

# Colton Joint Unified School District Grand Terrace High School

Grades 9 through 12  
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## 2015-16 School Accountability Report Card *Published January 2017*

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## Principal's Message

Dear Parents /Guardians:

On behalf of the Grand Terrace High School, I would like to take this opportunity to welcome you and your children to Grand Terrace High School. As your principal, I look forward to a positive and successful 2016-2017 school year. Last year we did complete our WASC accreditation process for this cycle and received one of the highest marks of accreditation given. This is validation for all the work that we do as a community.

Last year we had graduation rate of 97% percent but we can do better. In order to accomplish this goal, every member of our staff is dedicated to the highest standards and the highest expectations for GTHS. Please join us in this goal by encouraging your children to be their best. Help them establish good habits of study and hard work. Please help them understand the importance of being on time and respectful to others. Only as a team can we make this happen.

We will all be working together to build a school that is focused on high student achievement through rigorous academics, a comprehensive athletic program, and positive student-centered activities in order to uphold the identity of GTHS and foster a school culture that promotes, Generosity, Respect, Excellence, Accountability and Teamwork.

As Titans, fostering a "Great" culture is more than just an expectation, it is important to us, and will be ingrained in everything we do. By being "GREAT", our school pride will be reflected in everything that bears the school name and it will become synonymous with Grand Terrace High School.

I look forward to working with you this year. Feel free to contact any member of our team or myself with any questions or concerns that you may have. We are Titans and we are "GREAT".

Sincerely,

James Western, Principal

## 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 2015-16 school year, 2491 students were enrolled, including 11.2% in special education, 10.1% qualifying for English Language Learner support, and 69% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African-Amer.	8.70%	Grade 9	701
Amer. Indian or Alaskan Native	0.70%	Grade 10	626
Asian	2.90%	Grade 11	616
Filipino	2.20%	Grade 12	548
Hisp. or Latino	69.10%	Ungraded	0
Pacific Islander	0.80%		
Caucasian	14.60%		
Multi-Racial	1.00%		
Students with Disabilities	11.20%		
Economically Disadvantaged	69.00%		
English Learners	10.10%		
Foster Youth	0.40%		
Total Enrollment			2,491

## 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 2015-16			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	29.9%	19.9%	18.9%

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.

### Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2015-16, 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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status 2016-17		
	GTHS	CJUSD
PI Status	N/A	In PI
First Year of PI	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		14
% of Schools Currently in PI		73.7%

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

### California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in Science in grades five, eight and ten, and 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. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Grand Terrace High School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy (grades 3-8 and 11)	57	56	33	36	44	48
Mathematics (grades 3-8 and 11)	13	18	19	21	33	36

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.

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	596	569	95.47	55.67
Male	323	311	96.28	48.39
Female	273	258	94.51	64.57
African-Amer.	59	55	93.22	47.17
Amer. Indian or Alaskan Native	--	--	--	--
Asian	19	19	100.00	89.47
Filipino	--	--	--	--
Hisp. or Latino	403	389	96.53	52.33
Pacific Islander	--	--	--	--
Caucasian	100	91	91.00	63.74
Multi-Racial	--	--	--	--
English Learners	45	44	97.78	15.91
Economically Disadvantaged	433	417	96.30	52.91
Students with Disabilities	61	55	90.16	13.21
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	596	566	94.97	17.58
Male	323	310	95.98	16.50
Female	273	256	93.77	18.90
African-Amer.	59	54	91.53	13.21
Amer. Indian or Alaskan Native	--	--	--	--
Asian	19	19	100.00	47.37
Filipino	--	--	--	--
Hisp. or Latino	403	387	96.03	14.81
Pacific Islander	--	--	--	--
Caucasian	100	91	91.00	23.08
Multi-Racial	--	--	--	--
English Learners	45	43	95.56	
Economically Disadvantaged	433	414	95.61	15.57
Students with Disabilities	61	54	88.52	
Foster Youth	--	--	--	--

