

Colton Joint Unified School District Grand Terrace High School

Grades 9 through 12
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2024-25 School Accountability Report Card

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Principal's Message

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

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

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

Mission Statement

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

GRADUATE PROFILE:

Students will be able to:

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

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

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

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

School 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 2024-25 school year, 1,647 students were enrolled, including 13.3% receiving special education services, 7.0% qualifying for English learner support, 0.5% foster youth, 5.5% homeless youth, and 74.7% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	50.9%
Male	48.8%
Non-Binary	0.3%
American Indian or Alaska Native	0.4%
Asian	1.6%
Black or African-American	7.7%
Filipino	1.0%
Hispanic or Latino	78.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.5%
White	9.6%
English Learners	7.0%
Foster Youth	0.5%
Homeless	5.5%
Migrant Services	0.0%
Socioeconomically Disadvantaged	74.7%
Students with Disabilities	13.3%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 9	435
Grade 10	422
Grade 11	374
Grade 12	416
Ungraded	0
Total Enrollment	1,647

Local Control Accountability Plan (LCAP)

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

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Preparation and Placement, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout & Graduation Rates, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Student Achievement

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

**CAASPP Test Results in ELA and Mathematics for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	61.0	59.0	32.0	32.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	16.0	18.0	18.0	20.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in ELA by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	340	336	98.82	1.18	58.63
Female	155	151	97.42	2.58	68.21
Male	182	182	100	0	51.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	29	27	93.10	6.90	51.85
Filipino	--	--	--	--	--
Hispanic or Latino	250	249	99.60	0.40	56.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	42	100	0	71.43
English Learners	15	14	93.33	6.67	0
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	54.55
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	272	268	98.53	1.47	53.73
Students with Disabilities	46	46	100	0	17.39

**CAASPP Test Results in Mathematics by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	340	338	99.41	0.59	17.75
Female	155	153	98.71	1.29	16.34
Male	182	182	100	0	19.23
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	29	28	96.55	3.45	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	250	249	99.60	0.40	15.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	42	100	0	33.33
English Learners	15	15	100	0	6.67
Foster Youth	--	--	--	--	--
Homeless	23	23	100	0	13.04
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	272	270	99.26	0.74	12.59
Students with Disabilities	46	46	100	0	4.35

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	21.8	24.24	16.49	17.67	30.73	32.33

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	769	759	98.70	1.30	24.11
Female	370	367	99.19	0.81	25.89
Male	396	389	98.23	1.77	22.37
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100	0	60.00
Black or African American	71	69	97.18	2.82	14.49
Filipino	--	--	--	--	--
Hispanic or Latino	573	565	98.60	1.40	23.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100	0	23.08
White	85	85	100	0	32.94
English Learners	40	40	100	0	2.50
Foster Youth	--	--	--	--	--
Homeless	49	49	100	0	20.41
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	624	618	99.04	0.96	20.06
Students with Disabilities	104	99	95.19	4.81	2.02

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Physical Fitness

In the spring of each year, Grand Terrace High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

**Physical Fitness Test
% of Students Participating in each of the Five Fitness Components
2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	90%	91%	91%	91%	90%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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, GT Titans App, Facebook, and Twitter. Contact the school office secretary at (909) 580-5006 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

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

Committees

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

School Activities

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

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Grand Terrace High School's original facilities were built in 2012; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following campus repairs or improvements were planned or completed:

2024-25 Campus Improvements:

- Gym, cafeteria and auditorium roof repair
- Pool repair
- Gym floor replacement
- Football stadium turf repair

2025-26 Planned Campus Improvements:

- Shade structure addition
- CTE engineering and construction classroom building
- New amphitheater shade shelter

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

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

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

- Classroom cleaning
- Office area cleaning

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

Campus Description	
Year Built	2012
Acreage	65
Square Footage	285,943
	Quantity
Permanent Classrooms	94
Portable Classrooms	12
Restrooms (Sets)	15
Library	1
Gymnasium	1
Computer Lab	1
Football Stadium	1
Science Labs	6
Teacher Workrooms	4
Swimming Pool	1
Auditorium	1
Lecture Hall	1
Baseball Field	1
Cafeteria	1
Mobile Computer Lab Sets	48
Soccer Stadium	1
Student Services Building	1
Softball Field	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Grand Terrace High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2025.

