



GRAND TERRACE HIGH SCHOOL MID-CYCLE REPORT

**21810 Main Street
Grand Terrace, CA 92313**

Colton Joint Unified School District

March 2, 2026

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Note: The mid-cycle template has been revised and is now universal for all schools and programs. Select the appropriate data and terminology that applies to your school or program. The template language includes different data sources for formative and summative data (Chapter 1) and for the schoolwide action plan/SPSA/LCAP/CIP/CAEP (Chapter 5). If you have any questions, please contact your WASC Advisor.

1: School Description

Key Information about Grand Terrace High School (GTHS)

GTHS opened in 2012 and is one of 3 comprehensive four-year high schools in the Colton Joint Unified School District (CJUSD). The GTHS campus is located in the southwestern corner of the city of Grand Terrace in San Bernardino County, directly bordering Riverside County. GTHS serves students from the city of Grand Terrace and small parts of Colton, Bloomington, and San Bernardino. According to the 2020 Census, Grand Terrace's population is estimated at 13,150, Colton's estimated population is 53,780, and San Bernardino's is at 223,706. To learn more about our mission, vision, and graduate profile, [click here](#). To see a list of programs offered, [click here](#).

Current Enrollment & Staffing

- [Staff](#) - 4 Administrators, 86 Teachers, 5 Counselors, and 34 Classified Staff
- [Students](#) - 435 Freshmen, 422 Sophomores, 374 Juniors, and 416 Seniors

Student Demographics

See GTHS' [Demographic Data](#) for detailed enrollment and demographic data (ethnicity, language, gender, socio-economic status, and multilingual learner numbers) for each year from 2022-23.

Key Items of note:

- 74.7% of our students are socially and economically disadvantaged.
- 78% of our students are Hispanic, with the next largest groups being white (9.5%) and African American (7.7%).
- We currently have 101 Multilingual English Learners (MEL) (6.5%) and 345 students (22.1%) who have been reclassified as Fluent English Proficient.
- 13.3% of our students are classified as students with disabilities.

Schoolwide Strategies that Promote Diversity, Equity, and Inclusion

See GTHS's schoolwide strategies that promote diversity, equity, and inclusion at a glance [here](#).

Analysis of Dashboard Indicators and Student Achievement Data

See GTHS's [Data Analysis Document](#) for a detailed analysis of the dashboard data, student achievement, and wellness data.

Key Items of note:

- **Persistent subgroup gaps:** Across all indicators—MELs, Students with Disabilities, and African American students—these subgroups consistently perform below the schoolwide averages, particularly in Math, College and Career Readiness, and graduation rates.
- **Language development challenges:** While MELs show growth in language proficiency, reclassification rates fluctuate, signaling the need for stronger monitoring and consistency in ELD supports.
- **Access and readiness:** Participation in Advanced Placement (AP) and Career Technical Education (CTE) programs is rebounding, but college and career readiness remains low, underscoring the need to expand opportunities for rigorous, relevant coursework.
- **Improvement in overall achievement:** English Language Arts (ELA), D-F rates, and attendance have improved steadily, suggesting stronger instructional alignment and intervention systems.
- **Positive culture and engagement:** Decreases in suspensions and chronic absenteeism, along with growing AP participation, point to improved student engagement and a more supportive school climate.

2: Significant Changes and Developments

Since the last WASC visit, Grand Terrace High School has experienced significant changes that have impacted leadership continuity and instructional focus.

One of the most notable developments is the U.S. Department of Justice (DOJ) English Learner Agreement with the Colton Joint Unified School District. This agreement has required district-wide reflection and action to ensure equitable access, instructional consistency, and compliance in serving English Learners. The agreement has led to enhanced monitoring of ELD instruction via required lesson plans, required professional development in integrated and designated ELD, and a stronger emphasis on reclassification practices and academic language growth. These system-level shifts have directly influenced site priorities, including Goal #2 to develop common schoolwide instructional practices in order to align instructional strategies with district expectations. The district has shown growth and, in the 2024-25 school year, met the requirements of the DOJ agreement. The emphasis on our MELs has shifted from compliance to impact as we continue to improve access for our MELs.

Additionally, Grand Terrace High School has experienced significant administrative turnover since the last self-study. While we still have the same Principal, Charlie Neighbours, all three Assistant Principals serving at that time have transitioned to other district positions. Since then, the school has had four different Assistant Principals in the administration office. Vanessa Ravenott has been in her role for approximately 2.5 years. Vu Ngo joined the team a little over a year ago, and Jennie Preciado began her tenure this school year. While this leadership transition created short-term challenges with consistency, the current administrative team is bringing renewed focus, collaboration, and alignment with action-plan goals around instructional quality, equity, and student outcomes.

Together, these developments reflect both a period of adjustment and renewed direction for the school. The DOJ agreement has deepened the site's commitment to equity and language development. At the same time, the new administrative team is focused on building cohesive systems to support instructional improvement and data-informed decision-making.

3: Engagement of Educational Partners in Continuous School Improvement (2 paragraph maximum)

At the end of the 2022-23 school year, following recommendations from the Visiting Committee, a draft of the Action Plan was collaboratively developed by the WASC Coordinator, Principal, Teachers on Assignment, and Department Chairs. The draft plan was shared with all departments for review, reflection, and feedback, then revised and finalized based on staff input. The School Site Council (SSC) also reviewed the plan to ensure alignment with the Single Plan for Student Achievement (SPSA) and LCAP priorities, reinforcing consistency between site and district goals. Once finalized, the Action Plan served as the guiding document for instructional focus and progress monitoring across the 2023-24, 2024-25, and now the 2025-26 school years.

