences](#)
[Kyle McDonnell Student Work](#)

PE: Students submitted Google Slide presentations to Google Classroom using their chrome books.

<p>enhances the ability to collaborate across disciplines. CTE students utilized Google Sites to create a digital notebook for Fire/EMS Bootcamp. Each class worked on a section of the digital site. The MA students put together the Infirmary protocols and the Graphic Design students create the Student Agenda cover, Mission/Vision/Grad. Profile posters, as well as work on the school website and other graphics. Technology adds a layer in CTE so the students can self critique and improve their skills. Flipgrid is used for students to create a video of them performing the hands-on skills and assessment and afterwards they were able to view it, make corrections and perfect their skills. Students also used Flipgrid to create a digital library of skills that can be used by in-coming classes as instructional videos to learn the skills.</p> <p>In some of our PE classes, students complete a project, in which they develop their own weekly workout plans. These plans include warm-ups, stretching, main workout and scheduled rest days. Students were able to choose workouts. Some examples were weight training, aerobics, dancing to name a few. Students were able to use technology to resources workout materials.</p>	
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ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Pathways for various careers: medical, engineering, art, and college ready (AVID). Real life, hands on career based skills being learned and opportunities for career experience
2. Learning Targets are communicated to students in content classes at the beginning of each unit and students understand what is expected of them.
3. Opportunity for students to take college prep exams like the PSAT's in lower grade levels for exposure and practice leading up to the SAT and AP exams.
4. Increasing opportunities for students to think critically across the subjects through their writing (English, and Social Science uses the R.A.C.E.R. format for written analysis, Science uses Lab write-ups and CER answers, Computer Science uses real world scenarios to interpret data in writing). All formats involve problem solving and are evidence based.
5. Opportunities to support instruction - after school tutoring, Saturday School, SAIL tutoring at lunch with Think Together tutor, online tutoring (paper.co)...

Areas of Growth

1. Develop common Instructional Practices across curriculum like Focused Note-Taking, Collaborative Study Groups, Socratic Seminar etc. to better support student learning.
 2. College and Career Readiness standards, as defined by the California Dashboard, need to be better communicated to students and staff and incorporated into content curriculum so that students understand the relevance of curricula to the educational and career field.
 3. Increase student academic success so there is room for students to take additional electives. Currently many students' schedules are impacted with completed missed credits from previous years. Work on lessening the need for repeat coursework or credit recovery and begin to look at increasing the participation accessibility in current programs (performing arts) and offering additional electives both in pathways, and the expanding programs we already have such as
 - a. Fine Arts (Ceramics, Dance, and various advanced level Visual art courses such as Printmaking, Painting and life Drawing)
 - b. Vocational training (Look into using certificate programs available at local community colleges like mechanics, electrics, plumbing, etc. where students can explore and prepare for potential career options.)
 4. More access and availability to training for staff related to various technologies in order to better support students with their learning and understanding. Various programs, apps, and aspects of technology allows students to have access to essentially personalize their learning and meet their individual needs.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - Improving credit completion and increasing pass rates for all our students and specifically for our SPED, ELs and Freshman.
 - Supporting the academic achievement of our students by supporting their social emotional development.
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - high rate of non-grad seniors
 - students would benefit from receiving coping strategies
 - continuing to expand co-teaching in core subjects
 - continue to include SDC in co-teaching program
 - addition of an extra Language Assistant to help ELL students throughout the school day
 - addition of summer school courses (Spanish, pre-cal bridge)
 - long-term independent study option for all students
 - newcomer EL class
 - opportunity for students to join the Superintendent's Advisory Council.
 - **In order to have a greater impact on identified major student learner needs,**

use the strengths and growth areas above to

- **Analyze what areas within the schoolwide action plan/SPSA need to be addressed:**

The area that needs improvement is more options for students that are behind in credits. Due to the pandemic and distance learning, there is an increased number of students that need to take makeup classes.

- **Identify important next steps within the schoolwide action plan/SPSA.**

Provide more opportunities for students to take credit recovery classes before and after school. 7th period was added after the school year started. GTHS opened more credit recovery sections. Grade checks are conducted during Titan Time to ensure students are accountable for grades. All classes are taught by full-time staff.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
School leadership and instructional staff use effective assessment processes to collect, disaggregate, and analyze schoolwide student performance. We use CAASPP scores yearly as an overall marker for how our students and student subgroups are doing. These test results are shared with the staff during staff meetings as well as within departments. Also the results are shared with parents and community members via the school website where links to the school accountability report card and the CA Dashboard can be found. We also share assessment data during the yearly Title I meeting as well as at School Site Council meetings. We began using Maps/NWEA tests according to district direction during the 2021-22 school year. Diagnostic ELA, Math, and Science tests are given during the first, second, and third quarter to the entire campus. The data collected from the reports should offer a clear picture of student placement and achievement levels. The MAPS/NWEA should also	FOCUS GROUP RESPONSES Distance Learning Curriculum/Assessment Guides <hr/> ENGLISH SRI Test Sample RI Test report Master schedule from 2019-2020 school year to 2020-2021 school year Exit

track students' growth to see where they fall amongst national averages. Early data from 2021-22 shows that the test is very effective at marking student knowledge. We do need to better train our staff on how to not only proctor the exams but assess the data generated by the exams. Also, the individual departments use various summative and formative assessments to assess student achievement. We report the state level test scores to our staff as well as parents via the school site team. We effectively analyze data to guide our school's programs and processes, allocate resources, and form the basis for the development of our SPSA aligned with LCAP.

The district, in collaboration with teacher panels, contributed to the 7-12 Distance Learning Curriculum and Assessment Guides across subjects for the year we spent in distance learning. This was to ensure that students would have consistency from teacher to teacher in their distance learning courses. Though student engagement was a difficulty during our year in distance learning the guides did help us with consistent forms of instruction and assessment.

The English Department used the SRI reading test that was administered twice a year, various diagnostic assessments, and common formative and summative assessments through the 2020-21 school year. The results of the SRI test as well as the other assessments are discussed with English PLC groups and are often used to inform class instruction decisions. Scores of the SRI tests are published in the private profile of students for teachers to evaluate. Read 180 (our English intervention course) teachers test students using the RI Test multiple times per year and meet with students regarding growth. The Read 180 Workshop tests are also used to plan re-teaching leading to a re-assessment at the end of the unit. More or less Read 180 classes are added to the master schedule depending on student need based on their reading level. Read 180 teachers and district leaders in the curriculum planning have updated the Exit Requirements for the Read 180 program. Beginning with the 2021-22 school year Maps/NWEA testing is used three times a year to monitor student growth. English PLCs are beginning to use this new data to inform instruction. The English PLCs determine common formative and summative assessments to use at their grade level.