CAASPP Test Results in Science for All Students									
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Grand Terrace High School			District			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
	50	45	39	45	40	39	60	56	54

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)				
Student Groups	Total Enrollment	# Students with Valid Scores	% Students with Valid Scores	% Meeting or Exceeding State Standards
All Students	622	577	92.77	39.17
Male	318	296	93.08	42.91
Female	304	281	92.43	35.23
African-Amer.	60	57	95.00	19.30
Amer. Indian or Alaskan Native	--	--	--	--
Asian	21	19	90.48	36.84
Filipino	14	14	100.00	50.00
Hisp. or Latino	428	396	92.52	38.38
Pacific Islander	--	--	--	--
Caucasian	85	81	95.29	59.26
Multi-Racial	--	--	--	--
English Learners	70	63	90.00	12.70
Economically Disadvantaged	468	430	91.88	35.35
Students with Disabilities	68	63	92.65	11.11
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.

## 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.

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

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

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.

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.

## 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)  
Safety Committee

### 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  
Awards Nights  
Senior Inspiration

## 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 following improvements were completed:

- Installation of solar panels

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	12
Restrooms (sets)	15
Science Lab(s)	6
Gymnasium(s)	1
Teacher Work Room(s)	4
Library	1
Auditorium(s)	1
Baseball Field(s)	1
Cafeteria(s)	1
Computer Lab(s)	1
Football Stadium(s)	1
Lecture Hall(s)	1
Mobile Computer Labs Sets	32
Soccer Stadium(s)	1
Softball Field(s)	1
Student Services Building(s)	1
Swimming Pool(s)	1

### Facilities Inspection

The district's maintenance department inspects Grand Terrace High School on an annual basis in accordance with Education Code §17592.72(c)(1). Grand Terrace High School uses a school site inspection survey to

identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, November 07, 2016. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Monday, November 07, 2016			
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
(E)	Theater Rm. & Playground Building B - toilet deficiency noted
(H)	P803, P810 & P811 - deficiency noted

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 2016.

**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			
	13-14	14-15	15-16
<b>GTHS</b>			
# of Students Suspended	146	146	121
# of Students Expelled	4	3	3
<b>CJUSD</b>			
# of Students Suspended	1054	908	922
# of Students Expelled	31	35	47
<b>California</b>			
# of Students Suspended	279383	243603	230389
# of Students Expelled	6611	5692	6227

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	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
Subject	2015-16			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	21.0	70	47	18
Mathematics	23.0	38	37	18
Science	27.0	13	42	19
Social Science	25.0	22	36	24

\*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, PBIS, 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, 2014-15 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		
	12-13	13-14	14-15
Dropout Rate	25.0%	4.7%	7.9%
Graduation Rate	0.0%	93.0%	90.1%
	CJUSD		
	12-13	13-14	14-15
Dropout Rate	12.9%	9.0%	9.4%
Graduation Rate	77.8%	84.7%	83.8%
	California		
	12-13	13-14	14-15
Dropout Rate	11.4%	11.5%	10.7%
Graduation Rate	80.4%	81.0%	82.3%

## 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 2015			
	GTHS	CJUSD	State
All Students	101.67%	81.31%	85.66%
African-Amer.	106.82%	84.71%	76.88%
Amer. Indian or Alaskan Native	300.00%	50.00%	74.87%
Asian	100.00%	61.54%	92.78%
Filipino	87.50%	100.00%	96.80%
Hisp. or Latino	101.45%	81.48%	84.49%
Pacific Islander	.00%	18.18%	84.88%
Caucasian	97.14%	82.58%	87.23%
Multi-Racial	266.67%	180.00%	91.36%
English Learners	51.11%	42.97%	50.90%
Economically Disadvantaged	112.45%	85.58%	76.61%
Students with Disabilities	95.35%	56.58%	68.38%
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 2015-16 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

- EL Frameworks
- NGSS

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.