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: December 06, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces		X		Work Rm, Prep, Rm 107, Rm 201, Rm 202, Rm 203, Rm 205, Rm 206, Rm 255, Rm 253, Rm 251, Rm 252, Rm 250, Rm 308, Rm 351, Rm 302, Rm 353, Rm 354, Rm 355, Rm 358, Rm 359, Rm 406, Rm 457, Rm 458, P 810, P808, P801 - Water stained ceiling tiles; Rm 101, Rm 104, Rm 106, Rm 107, Rm 112, Rm 114, Rm 203, Rm 204, Rm 205, Rm 308, Rm 404, Rm 409 - Floor tiles are broken; Rm 105 - Flooring is worn/stained; Rm 111 - Floors are worn; Rm 116 - Floor tiles are broken (also in hallway); Rm 118 - Flooring is unkept; Rm 120 - Flooring is unkept (also in hallway); Rm 251 - Hole in wall (hallway); Rm 401, Rm 405, Rm 406, Rm 409 - Floor tiles are worn; Rm 402 - Floor tiles are broken throughout hallway; Rm 459 Flooring is unkept; Gym - Ceiling tile is broken (hallway)
Cleanliness	X			
Electrical	X			Rm 101, Rm 103, Rm 163 - Cords are creating trip hazards; Rm 110 - Electrical cover is broken; Rm 301, Rm 405, Rm 4545, Rm 455 - One light panel is out
Restrooms/Fountains	X			Boys RR - Valve covers are missing above boys urinals; Boys RR - Faucet handle is missing; Boys RR - Faucet is loose at base; Rm 116 - Faucet has a low flow; Boys RR - One urinal does not flush; Boys RR - One faucet has no flow
Safety	X			Rm 103, Rm 105, Rm 108 - Paint is peeling on interior wall (hallway); Rm 107, Rm 112, Rm 256, Rm 252, Rm 306, Rm 309 - Plug in air freshener; Rm 11, Rm 157, Rm 202, Rm 252, Rm 352, Rm 405, Rm 456 - Paint is peeling on interior wall
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		X		
<i>Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</i>				

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.

Facilities Inspection

The district's maintenance department inspects Grand Terrace High School on an annual basis in accordance with Education Code §17592.72(c)(1). Grand Terrace High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, December 06, 2025. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

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			
	22-23	23-24	24-25
School			
% Students Suspended	6.94	6.35	4.08
% Students Expelled	0.21	0.15	0.16
District			
% Students Suspended	5.74	4.70	4.11
% Students Expelled	0.09	0.07	0.08
State			
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	4.08	0.16
Female	3.04	0.10
Male	5.18	0.22
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	6.88	0.0
Filipino	0.0	0.0
Hispanic or Latino	3.74	0.07
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	16.67	3.33
White	3.61	0.60
English Learners	4.68	0.0
Foster Youth	5.56	0.0
Homeless	7.19	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	4.44	0.19
Students with Disabilities	3.47	0.39

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	Avg. Class Size	2022-23		
		Number of Classes		
		1-22	23-32	33+
English	24	30	30	18
Math	24	23	35	10
Science	24	14	41	
Social Science	26	11	42	8
2023-24				
English	24	27	21	30
Math	27	19	25	18
Science	26	10	39	
Social Science	28	15	29	18
2024-25				
English	24	36	26	23
Math	22	33	19	13
Science	27	13	33	5
Social Science	27	17	26	17