While the English department, as well as other departments have discussed and the district is currently looking towards modification of grading policies on our campus and within the district, it is a common concern that there may be some variability when it comes to the grade a student would receive based on each individual

requirements from Read 180 Next Gen to Read 180 Universal

[Sample Workshop Test report](#)

2020-2021

English

Department

Assessment Data SRI

[Diagnostic](#)

[Assessment-Write](#)

[Diagnostic Assessment-Selected Response](#)

[Formative/Check point](#)

[Assessment Unit 1](#)

[Eng 1](#)

[Formative/Summative](#)

[Eng 2](#)

[Formative/Summative](#)

[Eng 3](#)

[Formative/Su](#)

MATH

[Math Dept Data Protocol AGA](#)

Common Assessments on Illuminate

SOCIAL SCIENCE

[WH Planning Guide & Benchmark Schedule:](#)

[WH Third Quarter](#)

[Benchmark:](#)

[WH Final Exam](#)

teacher even within the same courses.

Within the Math Department, Illuminate testing for common unit exams, school-wide common assessments (currently Maps/NWEA) are given to monitor student progress. PLC teams have created Common Unit Assessments for Algebra 1, Geometry and Algebra 2. Data is collected, analyzed, and discussed in PLCs, focusing on moving forward and reteaching if necessary. To grade common unit assessments, rubric based grading is used and PLC teams calibrate grading during meeting time. IM Curriculum-Cool Downs are used as formative assessments. The math department uses an effective system of assessment to assess students' mastery of skills and concepts. Math teachers are starting a PDSA (Plan, Do, Study, Act) to help address the effectiveness of team policies with regards to various classroom procedures including but not limited to instruction, assessment, and grading.

In Social Studies we are moving to a new format to acquire and review data. The district has asked our department to participate in common assessments with the other high schools in the district. In the past each individual school social studies department reviewed data from their own school. The new format allows schools to compare data between schools with similar demographics. GTHS has recently created new common assessments in social studies courses and continue to create and refine common assessments. There is as of yet, no common assessment between the high schools. Speaking just for Social Studies the program needs more time for the teachers to decide how to use the data. District Benchmark Assessments, Illuminate, and Unit Assessments are used to collect data on student progress as well as through informative assessments (classroom activities). Yearly we can use Social Science AP test results to help with instructional planning. The Social Science department is working towards concentrating more on analyzing the collected data as a team, as well as using the analysis to inform instructional choices.

In the Science department, common unit assessments and self assessments are used to give feedback and collect data that informs teachers of student progress, engagement, and effectiveness of the new curriculum. In Chemistry, they align their unit assessments with the district adopted curriculum (Savvaas) and with each teacher's general chemistry classes during their PLC time. Also, chemistry labs are aligned with the district adopted curriculum (Savvaas) and with each teacher. In Biology, Students are given the same unit

[Benchmark Q4
WH Unit 1 & 2 -
SAQ \(Formative
Assessment #1
Fall 2020\)](#)

SCIENCE

[Bio Assessment](#)

SPED

Assessment

Examples: [San](#)

[Diego](#)

[Quick](#)-word

recognition out

of context [Quick](#)

[Assessment](#)

[Cover Letter](#)

[Oral Reading](#)

[Fluency](#)

Delta Math

Lessons

Quill Writing

Lessons

Readworks

Lessons

[KTEA 3 -](#)

[Triennial IEP](#)

[Assessment](#)

<p>assessments and self assessments that focus on the unit and lesson questions.</p> <p>Within the special education department, informal assessments are used to assess present levels and IEP goal progress. Standardized academic achievement tests are used as well. Students with IEPs are monitored with EV12(web IEP program, home we tell parents Report on progress towards once a semester progress on goals. RSP teachers use the results of these assessments to adjust IEPs with supplementary aids and services as well as adjust accommodations and modifications. For our RSP/SDC and M/M students the KTEA 3-Brief is used to inform annual IEP review. EV-12s are used to monitor IEP Goal Progress throughout the year.</p> <p>Within our Visual and Performing Arts (VAPA) department, the team has agreed upon common estimated homework hours for each class. Performance classes require 0-2 hours of homework a week. Visual arts classes are 0-2 hours if assignments are not completed in class. A common concern within the department is that elective programs are often left out of the program regarding assessment and expectations at the district level. When student performance data is presented, it is often ELA, Math and Science. This is not giving us a holistic view of how our students are performing in other subjects.</p>	
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D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Teachers use daily discourse as a means of evaluating their	FOCUS GROUP RESPONSES

