

Colton Joint Unified School District Grand Terrace High School

Grades 9 through 12
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2014-15 School Accountability Report Card

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Principal's Message

Welcome to Grand Terrace High School. I am truly honored to join the Grand Terrace High School Community this year. As the Principal I firmly believe that educational success is founded upon principles of hard work, integrity in the learning process, and mutual respect. I feel that all students should have the opportunity to learn and grow in a rigorous learning environment that stretches them academically. We have worked hard to provide stimulating classes to inspire your children. Their success in the classroom is directly correlated to the preparation of the school and teachers, appropriate curriculum, support of the parents, and the effort that each student gives. I look forward to working with you to help your children through their high school years and reinforce character traits such as: self-discipline, organization, respect, and hard work; skills that future employers are seeking.

We have a talented teaching staff that shows their dedication to teaching through the use of effective methodologies, ongoing professional development, and a commitment to making a difference in students' lives every day. We work hard and strive to meet the goals and objectives established by the Colton Joint Unified School District, the California Department of Education, and the Grand Terrace community. At GTHS the administration, teachers, and staff are committed to creating an environment for our students that is highly academic and genuinely supportive. We also aim to nurture our students' confidence by fostering the intellectual, social, and technological skills needed for their success in the future. We believe that our students are diverse, hard-working, spirited, creative, and engaged in the process of becoming college and career ready.

On behalf of the teachers and staff, I would also like to thank you for all of the support we receive from you at home. You really do make a difference in the overall success of the school and your child's education. We appreciate the time you spend helping your child with homework, encouraging them to attend all of their classes on time, checking on their progress, and remembering to make reviewing the GTHS student planner a daily family activity. I know that there will be growing pains as student's transition to adults but together we can help guide our kids to greater heights.

Please feel free to share your time, ideas, and suggestions with the school. It is an honor to be a member of the Grand Terrace community of dedicated teachers, staff, parents, and students. By working together, we can continue to make GTHS an even greater place to learn and grow.

Mission Statement

The Mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families, and our diverse communities.

School Profile

Grand Terrace High School is located in the southwestern region of Grand Terrace and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2014-15 school year, 2347 students were enrolled, including 11.2% in special education, 10.2% qualifying for English Language Learner support, and 68.7% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	9.70%	Grade 9	635
Amer. Indian or Alaskan Native	0.70%	Grade 10	643
Asian	2.90%	Grade 11	611
Filipino	1.80%	Grade 12	458
Hisp. or Latino	67.80%	Ungraded	0
Pacific Islander	0.40%		
Caucasian	15.80%		
Multi-Racial	0.90%		
Students with Disabilities	11.20%		
Economically Disadvantaged	68.70%		
English Learners	10.20%		
Foster Youth	0.20%		
Total Enrollment			2,347

Student Achievement

Physical Fitness

In the spring of each year, Grand Terrace High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	27	20.9	22.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and

90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	GTHS	CJUSD	California
Overall Results	No	Yes	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	No	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Grand Terrace High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	GTHS	CJUSD
PI Status	Not Title I	In PI
First Year of PI	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		13
% of Schools Currently in PI		48.1%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Grand Terrace High School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	36	50	45	42	45	40	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	40
All Students (School)	45
Male	47
Female	43
African-Amer.	46
Amer. Indian or Alaskan Native	--
Asian	82
Filipino	--
Hisp. or Latino	41
Pacific Islander	--
Caucasian	56
Multi-Racial	--
English Learners	14
Economically Disadvantaged	41
Migrant Educ.	--
Students with Disabilities	40
Foster Youth	--

Note: Scores are not shown when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup.

Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Grand Terrace High School	District	California
English-Language Arts/Literacy	57	33	44
Mathematics	13	19	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 11							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	571	474	83.0	19	23	37	20
Male	571	247	43.3	26	23	33	16
Female	571	227	39.8	11	22	41	24
African-Amer.	571	47	8.2	26	28	36	11
Amer. Indian or Alaskan Native	571	6	1.1	--	--	--	--
Asian	571	13	2.3	15	31	31	23
Filipino	571	12	2.1	8	8	33	50
Hisp. or Latino	571	310	54.3	18	25	38	16
Pacific Islander	571	3	0.5	--	--	--	--
Caucasian	571	78	13.7	18	12	35	35
Multi-Racial	571	5	0.9	--	--	--	--
English Learners	571	36	6.3	64	22	8	0
Economically Disadvantaged	571	307	53.8	22	25	36	16
Students with Disabilities	571	61	10.7	64	20	8	5
Foster Youth	--	--	--	--	--	--	--

2014-15 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	571	457	80.0	61	25	11	2
Male	571	237	41.5	63	21	11	3
Female	571	220	38.5	58	29	11	0
African-Amer.	571	46	8.1	76	22	2	0
Amer. Indian or Alaskan Native	571	6	1.1	--	--	--	--
Asian	571	13	2.3	46	38	8	8
Filipino	571	12	2.1	33	58	8	0
Hisp. or Latino	571	297	52.0	62	24	11	2
Pacific Islander	571	2	0.4	--	--	--	--
Caucasian	571	76	13.3	51	25	18	4
Multi-Racial	571	5	0.9	--	--	--	--
English Learners	571	33	5.8	91	6	3	0
Economically Disadvantaged	571	295	51.7	66	23	8	1
Students with Disabilities	571	59	10.3	92	8	0	0
Foster Youth	--	--	--	--	--	--	--

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

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Note: The CAHSEE, formerly a graduation requirement for students in California public schools, was suspended effective January 1, 2016.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Grand Terrace High School			CJUSD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
English Language Arts	50	50	53	43	35	36	57	56	58
Mathematics	51	50	45	45	36	33	60	62	59

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2014-15						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	55	25	20	59	30	11
All Students (School)	47	31	22	55	33	12
Male	55	26	19	54	35	11
Female	38	37	25	57	31	12
African-Amer.	42	33	25	58	29	13
Asian	25	19	56	13	47	40
Hisp. or Latino	50	30	20	58	33	9
Caucasian	42	33	25	52	34	14
English Learners	90	9	1	91	9	0
Economically Disadvantaged	51	30	18	60	30	10
Students with Disabilities	97	3	0	91	9	0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Local Control Accountability Plan (LCAP)

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

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST Results and CAASPP charts; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout &

Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

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

Parents stay informed on upcoming events and school activities through email, letters, the school marquee, the school website, Blackboard Connect, Facebook, Twitter, and ListServe. Contact the school office secretary at (909) 580-5006 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

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

Committees

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

School Activities

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

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Grand Terrace original facilities were built in 2012; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the addition of Chromebooks was completed.

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

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

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

- Classroom cleaning
- Office area cleaning

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

Campus Description	
Year Built	2012
Acreage	65
Square Footage	285943
Quantity	
Permanent Classrooms	94
Portable Classrooms	0
Restrooms (sets)	15
Science Lab(s)	6
Gymnasium(s)	1
Teacher Work Room(s)	4
Cafeteria	1
Auditorium	1
Swimming Pool	1
Library	1
Baseball Field	1
Computer Lab	1
Football Stadium	1
Lecture Hall	1
Mobile Computer Labs Sets	23
Soccer Stadium	1
Softball Field	1
Student Services Building	1

Facilities Inspection

The district's maintenance department inspects Grand Terrace High School on an annual basis in accordance with Education Code §17592.72(c)(1). Grand Terrace High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection

took place on Wednesday, November 25, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, November 25, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior		✓	
C. Cleanliness	✓		
D. Electrical		✓	
E. Restrooms / Fountains		✓	
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Multiple Rooms - Holes, doorknob.
(D)	Hallways Wing 2 - Lights flickering.
(E)	Boys Restroom - soap dispenser not stocked.