**Number of classes indicates how many classes fall into each size category (a range of total students per class).*

****"Other" category, if applicable, is for multi-grade level classes.*

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Grand Terrace High School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1885	1734	343	19.8
Female	953	877	172	19.6
Male	927	852	169	19.8
American Indian or Alaska Native	--	--	--	--
Asian	33	31	6	19.4
Black or African American	160	141	44	31.2
Filipino	16	16	3	18.8
Hispanic or Latino	1471	1353	257	19.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	28	9	32.1
White	166	158	22	13.9
English Learners	171	147	44	29.9
Foster Youth	18	16	7	43.8
Homeless	139	131	35	26.7
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	1577	1443	305	21.1
Students with Disabilities	259	232	68	29.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Dropout & Graduation Rates

Grand Terrace High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, tutoring, a writing lab center, PLC meetings, Linked Learning, credit recovery, Titan time, PBIS, grade chats, Student Study Team (SST) meetings, tardy sweeps, Tomorrows Leaders, and Car Giveaway (grades 11 & 12 for good attendance). Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates			
	School		
	22-23	23-24	24-25
Dropout Rate (%)	8.40	7.70	3.80
Graduation Rate (%)	90.2	89.1	95.5
District			
Dropout Rate (%)	9.90	9.20	5.50
Graduation Rate (%)	86.3	87.3	92.1
State			
Dropout Rate (%)	8.20	8.90	8.00
Graduation Rate (%)	86.2	86.4	87.5

Graduation Rate by Student Group (Four-Year Cohort Rate)

2024-25

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	426	407	95.5
Female	218	213	97.7
Male	208	194	93.3
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	34	34	100
Filipino	--	--	--
Hispanic or Latino	325	307	94.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	47	46	97.9
English Learners	62	52	83.9
Foster Youth	--	--	--
Homeless	52	48	92.3
Migrant Services	0	0	0
Socioeconomically Disadvantaged	374	355	94.9
Students with Disabilities	61	55	90.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Grand Terrace High School revolve around the California State Content Standards and Frameworks. During the 2024-25 school year, Grand Terrace High School held staff development training devoted to:

- Collaboration Days
- English Language Learner Professional Development
- Integrating Technology
- Professional Learning Communities (PLCs)
- Scaffolding
- Student Collaboration Professional Development
- Writing Across the Curriculum

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

During the 2023-24, 2024-25, and 2025-26 school years, Grand Terrace High School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2023-24 Training:

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

2024-25 Training:

- Collaboratively Build Standard-Aligned Lesson Plans
- Develop Formative Assessments
- Complete Data Reflections
- Develop Small Group Intervention Plan/Lessons
- Conduct Inquiry Work around the Professional Learning Framework
- Identification of Struggling Students

2025-26 Training:

- Multilingual Institute - Equity Through Action: Responding to the Needs of Every Learner

Colton Joint Unified School District also offered teachers supplemental professional development training during the 2025-26 school year on the following topics:

- Ethnic Studies
- Partners in Progress
- Textbook Training
- Designated ELD training
- Technology Trainings
- AVID

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

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2023-24	2024-25	2025-26
2	3	4

Instructional Materials

All textbooks used in the core curriculum at Grand Terrace High School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the local governing board. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