<p>understanding of the lesson.</p> <p>In the English department, the Read 180 teachers will do one-on-one conferences with students regarding their grade on the Read 180 Software which is used to help improve and boost their reading level to get them closer to their grade level. Also, in the Read 180 class, students will have students complete a Mid-Unit Test then students and teachers analyze the data to see which skills students are struggling with. Teachers will then work with students to complete test correction exercises and reteach lessons to improve student scores before the end of unit tests. In the mainstream English classroom, PLCs are meeting more regularly to both create more common, formative assessments and also to go over the data from assessments that have been given to see if we can take some lessons from our educator peers and apply them to our own class in order to facilitate learning. In English classes, when students write an essay they are often given feedback from the teacher and asked to rewrite their essay to perfect it. This is not a department-wide practice, but it might help students if it were.</p> <p>In math classes, teachers use platforms such as Desmos and Geogebra to monitor student understanding. In the Algebra 1 class, we use Illustrative Mathematics Cool Downs to review the lesson for that day to check for understanding and assess student learning. The Algebra 1 Department uses common assessments. We gauge student learning/gaps in understanding to remediate learning. In Algebra 2, we use the common quizzes using google forms. This keeps the assessments common among the Algebra 2 classes. We also use a common summative assessment for every Unit using Illuminate</p> <p>In the social science department, many classes use, think pair share and other student discussions techniques to review concepts as well as assess student learning. In AP World History, the teacher gives his students written feedback on their essays. He posts comments in a pdf so the students can see my comments. He has students meet with me for writing conferences. In College Prep World History, we provide written feedback for analysis projects (such as written infographic essay projects) through the Google Classroom assignments private comment feature. In AP Macro, students are given Quizzes and Problem Sets via google form for every unit topic. Those are graded and feedback delivered as students complete them. Students use feedback to retest or study for Unit mastery. With consistent means of formative and summative assessment teachers within the social studies department have a clear understanding of</p>	<p>Classroom observations in Mr. Goltarts class, Mrs. Aguila, class, Mr. Carriers class during the most recent walk through was done by an AP.</p> <hr/> <p>ELA</p> <p>Version history of student essays</p> <p>Read 180 Software Scores</p> <p>Read 180 Workshop Scores</p> <hr/> <p>MATH</p> <p>Cool Downs-Algebra 1</p> <p>Illuminate Common Algebra 1 Assessments</p> <p>Algebra 2 Common Assessments</p> <hr/> <p>SOCIAL SCIENCE</p> <p>Providing feedback on assignments through comments in Google classrooms.</p> <p>AP World common assessment</p> <p>Google Classroom private student comments</p> <p>World History:</p>
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<p>what students have mastered and what they may need to work on. This information informs instructional decisions going forward. Perhaps we need to look at improving the collection of student feedback.</p> <p>Within the science department, the larger courses like chemistry and biology use common unit assessments. This provides common ground to assess proficiency in the concepts. Common assessments also provide feedback on areas that need a revisit. NGSS allows for revisits and connections between units. Student performance on unit assessments drives our reflection for adjustment on teaching methods, assignment modifications, and future assessment considerations. Student data on lab assignments guides our setup, take down, and implementation. Reflecting on how the students performed allows us to see where engagement levels were high or low and what options we have to modify the experiment for future classes. In Biology, the common unit assessments and self assessments create opportunities for student reflection as well as provide feedback and data that informs teachers of student progress, engagement, and effectiveness of new curriculum. In the Engineering Pathway teachers use project based learning to test student knowledge and understanding. Students are also given feedback. Essential Learning targets are developed in a spreadsheet, given to students as an intro to each unit, and self assessed by students several times through the unit. Students are able to see what they need to focus on during the unit or as a summative self assessment. Students are given quizzes and tests along with their projects to test for subject retention as we are progressing through our curriculum.</p> <p>Performing Arts Teachers use the analysis of formative and summative assessments during rehearsals to guide, modify, and adjust repertoire selection. Teachers provide feedback on low-risk assessments, allowing students to correct work, and to ask questions.</p> <p>Within our PE department, teachers check for understanding by asking questions, using peer evaluations, and teacher observations.</p> <p>SAIL Program, staffed by Think Together in partnership with our ELA and EL TOAs, began during the 2020-21 school year and is a place for students (either referred by teachers, or self referred) to go to get extra tutoring and support based on assessment data and feedback from assessments.</p>	<p>Unit 1 Test- The World Before 1750 (common summative assessment). World History: Unit 2 Test- The French Revolution (common summative assessment). USH common assessments. common final exams. common projects Google Form Quiz/Problem Set Data AP Macro Feedback example</p> <hr/> <p>SCIENCE Teachers use Unit Test scores to compare proficiency between different groups and different classes. Strategies are used to revisit the concepts in a different format like a lab or project Anatomy Post Test Reflection Engineering Self Assessed Learning Targets example Bio Assessment Transfer Task example Student projects, test and quiz</p>
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	<div>feedback, student journals.</div> <div></div> <div>VAPA</div> <div>Music Library, Play selection, Kahoot reports</div> <div>Google classroom comments</div> <div>Sail Slide Show</div>
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ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Teacher collaboration during regular PLC meetings to review common assessment data within the math, sciences, english, and social science classrooms.
2. Teachers regularly provide feedback to students regarding assessments and assignments. Teachers provide feedback through written responses and online programs (such as Google Classroom).
3. Teachers use formative and summative assessments to inform future instruction decisions.
4. CAASPP testing data is shared with all teachers and counselors

Areas of Growth

1. Make the whole PLC process more effective for both academic and elective groups, by ensuring specific goals and expectations for PLC teams are clearly defined and more support and guidance for elective PLCs is provided.
 2. Now that we are hopefully coming out of COVID pandemic, do a study to determine if student performance is linked with student attendance and tardiness, in order to make the case to students and parents about the importance of being present in the classroom.
 3. Stronger collaboration between SPED, ELL, and general education teachers to allow for greater growth on the CAASPP, reclassification, and IEP goals as well as increase student college and career readiness, as outlined by the California dashboard indicators.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - Improving credit completion and increasing pass rates for all our students and specifically for our SPED, ELs and Freshman.
 - Supporting the academic achievement of our students by supporting their social emotional development.
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - Link students achievement to realia. Students need to connect classroom time with the world outside the classroom. Give students a purpose beyond the grade (could use Pearson You-certifications).
 - Students need timely feedback on student work in all classes.
 - Students would benefit from increased access to tutoring (at the start of this year tutoring originally was only offered in the AM, due to the new

start/end times).

- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**

We need to work towards improving student CAASPP scores and student achievement overall coming out of the distance learning years. We also need to work towards increasing EL learner achievement.

- **Identify important next steps within the schoolwide action plan/SPSA.**
 - Increase access to tutoring with Think Together/SAIL and perhaps offering after school tutoring.
 - Parent meetings
 - PLCs are given more time to analyze data and make decisions based on student scores.
-

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students. GTHS has regular School Site Council meetings with both parents and a community member as members and the meetings are open to the public. We have ELAC meetings in which parents are welcome to come. Parents, students, community members, and teachers are part of LCAP meetings to collaborate and discuss the allocations of funds for specific programs. Parents participate in SST meetings, 504 meetings, and IEP meetings. From 2016-2019, the Spanish department held Literacy Classes for Spanish speaking parents. There is also a district Community Cabinet that parents can be a part of. We also have a district Literature Advisory Committee that includes teachers, students, parents, and administrators who meet to approve novels to diversify the English curriculum.</p> <p>Open House evenings happen annually in the fall as a means of connecting parents to their students' teachers. Open House was done virtually in 2020 and 2021. We offer orientation days in the summer for all our students and families. We offer a parent evening event for Freshman families in the Fall as well as a couple senior parent nights (one in the Fall and one early in second semester). Also early in the spring semester incoming families (families of current 8th graders from our feeder school) are offered an evening event to share information about our programs before they register. Most teachers use google classroom and parents are able to be added as a guardian on these sites. AVID has a Google Classroom page where AVID students and parents alike can find information on all things AVID at GTHS. Along with our school website, we implemented the use of a</p>	<p>FOCUS GROUP RESPONSES GTHS Meetings 2020-21 2016, 2018, 2019 Career Week, 2021</p> <p>GTHS Meetings</p> <p>2016, 2017, 2018, 2019 on campus Open House, 2020 Virtual Open House, 2021 Virtual Open House 2016-2020-</p> <p>Meeting participant Lists School Website, Q Communicate School Calendar, School Website, Staff survey? Participant list. Programs from previous events. Website, E-mail, Phone logs, Q Photos. Virtual presentations</p>