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Grand Terrace High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code

policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2015.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	12-13	13-14	14-15
GTHS			
# of Students Suspended	161	146	146
# of Students Expelled	5	4	3
CJUSD			
# of Students Suspended	1224	1054	908
# of Students Expelled	32	31	35
California			
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.0	18	33	22
Mathematics	29.0	9	31	19
Science	30.0	6	28	16
Social Science	31.0	4	15	19
Subject	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.0	21	52	20
Mathematics	27.0	17	37	17
Science	29.0	7	46	9
Social Science	29.0	8	35	19
Subject	2014-15			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.0	29	48	21
Mathematics	28.0	14	36	27
Science	28.0	10	43	13
Social Science	30.0	5	34	26

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

Dropouts

Grand Terrace High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include counseling, parent conferences, tutoring, a writing lab center, PLC meetings, Linked Learning, credit recovery, Titan time, an advisory class, grade chats, and Student Study Team (SST) meetings. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2013-14 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	GTHS		
	11-12	12-13	13-14
Dropout Rate	0.0%	25.0%	4.7%
Graduation Rate	0.0%	0.0%	93.0%
	CJUSD		
	11-12	12-13	13-14
Dropout Rate	12.5%	12.9%	9.0%
Graduation Rate	77.7%	77.8%	84.7%
	California		
	11-12	12-13	13-14
Dropout Rate	13.1%	11.4%	11.5%
Graduation Rate	78.9%	80.4%	81.0%

Graduation Requirements

Students must accumulate 220 course credits, and earn a passing grade in Algebra 1 to receive a high school diploma from Grand Terrace High School. Alternative methods of acquiring a diploma are available through the Continuation School and the Alternative Education School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Grand Terrace High School. Students can also take the High School Proficiency exam and apply to be a fifth year senior. The following table illustrates the percentage of students graduating from Grand Terrace High School who have met district graduation requirements.

Completion of High School Graduation Requirements for the Graduating Class of 2014			
	GTHS	CJUSD	State
All Students	97%	85%	50%
African-Amer.	91%	91%	76%
Amer. Indian or Alaskan Native	99%	85%	78%
Asian	67%	60%	93%
Filipino	97%	86%	96%
Hisp. or Latino	84%	67%	81%
Pacific Islander	100%	61%	84%
Caucasian	85%	85%	90%
Multi-Racial	84%	-	83%
English Learners	92%	100%	51%
Economically Disadvantaged	63%	78%	81%
Students with Disabilities	100%	94%	61%
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Grand Terrace High School revolve around the Common Core State Standards. During the 2014-15 school year, Grand Terrace High School held staff development training devoted to:

- AVID Strategies
- Be Great
- Common Core State Standards
- Math Adoption Training
- Positive Behavior Interventions and Supports (PBIS)
- Technology Training

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

During the 2014-15 school year, Grand Terrace High School's teachers attended the following events hosted by the Colton Joint Unified School District:

- Collaboration
- Course Description
- ELA: Pacing Guides/Planning
- ELA: Unit Assessment & Development
- ELA: Writing Steering/Program Review
- Google Apps: Using Google in the Classroom
- Math Adoption
- Next Generation Science Standards
- Read 180

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

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
3	3	3

Instructional Materials

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

On Thursday, September 03, 2015, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 16-06

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

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Admission Requirements for California Public Universities

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2002	Bedford/St. Martin's, <i>The Compact Reader</i>	0 %
2007	Bedford/St. Martin's, <i>The Language of Composition</i>	0 %
2002	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2009	Scholastic, Inc., <i>Read 180</i>	0 %
2009	Sopris West Educational Services, <i>Language!</i>	0 %
2009	Wadsworth Publishing, <i>Perrine's Literature: Structure, Sound, and Sense</i>	0 %
History-Social Science		
2006	Glencoe/McGraw-Hill, <i>Economics: Today and Tomorrow</i>	0 %
2006	Glencoe/McGraw-Hill, <i>United States Government: Democracy in Action</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	Houghton Mifflin, <i>US History - The American Pageant</i>	0 %
2006	McDougal Littell, <i>Advanced Placement: The World's History</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	McGraw Hill, <i>Advanced Placement: Economics, 17th Edition</i>	0 %
Mathematics		
2010	Holt, Rinehart and Winston, <i>Practical Mathematics; Consumer Applications</i>	0 %
2015	Houghton Mifflin, <i>Algebra I</i>	0 %
2015	Houghton Mifflin, <i>Algebra II</i>	0 %
2008	Houghton Mifflin, <i>Calculus of a Single Variable</i>	0 %
2015	Houghton Mifflin, <i>Geometry, California Edition</i>	0 %
2008	Prentice Hall, <i>Pre-Calculus, Blitzer, 3rd Edition</i>	0 %
2007	Prentice Hall, <i>Stats: Modeling the World</i>	0 %
Science		
2006	Current Publishing, <i>Life on an Ocean Planet</i>	0 %
2007	Holt, Rinehart and Winston, <i>Holt Chemistry</i>	0 %
2007	Holt, Rinehart and Winston, <i>Holt Physics</i>	0 %
2004	McGraw-Hill Higher Education, <i>Integrated Principles of Zoology, 13th Edition</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2007	Prentice Hall, <i>Advanced Biology</i>	0 %
2007	Prentice Hall, <i>Advanced Physics; Principles with Applications</i>	0 %
2007	Prentice Hall, <i>Biology</i>	0 %
2009	Prentice Hall, <i>Essentials of Geology, 10th Edition</i>	0 %
2012	Prentice Hall, <i>Essentials of Human Anatomy and Physiology, 10th Edition</i>	0 %
2007	Thomas Learning/Brooks Cole, <i>Advanced Chemistry & Chemistry Reactivity</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