October 02, 2025, 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. 26-19 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, and (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.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 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	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2009	Bedford/St. Martin's: <i>The Compact Reader</i>	N	0%
2009	Bedford/St. Martin's: <i>The Language of Composition: Reading, Writing and Rhetoric</i>	N	0%
2017	College Board: <i>SpringBoard, English Language Arts & English Language Development</i>	N	0%
2020	CSU: <i>Expository Reading and Writing Course</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2019	Houghton Mifflin Harcourt: <i>Read 180 Universal, Stage C Real Book</i>	N	0%
2009	Wadsworth Publishing: <i>Perrine's Literature: Structure, Sound, and Sense</i>	N	0%
Mathematics			
2021	California Math Readiness Initiative: <i>MRWC (Mathematical Reasoning with Connections)</i>	N	0%
2022	Cengage Learning: <i>Calculus for AP</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2017	Freeman: <i>Statistics & Probability w/Applications</i>	N	0%
2010	Holt, Rinehart and Winston: <i>Practical Mathematics; Consumer Applications</i>	N	0%
2022	McGraw Hill: <i>Illustrative Mathematics, Algebra 1</i>	N	0%
2022	McGraw Hill: <i>Illustrative Mathematics, Algebra 2</i>	N	0%
2022	McGraw Hill: <i>Illustrative Mathematics, Geometry</i>	N	0%
2009	Pearson: <i>Pre-Calculus</i>	N	0%
2017	Pearson: <i>Pre-Calculus, Honors</i>	N	0%
2017	Pearson: <i>Stats, Modeling the World</i>	N	0%
2022	Wiley: <i>Big Java: Early Objects, 7th Edition</i>	N	0%
History-Social Science			
2019	Bedford, Freeman, Worth: <i>Krugman's Economics for AP</i>	N	0%
2016	Bedford/St. Martin's: <i>Ways of the World</i>	N	0%
2019	Cengage Learning: <i>Introduction to Comparative Politics</i>	N	0%
2019	Cengage Learning: <i>U.S. History, 1877 to Present, America Through the Lens</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2006	McDougal Littell/Houghton Mifflin: <i>The American Pageant</i>	N	0%
2007	McGraw Hill: <i>Economics</i>	N	0%

2019	McGraw Hill: <i>World History, Culture and Geography: The Modern World</i>	N	0%
2019	Pearson: <i>Government in America: People, Politics and Policy</i>	N	0%
2019	Pearson: <i>Magruder's American Government</i>	N	0%
2019	Teachers' Curriculum Institute: <i>Econ Alive!The Power to Choose</i>	N	0%
Science			
2020	Activate Learning: <i>Active Physics</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2024	Kendall Hunt: <i>Inquiry Hub Biology</i>	N	0%
2020	Lab-Aids: <i>EDC Earth Science</i>	N	0%
2019	McGraw Hill: <i>Chemistry</i>	N	0%
2021	McGraw Hill: <i>CUS Exploring Geology</i>	N	0%
2020	McGraw Hill: <i>Marine Science</i>	N	0%
2020	McGraw Hill: <i>Zoology</i>	N	0%
2017	Pearson: <i>Campbell Biology, AP</i>	N	0%
2020	Pearson: <i>Essentials of Human Anatomy and Physiology</i>	N	0%
2017	Pearson: <i>Physics: Principles with Applications</i>	N	0%
2020	Saavas Learning Company, LLC: <i>CA Experience Chemistry</i>	N	0%
	Science Laboratory Equipment	N	0%
Foreign Language			
2018	Better Chinese Limited: <i>Chinese I (Mandarin)</i>	N	0%
2022	Better Chinese Limited: <i>Discovering Chinese, Volume 2</i>	N	0%
2023	Better Chinese Limited: <i>Discovering Chinese, Volume 3</i>	N	0%
2024	Better Chinese Limited: <i>Discovering Chinese, Volume 4</i>	N	0%
2020	Dawn Sign Press: <i>Signing Naturally, Level 2</i>	N	0%
2018	Dawn Sign Press: <i>Signing Naturally, Units 1-6</i>	N	0%
2019	Dawn Sign Press: <i>Signing Naturally, Units 7-12</i>	N	0%
2024	Edgenuity: <i>Edgenuity</i>	N	0%
2017	EMC Paradigm: <i>Deutsch Aktuell, Levels 1, 2 & 3</i>	N	0%
2017	Houghton Mifflin Harcourt: <i>Bien dit, Levels 1, 2 & 3</i>	N	0%
2017	McGraw Hill Education: <i>Asi Se Dice, Levels 1, 2, 3 & 4</i>	N	0%
2017	McGraw Hill Education: <i>El Espanol Para Nosotros, Levels 1 & 2</i>	N	0%
2017	Pearson: <i>Reflexions</i>	N	0%
2017	Saavas Learning Company, LLC: <i>Abriendo Paso</i>	N	0%
2017	Vista Higher Learning: <i>Denk Mal 2</i>	N	0%
2017	Vista Higher Learning: <i>Themes 1e</i>	N	0%

College Preparation & Career 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).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	99.03
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	43.1

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/>.