<p>GTHS App at the start of the 2021-22 school year which is yet another way school information is disseminated out to parents and students regarding announcements, meetings (senior meetings, board meetings, school site council, LCAP), deadlines, and upcoming events.</p> <p>We used Q Communicate and now use Q Communicate 2.0 (which is actually Parent Square) to send messages to our stakeholders. We also make use of this system to see the success of our communication attempts.</p> <p>Members of the community (including representatives from local businesses, colleges, and military branches) volunteer to speak at our College/Career week. Presentations are offered in our Lecture Hall and Auditorium as well as virtually and information booths are set up in the lunch area during lunch. Our counseling dept hosts yearly financial aid workshops to help parents with the FAFSA process. Parent volunteers help the theatre department (via the International Thespian Society) with ticket sales, concessions, and set building.</p> <p>Guest speakers are invited that can aid students understand different work fields. For example an emergency room nurse was invited to the medical pathway classes, accountants have been welcomed in senior economics courses. A political philosophy professor and an economics professor has visited annually with our AP Government and AP Economics students. These two came as a part of Foundation for Economic Education. Now they come on their own accord. While many visits have been virtual the past couple of years we are once again beginning to invite guests into our classrooms. We also participate in the city's Earth Day event that involves the community leaders, community volunteers and often guest speakers will come to our science classes the week of the event. Kiwanis and Key club host guest speakers and encourage parent involvement throughout the year. We hold Mock Interviews via our career center. Students dress in business attire and interview with local community members and business owners. We were unable to hold our mock interviews since the pandemic but we are planning for the event again this spring semester.</p> <p>We love to celebrate our student accomplishments with our parents and hold semesterly Academic, PBIS, and Attendance Award Ceremonies. Seniors have their own awards ceremony in the evening shortly before graduation where local scholarship awards are given out as well. We also celebrate our campus pride with front of school signage. We have worked to build a social media presence.</p>	<p>with college representatives 2020</p> <p>Yearly roster and info events/ T. Ramirez 2016-2019</p> <p>List of guest speakers from different programs & pathways</p> <p>2019, 2020 Awards, 2021 Awards</p> <p>Photos from @GTHSASB @gths_avid</p> <p>GTHS App</p> <p>GTHS Parent Facebook Page</p>
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There is a GTHS parents page run by the parents of GTHS, our ASB, Odyssey (yearbook), AVID, several sports groups, and some clubs have instagram pages. Students, parents, and the community benefit from school announcements, student/college info, inspiration, and shared photos of events.	
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>We have existing policies and regulations set up in our staff handbook located on our staff google classroom and our student handbook that is given to all students at the front of their Titan Agenda. Discipline procedures and policies are listed in that agenda. Discipline of our students is documented through Q/Zangle. Our administration attends workshops on discipline training and are supported by District Student Services. We also follow district guided procedures (found in both the staff handbook and the student handbook) for concerns and/or complaints. Written documentation of issues brought up is taken. In order to move students from class to class our bell system is used. There are six minutes between each period. We utilize a two minute warning bell to inform students of how much time is left to get to class.</p> <p>The Uniform Complaint Procedures are found on the district website under Student Services and are in the handbook section of the Student Agenda given to every student. Details are listed in the Organization (A2) section above.</p> <p>We use our resources to ensure a safe, clean, an orderly campus that nurtures learning. In our first year back from distance learning each student desk in every classroom was provided a shield and masks were provided to students and staff. Covid exposure notices were also emailed regularly to inform staff. Concern was shown for students during the distance learning year by making sure all students had their own chromebook and a hotspot if they needed</p>	<p>FOCUS GROUP RESPONSES</p> <p>Staff Handbook Bell Schedule Titan Handbook Wellness Center GoGuardian Gaggle Digital Citizenship Scheduled Great Lessons Club List PBIS Titan PBIS Store Tomorrow's Leaders Uniform Complaint Procedures Digital Citizenship Plan</p>

one.

Our Wellness Center is a place where students and staff can go talk to someone about concerns or well-being. Parent informative sessions were held via our wellness center in the evening of Spring 2022 semester for our parents (both English and Spanish speaking programs were held). Our Link Crew and our Peer Counselor classes of students who are trained to support their peers both academically as well as promote a welcoming and safe environment on campus. Our peer counselors are also training to be a source of help for their peers' social and emotional needs. Counseling is also available for students to express concerns and/or address questions of well-being. Interventions for mental health as well as substance abuse and anger management can be accessed either through the Wellness Center or Counseling department referrals. South Coast Counseling facilitates the substance abuse and anger management interventions on site with students who receive a certificate of course completion at the end of their intervention time.

Gaggle, GoGuardian, and Digital Citizenship curriculum delivered annually are in place to insure the digital safety of our students. Gaggle sends alert emails to administration. Staff have daily access to GoGuardian and can see student screens, set restrictions on what websites are allowed. District and county web filters are in place to help prevent students from accessing inappropriate websites.

There are currently several cameras set up in the hallways of some of our buildings and we have had several scheduled walkthroughs with district personnel and vendors to discuss the need and cost for more cameras on our campus.

During the first eight days back from distance learning in August of 2021 we held schoolwide G.R.E.A.T lessons via second period to help reinstate our school culture, share out our then Schoolwide Learner Outcomes (which have since been edited into a new Graduate Profile), build rapport and connect with our returning students. Only our Seniors and Juniors had ever stepped foot on campus that year. We have many student and staff created clubs that also encourage connection and interaction. We continue to share our school G.R.E.A.T reminders via branding around campus, on the website, Titan app, letterhead, Titan Time and daily announcements. We announce events and other important dates via intercom during second period as well as through Titan Time slide show presentations on Wednesdays and occasional Fridays.

Our ASB students provide lunchtime activities for our students that spotlight various themes of celebration. Some of the lunch time activities we've offered include Loteria, Polynesian performances, hispanic heritage performances, and lunch on the lawn with picnic games.

PBIS encourages students to meet our mantra of Be G.R.E.A.T. via explicitly teaching expectations and recognizing those that display G.R.E.A.T. Teachers and staff give out Titan Tickets that students can use in Titan Store to purchase rewards or enter drawings for more expensive rewards. The store is open monthly for students to redeem rewards and we are working towards increasing the frequency we can open the store. During the 2022-23 school year, parents began volunteering to help staff the store.

The district Tomorrow's leaders program is an incentive program to reward students with exceptional attendance, great behavior, as well as good grades. Students who qualify are invited to a celebration event at the end of the year and can win prizes with the grand prize being a car.