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

University of California

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

California State University

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

Courses for UC/CSU Admission	
	%
2014-15 Students enrolled in courses required for UC/CSU admission	98.6
2013-14 Graduates who completed all courses required for UC/CSU admission	29.7

Advanced Placement

In 2014-15, Grand Terrace High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2014-15		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	5	N/A
All Courses	14	30.0

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

Workforce Preparation

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

- CTE Business Courses
- Career Pathways
- Work Experience
- Regional Occupational Programs

Individual student assessment of work readiness skills takes place through:

- End of course exams
- On-the-job observation

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

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

During the 2014-15 school year, Grand Terrace High School offered the following career technical education programs as elective courses:

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

Grand Terrace High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Grand Terrace High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare

students for both postsecondary education and the careers of their choice. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	6	6.0
Security Officers	8	8.0
Adaptive PE Specialist	1	*
Health Assistant	1	1.0
Librarian	1	1.0
Library Media Technician	1	1.0
Psychologist	1	1.0
Speech Therapist	1	*

* as needed

Counselor-to-Student Ratio: 1:391

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

Teacher Assignment

During the 2014-15 school year, Grand Terrace High School had 99 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Grand Terrace High School	100.0 %	0.0 %
District Totals		
All Schools	99.0 %	1.0 %
High-Poverty	99.0 %	1.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	GTHS			CJUSD
	13-14	14-15	15-16	15-16
Total Teachers	93	99	106	1055
Teachers with full credentials	93	99	106	1055
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	4	2	4	9
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	3	4

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$41,484	\$43,165
Mid-Range Teacher Salary	\$65,812	\$68,574
Highest Teacher Salary	\$84,961	\$89,146
Superintendent Salary	\$171,159	\$234,382
Average Principal Salaries:		
High School	\$123,683	\$127,448
Percentage of Budget:		
Teacher Salaries	41%	38%
Administrative Salaries	5%	5%

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

Expenditures Per Student

For the 2013-14 school year, Colton Joint Unified School District spent an average of \$8,243 of total general funds

to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Vocational Programs

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	GTHS	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	2111	N/A	N/A	N/A	N/A
Total**	\$5,016	N/A	N/A	N/A	N/A
Restr.†	\$39	N/A	N/A	N/A	N/A
Unrestr.††	\$4,977	\$5,105	97.50	\$5,348	93.06
Avg. Teacher Salary	\$62,392	\$69,525	89.74	\$72,971	85.50

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Grand Terrace High School and comparisons of the school to the district, the county, and

the state. DataQuest provides reports for school accountability, including but not limited to AYP, CAASPP, CST results, enrollment, and staffing.

Public Internet Access Location

Parents may access Grand Terrace High School's SARC and access the internet at any of the county's public libraries. The closest public library to Grand Terrace High School is Grand Terrace Branch Library, a branch of San Bernardino County Library.

Address: 22795 Barton Rd., Grand Terrace

Phone Number: (909) 783-0147

WebSite: <http://www.sbcounty.gov/library/home/>

Number of Computers Available: 11

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.