Advanced Placement

In 2024-25, 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 (AP) Courses 2024-25	
	No. of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	0
Foreign Language	1
Math	4
Science	3
Social Science	13
Totals	27

Career Readiness

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

- Work Experience
- Regional Occupational Programs
- Career Pathways
- CTE Business Courses
- SkillsUSA
- Certifications through YouScience

Individual student assessment of work readiness skills takes place through:

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

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

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

During the 2024-25 school year, Grand Terrace High School offered the following career technical education programs as elective courses:

- Careers in Child Development
- Careers in Education
- Emergency Responder
- Graphic Design
- Medical Assistant Clinical
- Medical Service Occupation
- Medical Terminology

Grand Terrace High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Grand Terrace High School to provide its students

with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program Participation 2024-25	
Total Number of Students Participating in CTE Programs	674
Percentage of Students Completing a CTE Program and Earning a High School Diploma	35.4
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14.3

Professional Staff Counseling & Support Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	5	5.0
Library Media Technician	1	1.0
Librarian	1	1.0
Security Officers	7	7.0
Health Assistant	1	1.0
Speech Therapist	1	As Needed
Psychologist	1	1.0
Adaptive PE Specialist	1	As Needed
Counselor-to-Student Ratio: 1:329.5		
<i>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.</i>		

Teacher Assignment

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

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.5
Misassignments	0.1	0.9	4.2
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.1	0.9	4.7

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	1.8	0.7	1.2
Total Out-of-Field Teachers	1.8	0.7	1.2

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	3.1	1.0	8.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	0.0	2.6
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	75.4	1.0	4.7	1.2	0.3	82.7
School %	91.15	1.21	5.72	1.51	0.4	100.0
District #	838	4.0	41.2	18.5	9.0	910.8
District %	92.01	0.44	4.53	2.03	0.99	100.0
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
2022-23						
School #	27.0	0.0	0.0	0.0	1.3	28.3
School %	95.3	0.0	0.0	0.0	4.7	100.0
District #	882.9	1.0	5.9	14.3	44.8	949.0
District %	93.0	0.1	0.6	1.5	4.7	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	27.0	0.0	0.0	0.0	1.3	28.3
School %	95.3	0.0	0.0	0.0	4.7	100.0
District #	882.9	1.0	5.9	14.3	44.8	949.0
District %	93.0	0.1	0.6	1.5	4.7	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<p><i>Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</i></p>						

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$64,136	\$62,783
Mid-Range Teacher Salary	\$101,749	\$97,783
Highest Teacher Salary	\$131,357	\$128,020
Superintendent Salary	\$309,476	\$313,465
Average Principal Salaries:		
Elementary School	\$162,780	\$160,224
Middle School	\$162,436	\$166,991
High School	\$187,742	\$180,970
Percentage of Budget:		
Teacher Salaries	29.38%	30.05%
Administrative Salaries	4.93%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Colton Joint Unified School District spent an average of \$22,062 of total general funds to educate each student (based on 2023-24 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 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- A-G Completion Grant
- American Rescue Plan - Homeless Children and Youth
- Arts and Music in Schools (Prop 28)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Child Nutrition: School Food Best Practices Apportionment
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Dual Enrollment Opportunities
- Early Education
- Education Protection Account
- ESSER III State Reserve
- Expanded Learning Opportunities Program
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialist Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$10,696	N/A	N/A	N/A	N/A
Restricted	\$716	N/A	N/A	N/A	N/A
Unrestricted	\$9,980	\$9,954	100.3%	\$11,146	89.5%
Avg Teacher Salary	\$107,474	\$108,891	98.7%	\$103,743	103.6%
<i>Note: Cells with N/A values do not require data.</i>					

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Grand Terrace High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/reflects> California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in December 2025 and the school facilities section was acquired in January 2026