Our maintenance staff works to keep the rooms swept and trashed out and the bathrooms cleaned and stocked daily, as well, during our first year back from distance learning, providing shields, cleaning specific rooms with covid exposures, and setting up and cleaning before and after events.

Our administration and security provide supervision on campus during school hours as well as at after school athletic and extracurricular events (dances, festivals). This year we started with a security staff of 7 which helps with monitoring all buildings and bathrooms. Admin works closely with security to address issues on campus and safety needs, staff has access to dispatch and communicate needs. We have a registered nurse on site. We also share a Resource Officer from the sheriff's department with our sister Grand Terrace schools (two elementaries and one middle school).

To buoy the morale of the staff we have a staff social committee that plans events for our staff and puts together the holiday and end of the school year luncheons. Though we had a bit of a hiatus since the pandemic we did pick up with the luncheons again last school year. There is also SEL professional development facilitated by an

outside contractor to promote staff wellness as well as train staff on implementing SEL in their classrooms to ensure students have the best environments to learn in. Synergy days are also held to promote leadership and emotional support for students and give them the opportunity to connect with other students on a more authentic level.	
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Our students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.</p> <p>Our counseling department holds parent and teacher conferences in order to work with students that have specific needs. Counselors hold classroom presentations in our Lecture Hall to give information regarding course options, four year plans, graduation and A-G requirements. The counseling department also works with the Career Center to plan and put on College week (held in the fall) and Career Day (held in the Spring). Counselors set up college presentations during College Week, offer workshops to help with college applications and the completion of the FAFSA. Colleges come during both lunches during College week and set up and do a question and answer. Valley college rep comes and does workshops for students for FAFSA. Counselors assist students with scholarships and recommendation letters as well as provide personal, social, emotional counseling and academic counseling. Our counseling department and career center also work with local military recruiters to offer the ASVAB on our campus.</p>	<p>FOCUS GROUP RESPONSES</p> <p>4 Year Plans</p> <p>Master Schedule</p> <p>College Week</p> <p>College and FAFSA Workshop Lists</p> <p>ASVAB lists</p> <p>Club List</p> <p>CTE Pathways</p> <p>Career Center</p> <p>Tardy Policy</p> <p>Sail Slide Show</p>

We have Math, English, and EL TOAs that assist with all student achievement but especially our tier two students that have lower achievement. They offer morning, lunchtime and after school tutoring as well as offer soft skill training to facilitate student academic improvement. As of the 2021-22 school year, we offer the SAIL tutoring program (referenced above in the assessment section) for students with two or more F's. SAIL also supports students that go to the program with frequent academic checks. Students are able to get tutoring during lunch via this program. Students are also able to get tutoring from individual teachers in the afternoon and mornings and on Saturdays. This is a great support to both our general ed and special ed students. In our math department we separate our Algebra sections into classes for those taking it the first time and those for students that need to retake Algebra so that we can focus on gaps that were missed the first time. Career Center collaborates with community cabinet and local businesses to provide mock job interview and resume experience.

Our SPED students benefit from Learning Centers where SPED teachers offer support to students and hold weekly grade checks as well as provide communication with parents. Grand Terrace has worked over the last few years to increase our inclusive practices. Currently all our RSP teachers are co teaching in general education courses. SDC teachers provide push in support for students with disabilities placed in electives like technical theater.

Our PBIS plan encourages students to meet our mantra of Be G.R.E.A.T. via explicitly teaching expectations and recognizing those that display G.R.E.A.T. Titan tickets are offered to all students exhibiting G.R.E.A.T habits as a means of focusing on positive student achievement at the Tier One level. Each student is given an agenda to record upcoming events, assignments, and to track grades. Much of the Titan Time slide shows that go out during the second period encourage our students to use their agenda as an organization tool to develop the soft skills needed to succeed academically. Second period classes are a few minutes longer and starting this year, Wednesday second periods are 20 minutes longer, to allow for teachers to do activities connected to maintaining their agendas, tracking their grades, connecting to our GREAT motto, and building a team environment. Titan Time slide shows are sent out on Wednesdays to help teachers facilitate those goals.

As mentioned in E1 we hold Academic Awards Assemblies to celebrate and recognize student academic success. We give awards for GPA, Improved GPA, Biliteracy seal, attendance, etc. We believe this supports our students with these through the positive reinforcement and atmosphere of celebration they provide.

Students in AP classes are encouraged to attend Saturday AP prep sessions. Student athletes complete regular grade checks, attend tutoring to improve grades if necessary, and are held to standards that ensure GPA eligibility and G.R.E.A.T. behavior standards. Our AVID students benefit from college visits, mock interviews, as well as extra support for meeting A-G requirements. Our Work Experience students are able to get work permits and even have their work count towards their school credits. Our visual and performing arts department offers a variety of concerts and plays at GTHS as well as community service and performances for our local elementary students.

Our CTE Pathways, Arts, Care, and Engineering, prepare students for entry level jobs in those fields upon graduation. Our Career Center provides resources that students can access to better prepare for their futures. Our career center has a Career Technician to help students with career opportunities through the use of tools like the California Cruising website.

We offer a variety of student clubs to provide a place for all students to share their interests and connect. We want to promote school involvement, develop leadership skills with students participating in organizing events, planning club time and even community service.

Along with our Wellness Center mentioned in E2, we offer a Peer Counseling Program where students are trained in class to help counsel their peers in the wellness center and at synergy days. We also have a Link Crew where our senior and junior students mentor our freshmen with various SEL activities, grade checks, final study nights, and other general help.

Also, our administration created a plan for addressing tardy students this fall and continues to work towards an effective tardy policy that will encourage students to be in class on time with the creation of a tardy committee.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Student activities
2. Wellness center/peer counseling
3. Technology/Library resources

Areas of Growth

1. Continue to develop a strong PBIS program. We are strong in tier one but would like to develop tier 2 and 3 supports more fully. We would definitely want to look at tardiness effects on student achievement.
2. Continue to work on improving school cleanliness by working with our district plant manager and perhaps developing more student ownership.
3. Continue to focus on security on campus and look at the addition of cameras and organization of the personnel.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - Improving credit completion and increasing pass rates for all our students and specifically for our SPED, ELs and Freshman.
 - Supporting the academic achievement of our students by supporting their social emotional development.
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
SAIL (Student Academic), think together, tardy meetings on Wednesdays, tutoring in the afternoon
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
[List of SPSA Goals and WASC recommendations](#)
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - SPSA Goal #1: Improve student achievement (not yet met)
 - SPSA Goal #2: Improve ELL student achievement (CAASPP, Reclassification, ELPAC) (not yet met)
 - SPSA Goal #3: Involve, inform, partner with parents to improve students' achievement. (have met)
 - SPSA Goal #4: Social Emotional Development to improve student achievement (have met)