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		
2013-14	2014-15	2015-16
3	3	0

### Instructional Materials

All textbooks used in the core curriculum at Grand Terrace High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's 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 01, 2016, 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. 17-10 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 2016-17 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2009	Bedford/St. Martin's, <i>The Compact Reader</i>	0 %
2009	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 %
<b>History-Social Science</b>		
2016	Bedford/St. Martin's, <i>Advanced Placement: Ways of the World with Sources</i>	0 %
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	Houghton Mifflin, <i>US History - The American Pageant</i>	0 %
2007	McDougal Littell, <i>Advanced Placement: The World's History</i>	0 %
2006	McDougal Littell, <i>Modern World History: Patterns of Interaction</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 %
<b>Mathematics</b>		
2010	Holt, Rinehart and Winston, <i>Practical Mathematics; Consumer Applications</i>	0 %
2015	Houghton Mifflin, <i>Algebra I, California Edition</i>	0 %
2015	Houghton Mifflin, <i>Algebra II, California Edition</i>	0 %
2008	Houghton Mifflin, <i>Calculus of a Single Variable</i>	0 %
2015	Houghton Mifflin, <i>Geometry, California Edition</i>	0 %
2009	Prentice Hall, <i>Pre-Calculus, Blitzer, 3rd Edition</i>	0 %
2007	Prentice Hall, <i>Stats: Modeling the World</i>	0 %
<b>Science</b>		
2008	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 %
2010	McGraw-Hill Higher Education, <i>Integrated Principles of Zoology, 14th 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, California Edition</i>	0 %
2012	Prentice Hall, <i>Essentials of Geology, 10th Edition</i>	0 %
2006	Prentice Hall, <i>Essentials of Human Anatomy and Physiology, 10th Edition</i>	0 %
2007	Thomas Learning/Brooks Cole, <i>Advanced Chemistry &amp; 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).

## Admission Requirements for California Public Universities

### University of California

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

### California State University

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

Courses for UC/CSU Admission	
	%
2015-16 Students enrolled in courses required for UC/CSU admission	
2014-15 Graduates who completed all courses required for UC/CSU admission	

### Advanced Placement

In 2015-16, 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 2015-16		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	5	N/A
All Courses	16	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 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 2015-16 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
- Cyber 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. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

## 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) 2015-16		
	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: 1:415

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 2015-16 school year, Grand Terrace High School had 106 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 2015-16		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB-Compliant Teachers
Grand Terrace High School	99.0 %	1.1 %
<b>District Totals</b>		
All Schools	99.4 %	0.7 %
High-Poverty	99.4 %	0.7 %
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
	14-15	15-16	16-17	16-17
Total Teachers	99	106	100	1079
Teachers with full credentials	99	106	98	1065
Teachers without full credentials	0	0	2	14
Teachers teaching outside subject area of competence (with full credential)	2	4	2	8
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	3	1	6

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: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2014-15		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$45,291	\$45,092
Mid-Range Teacher Salary	\$71,852	\$71,627
Highest Teacher Salary	\$92,760	\$93,288
Superintendent Salary	\$204,600	\$249,537
<b>Average Principal Salaries:</b>		
High School	\$128,304	\$132,029
<b>Percentage of Budget:</b>		
Teacher Salaries	39%	37%
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 2014-15 school year, Colton Joint Unified School District spent an average of \$9,552 of total general funds

to educate each student (based on 2014-15 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Class Size Reduction, Grades K-3 (optional)
- Education Jobs Fund
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Quality Education Investment Act
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Williams Case Settlement

Expense of Education Per Pupil 2014-15					
	Dollars Spent per Student				
	GTHS	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	2143	N/A	N/A	N/A	N/A
Total**	\$5,837	N/A	N/A	N/A	N/A
Restr.†	\$153	N/A	N/A	N/A	N/A
Unrestr.††	\$5,684	\$5,725	99.28	\$5,677	100.12
Avg. Teacher Salary	\$68,505	\$75,782	90.40	\$75,837	90.33

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 CAASPP 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 section were acquired in November 2016. Data to prepare the school facilities section were acquired in December 2016.