- **Identify important next steps within the schoolwide action plan/SPSA.**
 - We are using MAPS testing to more regularly monitor student progress
 - Data for 2021-2022 needed to evaluate progress towards goals
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Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

1. **Instructional Improvement:** Work towards improving our instruction to better support student achievement.
 - a. Make the whole PLC process more effective for both academic and elective groups, by ensuring specific goals and expectations for PLC teams are clearly defined and more support and guidance for elective PLCs is provided. **(Growth Area #1 from Assessment)**
 - b. Develop common, school-wide, Instructional Practices across curriculum. For example Focused Note-Taking, Collaborative Study Groups, Socratic Seminar, critical thinking strategies, etc. to better support student learning by improving instruction. **(Growth Area #1 from Learning and Teaching)**
 - c. Work towards a more purposeful and effective plan for professional development. Create more access and availability to training and supporting the continued learning of our faculty. Link this area of growth with above PLC and instructional practice growth. **(Growth Area #4 from Learning and Teaching)**
 - d. With the added support provided to elective PLCs, work towards developing, within the pathway programs, cross-disciplinary lessons that are relevant and supported by multiple teachers. **(Growth Area #4 from Curriculum)**
2. **College & Career Ready:** Develop a plan to increase the number of students who are college and career ready, as outlined by the indicators on the California Dashboard. (The last reporting in 2019, 57.3% of our students prepared.) Consider deliberate dissemination of what it means, according to the dashboard, to be college and career ready to staff, students, and parents so that we can begin to emphasize and develop more ways beyond Pathways and A-G requirements to achieve college and career ready status. **(Growth Area #1 from Curriculum and #2 from Learning and Teaching)**
3. **Master Schedule Improvements:**
 - a. Increase student academic success so there is room for students to take additional electives. Currently many students' schedules are impacted with completed missed credits from previous years. Work on lessening the need for repeat coursework or credit recovery and begin to look at increasing the participation accessibility in current programs and offering additional electives both in pathways and expanding programs we already have. **(Growth Area #3 from Learning and Teaching)**
 - b. Review master schedule development to minimize conflicts as much as possible. **(Growth Area #2 from Curriculum)**
4. **Attendance/Student Achievement Study:** Now that we are hopefully coming out of COVID pandemic, do a study to determine if student performance is linked with student attendance and tardiness, in order to make the case to

students and parents about the importance of being present in the classroom. While we have the lowest chronic absenteeism in the district, we, like our sister schools, have had higher numbers of tardies since being back from the pandemic. We can also use the study to more fully develop our tier 2 and 3 supports. **(Growth Area #2 from Assessment and #1 from Culture)**

5. **Collaboration:** Continue to work with SPED, ELL, and general education teachers to improve a working and effective collaboration system. We want to allow for greater growth on the CAASPP, reclassification, and IEP goals as well as increase student college and career readiness, as outlined by the California dashboard indicators. **(Growth Area #2 from Organization and #3 from Assessment)**
6. **Parent Partnership:** Continue to improve outreach and communication with parents, as well as increasing connections with our community. **(Growth Area #3 from Curriculum)**
7. **Cleanliness:** Continue to work with our on site district plan manager to improve the effectiveness of our custodial and maintenance staff. Continue to work on improving school cleanliness by working with our district plant manager and perhaps developing more student ownership. **(Growth Area #1 from Organization and #2 from Culture)**
8. **Security:** Continue, with district leadership, to look into the possibility of, most effective locations, and feasibility of Security Cameras for our school site. Purpose would be for monitoring our large and sprawling campus both during and after school hours. Continue to focus on security on campus and look at the addition of cameras and organization of the personnel. **(Growth Area #3 from Organization and #3 from Culture)**

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

The two major student learner needs we chose to focus on for our self study were:

1. **Improving credit completion and increasing pass rates for all our students and specifically for our SPED, ELs and Freshman.**
2. **Supporting the academic achievement of our students by supporting their social emotional development.**

At the conclusion of our self study we still see a definite need to focus on academic support for our students so we can increase credit completion and pass rates as well as increase student achievement on state academic tests. The CAASPP data for the 2021-22 school year was recently released. Grand Terrace High along with the other high schools in our district saw significant drops in ELA and Math scores across the board. Thus we would like to continue with our current SPSA goal to increase both general education and SPED student proficiency in English Language Arts and Mathematics on the CAASPP. Within that context, some of the areas for growth that came out of our self study include the following:

- Working towards improving our instruction to better support student achievement by continuing to cultivate authentic and efficacious PLCs with clearly defined expectations and goals, developing common, school-wide, Instructional Practices across curriculum, and working towards a more purposeful and effective plan for professional development.
- Developing a plan to increase the number of students who are college and career ready, as outlined by the indicators on the California Dashboard.
- Continuing to work with SPED, ELL, and general education teachers to improve a working and effective collaboration system.
- Continuing to improve outreach and communication with parents, as well as increasing connections with our community.
- Continuing to work on improving school cleanliness by working with our district plant manager and perhaps developing more student ownership.
- Continuing, with district leadership, to look into the possibility of, most effective locations, and feasibility of Security Cameras for our school site. Purpose would be for monitoring our large and sprawling campus both during and after school hours.

We have also realized through our self study that our English Language learners still need more support in achieving academic goals. CAASPP scores went down for them as well this last school year and many are currently not scoring high enough on the new district MAP exam, a new requirement for redesignation, so we believe our redesignation numbers may be down this year. Again, we would like to continue with

our current SPSA goal to increase language proficiency and overall academic performance for all English Learner students.

We want to continue to improve the academic achievement of our students by involving, informing, and partnering with parents about their students and the general school process in preparing their kids for college and career. From our study we have seen an improvement in access to information for all stakeholders and are proud of our efforts. However we do see a need to improve outreach to parents of students who are not meeting their full academic potential.

We want to continue to support and improve academic achievement of our students by supporting their social emotional development. We would like to look into documenting the connection between student performance and student attendance tardies in the future and more fully developing our PBIS tier 2 and 3 supports.

Finally, to align our SPSA with our district's LCAP goals we would like to ensure students have access to quality resources, facilities, and highly qualified teachers. Out of our self study came the identified need for more professional development for teachers specifically in the area of educational technology as well as the need for more custodial support to increase school cleanliness, more security cameras, and security staff increases. These items are very much tied to district provision and current situations but we would like to note the needs.

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Grand Terrace High School updates our Single Plan for Student Achievement (SPSA) annually. Here is the link to our current official [2022-2023 SPSA](#) written in the Spring of the 2021-22 school year. Below you will find a more recent version (based on the self-study findings) of our SPSA.

Single Plan for Student Achievement

SPSA GOAL 1: Improve Student ELA and Math Achievement		
GOAL	Strategies	Follow-Up
<p>1a) The percentage of students attaining proficiency or better will increase by 3% annually on the ELA CAASPP and 3% annually on the Math CAASPP.</p> <p>1b) The percentage of Special Education students attaining proficiency or better will increase by 5% on ELA CAASPP and 5% on Math CAASPP and improve D-F rate by 5%.</p> <p>1c) Improve credit completion rate, as measured by the F rate, to ensure students are college and career ready, by 3% annually.</p> <p>1d) Increase the number of students who are college and career ready, as</p>	<p>Strategy 1 Teachers will have release time or be paid extra duty (in addition to the weekly within contract time given to collaborate) to collaborate within PLC course alike groups and/or cross-subject grade level to modify pacing guides, analyze data, create common assessments, build lessons and units; align instruction to course standards, increase rigor, observe other teacher classrooms, collaboratively grade writing assignments and plan common lessons utilizing the literacy standards.</p>	<p>Teachers currently meet weekly during Early Release Wednesday's for at least an hour to collaborate in various PLCs. Some teachers are requesting time to meet outside of contract time to collaborate but not a majority.</p> <p>Admin and leadership team will work to develop plans to provide clear goals and expectations to PLC teams while at the same time ensuring productive autonomy. PLC teams and departments will look at common assessments, CAASPP and credit completion data for improvements in academic instruction. Counseling and leadership team will familiarize themselves with college and career indicators</p>

outlined by the indicators on the California Dashboard by 3% annually.
LCAP Goal: Prepare all students for college and career success in a global society by providing a rigorous course of study in all academic areas with an emphasis on proficiency in Literacy and Mathematics

Strategy 2

Provide focused staff development to support the implementation of effective PLC collaborative teams, inclusive practices, co-teaching, equitable grading, and educational technology. Training will include collaboration with Wellness Center to address the Social Emotional health of students and academic achievement.

from the CA Dashboard and begin researching ways to increase opportunities for students to meet those indicators (can we partner with community colleges certificate programs?)

Review Annually: PLCs bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. SSC council review and bring items of note to leadership via the principal.

Admin and leadership team working with feedback from departments will begin building a more purposeful and effective plan for professional learning. Admin and leadership will identify what staff is looking for, brainstorm ways we can provide that within our site and work with current sub shortage restrictions for outside development. As we progress we will provide essential questions to have our PLCs discuss progress in this area.

Review Annually: PLCs bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. SSC council review and bring items of note to leadership via the principal.

Strategy 3

Provide additional instructional support and intervention to students scoring below proficiency levels and/or credit deficient through: 1) Extended day opportunities for credit recovery, 2) After school tutoring.

Follow up with English, Math, ELL TOAs and SAIL lead on supports being offered. Tutoring now happens before and after school. Credit Recovery opportunities offered during school day and next semester as afterschool and Saturday school options.

		<p>Review Annually: PLCs bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. SSC council review and bring items of note to leadership via the principal.</p> <p>The Principal's Secretary manages requests and most items requested are approved. Several classrooms received new flexible seating last year, however the district has put a hold on such orders for the future.</p> <p>Use PLC teams and departments to generate research based requests for the future, as well as monitor the effectiveness of choices in materials.</p>
	<p>Strategy 4 Provide instructional materials and supplies, online subscriptions/licenses, technology, software, flexible seating, and supplementary books in the learning resource center and classrooms to support reading and math across all curricular areas.</p>	<p>Review Annually: PLCs bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. SSC council review and bring items of note to leadership via the principal.</p> <p>Have one class of Link Crew as well as a peer counseling class. Both programs are working on building relationships between upper and lower classroom and building effectiveness.</p>
	<p>Strategy 5 Support academic achievement of freshman through mentorship programs such as Link Crew, and College and Career Readiness classes and bridge programs.</p>	<p>Review Annually: PLCs bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. SSC council review and bring items of note to leadership via the principal.</p> <p>College week was put on this Fall, Career Day coming in Spring. Would like to continue to build experiences in the future.</p>
	<p>Strategy 6 Provide all students with college and career experiences. Familiarize staff and students with college and career</p>	

	indicators, outlined by the California dashboard, and begin developing various plans for every student to meet those indicators.	<p>Counseling and leadership team will familiarize themselves with college and career indicators from the CA Dashboard and begin researching ways to increase opportunities for students to meet those indicators (can we partner with community colleges certificate programs?). Admin and Leadership will begin developing ways to familiarize staff and students with the indicators to promote the focus. Perhaps provide PLCs with the indicators for discussion and review.</p> <p>Review Annually: PLCs bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. SSC council review and bring items of note to leadership via the principal.</p>
	<p>Strategy 7 Provide supplemental library books and materials to increase opportunities for students to develop independent reading and research. Ensure that students and staff know how to access books through the library catalog and digital book platform?</p>	<p>Teacher Librarian has been adding books to our collection and even surveys students and staff before large purchases.</p> <p>Review Annually: PLCs affected bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. SSC council review and bring items of note to leadership via the principal. Librarian brings items of note to leadership via admin.</p>

GOAL #2: Improve the Student Achievement of our English Learners

GOAL	Strategies	Follow-Up
2a) The percentage of English Learner students in the U.S. six years or more that attain proficiency in English will	<p>Strategy 1 Provide targeted instructional support and intervention to English learners,</p>	Follow up with EL Coordinator and EL TOA on supports provided and current monitoring. English support classes offered within EL

<p>increase by 4%.</p> <p>2b) The percent of English Learner students gaining one ELPAC level per year will increase by 5%.</p> <p>2c) The percentage of English Learner students earning proficient or above on the ELA/CAASPP will increase by 5%. (To be determined once the CAASPP results are released by the state.)</p> <p>2d) The percentage of English Learner students earning proficient or above on the Math CAASPP will increase by 5%. (To be determined once the CAASPP results are released by the state.)</p> <p>2e) The reclassification rates shall increase yearly by 5%.</p> <p>2f) Increase the number of students who are college and career ready, as outlined by the indicators on the California Dashboard by 3% annually.</p> <p>LCAP Goal: Equitable Access for ALL. Increase the success of ALL students by ensuring that systems are responsive and supportive to the needs of ALL students.</p>	<p>students with disabilities, and other identified subgroups scoring below proficient. Deliver after school tutoring support and provide intensive instruction to English Learners with low achievement levels. Monitor progress of English Learners and identified subgroups</p>	<p>students schedules. Before and after school tutoring is happening. Students are able to go to SAIL tutoring as well (before and after school and during lunch now).</p> <p>For this and all strategies listed we need to look at CAASPP, ELPAC, redesignation and credit completion data for improvements. CAASPP scores and redesignation rates decreased in 2021-22.</p> <p>Review Annually: PLCs affected bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. ELAC and SSC council review and bring items of note to leadership via the principal. Librarian brings items of note to leadership via admin.</p>
	<p>Strategy 2 Provide training and coaching support to teachers and support staff in the implementation of specific instructional strategies designed to support the needs of English Learners, students with disabilities, and other identified subgroups.</p>	<p>A few teachers went to Qtel training during Spring Break of 2022.</p> <p>Review Annually: PLCs affected bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. ELAC and SSC council review and bring items of note to leadership</p>

		via the principal. Librarian brings items of note to leadership via admin.
	Strategy 3 Provide extra duty for classified instructional support staff to support students during extended day programs to English Learners, students with disabilities, and other identified subgroups with low achievement levels	Extra duty time is available and used by staff. The Principal's Secretary has numbers. Review Annually: PLCs affected bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. ELAC and SSC council review and bring items of note to leadership via the principal. Librarian brings items of note to leadership via admin.

GOAL #3: Parent Partnership		
GOAL	Strategies	Follow-Up
Improve the academic achievement of our students by involving, informing, and partnering with parents about their students and the general school process in preparing their kids for college and career. LCAP GOAL: Encourage and promote parent, family, and community engagement in the education process, providing opportunities for active input in decision making.	Strategy 1 Provide in-person or virtual parent classes, workshops, and conference opportunities to assist parents in aiding the success of their students, support student academics, as well as preparing students for college and career readiness. Workshops will include supporting all students. Parent classes and workshops will include collaboration with Wellness Center to address the Social Emotional health of students and academic achievement.	Parent nights held: Freshman Parent Night in August, Incoming Freshman Night in early February, Wellness Workshops, Senior Parent night in Fall and early Spring. Review Annually: TOAs, DCs, and PLCs, will give and use survey information to plan future nights and determine effectiveness of communications. Admin and DCs will also look at attendance and discipline data to determine effectiveness of increased parent partnership.
	Strategy 2 Involve and inform parents about instructional goals, academics, and other school-related information through in-person or virtual parent events and activities as well as School Site Council,	There is a positive sense from parent encounters and survey data that information is more easily accessible.

	school website, blackboard connect, marquee, and the GT Titans app. Provide light refreshments for in-person parent meetings and workshops.	Review Annually: TOAs, DCs, and PLCs, will give and use survey information to plan future nights and determine effectiveness of communications. Admin and DCs will also look at attendance and discipline data to determine effectiveness of increased parent partnership.
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GOAL #4: Student Social and Emotional Development

GOAL	Strategies	Follow-Up
Support and improve the academic achievement of our students by supporting their social emotional development. LCAP GOAL: Cultivate a positive, engaging school climate in which students are provided with resources to address their social, emotional, and academic needs while providing a safe environment to succeed.	Strategy 1 Recognize improved student achievement, attendance and behavior through awards, assemblies and celebrations.	Award ceremonies held semesterly. One of our APs (Afadonis) is the lead on awards ceremonies. Rewards are given out through our titan ticket system as well as awards specifically for short term attendance accomplishments. Review annually: Admin and TOAs to give and use survey information to plan future rewards and determine effectiveness of current practices. Admin and DCs will also look at attendance and discipline data to determine effectiveness of increased parent partnership.
	Strategy 2 Provide activities for all students to teach appropriate behaviors that stress academics. Do a study to determine if student performance is linked with student attendance and tardiness, in order to make the case to students and	Culture/Behaviour assemblies held at the start of the year. Want to develop the use of 20 minute Titan Time on Wednesdays to put out videos (Lightning News) as well. Currently the time is managed via slideshows and we would like a more robust system.

	parents about the importance of being present in the classroom.	Admin and TOAs will begin the process for attendance study. Review annually: Admin and TOAs to monitor and share study data. Admin and DCs will also look at effectiveness of behavior assemblies and classroom discussion regarding GREAT behaviors.
	Strategy 3 Provide a wellness center for students to receive mental health support. Continue staffing the wellness center. Implement a Peer Counseling program to expand the reach of the wellness center throughout campus.	Our wellness center is staffed and open. Currently have one peer counseling class and are working on training students. Review annually: Admin and Wellness Center director to monitor effectiveness of program based on Wellness Center usage and referrals.

GOAL #5: ACCESS TO RESOURCES

GOAL	Strategies	Follow-Up
Ensure students have access to quality resources, facilities, and highly qualified teachers, to ensure students are college and career ready. LCAP Goal: Ensure students have access to quality resources, facilities, and highly qualified teachers.	Strategy 1 Provide technological materials and supplies to ensure all students have access to quality resources.	The Principal's Secretary manages requests and most items requested are approved. For example calculators for upper level math courses provided this year. Review Annually: PLCs affected bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. ELAC and SSC council review and bring items of note to leadership via the principal. Librarian brings items of note to leadership via admin.
	Strategy 2	Currently rethinking this strategy due to the current sub shortage in the district and the districts limited approval of conferences.

	<p>Provide teachers with professional development on current instructional content taught and research based methodologies to ensure all students have access to highly qualified teachers who are current on content and research.</p>	<p>Review Annually: Once a program is established, PLCs affected bring items of note to departments, departments bring to department chairs, department chairs bring to leadership and admin. ELAC and SSC council review and bring items of note to leadership via the principal. Librarian brings items of note to leadership via admin.</p>
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Appendices:

- A. [GTHS WASC Self Study Website](#) (with more links to our information)
- B. [Local Control and Accountability Plan \(LCAP\)](#)
- C. [Master schedule](#)
- D. [Approved AP course list](#)
- E. [UC a-g approved course list](#)
- F. [California School Dashboard performance indicators](#)
- G. [School accountability report card \(SARC\)](#)
- H. [Graduation requirements](#)
- I. [Math Data Protocol](#)
- J. [English NWEA Maps Data 22-23](#)
- K. [English Data years prior](#)
- L. [Academic Performance Data](#)
- M. [Demographic Data](#)
- N. [Staff Data](#)
- O. [Collab Class Stats](#)
- P. [Climate Data](#)
- Q. [Ed-Data.org](#)