Implementation and monitoring of the plan occur through ongoing data analysis and collaborative reflection. Departments completed Action Plan progress reports during the fall of the 2024-2025 school year, analyzed relevant data during staff and department meetings, and engaged in goal-specific collaboration groups to evaluate progress toward established outcomes. The WASC leadership team and SSC regularly reviewed key performance indicators, including CAASPP scores, attendance, and college- and career-readiness data, to monitor growth and identify next steps. In preparing the mid-cycle report, the school also utilized AI-assisted tools to synthesize findings, identify data trends, and summarize evidence of progress.

4: Progress on the Implementation of the Schoolwide Action Plan (4 page maximum)

Action Item #1: <u>Develop More Structured PLCs to support student learning</u> WASC Growth Area #1: GTHS staff will benefit from more structured use of PLC time, incorporating the PLC guiding questions of what to do want all students to know and be able to do, how do you know, and what do you do when they can or cannot to ensure all PLCs are focused on the achievement of <u>all</u> students. Priorities should be on developing and creating common assessments that are aligned to establish essential standards.	
Progress/Actions by Year	Evidence
2023-2024 • A shared drive to house Agendas, Meeting Minutes, common assessments, etc., was set up with folders for each department. • With departments, PLCs were established or reestablished. Department chairs, with the help of their teams, completed documents in the shared drive listing teams and members and calendaring plans for common assessment. PLCs now use a common format for agendas and meeting minutes. Many teams established norms or acknowledged previous norms. • Teams met regularly to plan, grade, and collaborate. • English/Math PLCs developed common assessments and rubrics • English PLCs' meeting form requires reflection on the recommended guiding questions • Math Teams use the data protocol to plan assessments.	English Teams' Minutes & Calendars Foreign Language Teams Folder Math Teams Folder Science Teams Folder Social Science Teams Folder
2024-2025 Teams continued work on building and organizing teams. Items of note teams are proud of: • English I PLC - Bootcamp: We brainstormed at the end of last year the basic skills the 9th graders needed, then planned and implemented a Bootcamp in August of this year. We will do this again next year. When planning, we create common language goals and assessment plans with a backwards planning document. • English II PLC - lesson plan together and backwards plan for common formative assessments; maintain a document of PLC minutes to keep track of unit and lesson planning. English II regularly builds formative assessments, reviews data, and plans methods to reteach if students are not reaching our goals. • Biology PLC came together and developed common assessments. We also worked as a department on pacing, which was crucial to student success, given the newly adopted curriculum. • Algebra PLC - lesson plan together daily through common prep and PLC collaboration time. We backwards plan for common formative assessments and maintain a document of PLC minutes to track unit and lesson planning. Have evaluated the district pacing guide unit by unit and planned, as a team, which activities and practice problems are necessary to achieve the common learning goals. • The World History PLC has met regularly to review and adjust	English Teams' Minutes & Calendars Foreign Language Teams Folder Math Teams Folder Science Teams Folder Social Science Teams Folder

pacing guides based on student needs and instructional goals. The team has shared effective formative assessment strategies and collaborated on ways to improve student access to content through scaffolding and differentiated instruction.	
2025-2026 - FAIB Assessments in Math and English are established per district direction. These assessments have started the conversation about the rigor required to succeed on these assessments and in future CAASPP administrations. - We will now be paying PLC leads a yearly stipend to recognize the time and effort involved in leading a strong PLC team. - We are working to bring Solution Tree in for PLC coaching phases during the 26-27 school year. We need to provide a means to support all staff with a common understanding and develop the skills necessary to build the efficacy of our PLC teams.	Department Team Folders linked above. TOA Meeting Minutes
Analysis of Overall Progress (Impact): Teams have been more intentional about building an organized system to manage record-keeping, develop formative assessments, review data, and plan reteaching lessons for students who need additional support. Students' academic achievement is improving, as evidenced by assessment scores and graduation rate improvements overall, as well as for many sub-groups.	

Action Item #2: <u>Develop Common Schoolwide Practices to Encourage Student Participation in Learning</u> WASC Growth Area #2: GTHS students will maximize their learning with <u>systematic</u> classroom engagement strategies where teachers hold high expectations of their students to participate in their learning in all classrooms. This area will be strengthened if there can be common agreement on schoolwide practices.	
Progress/Actions by Year	Evidence
2023-2024 - Plans to develop our own common schoolwide practice were changed due to the district-wide DOJ Agreement. Collaboration became our focus for the year. - Along with the required 5-10 hours of PD for all district teachers, teachers of all core classes with enrolled Multilingual MEL students were and continue to be required to submit formal written lesson plans listing ELD standards and differentiation for all levels of MEL students. - Student collaboration became the focus of pedagogical practice. The first PD of the year included a consultant-led training on the importance and strategies for getting students to talk to one another during instruction. Staff meetings/PD throughout the year focused on Collaboration. Administrators visited classrooms, looking for and encouraging student collaboration.	Start of the Year Staff Meeting/PD (Collaboration Training) Staff Meeting/PDs Slides Department-specific training using ELLevate to find data on EL levels and strategies to address them. DOJ Agreement
2024-2025 Answer, Cite, Explain (ACE), and Claim Evidence, Reasoning (CER) were chosen as the next common schoolwide	ACE and CER Posters

strategies. These were selected to provide students with tools to improve their writing and engage with the content. CER is used with science courses, and ACE is used with all other courses. Posters of the strategies were created and handed out to all teachers as well as placed in student Agendas.	
2025-2026 - Each Department chose a WICOR strategy this year. - Students report that teachers use a variety of teaching methods, encourage collaboration, and emphasize ACE/CER strategies for structured academic responses. Many students feel that class time is used effectively, with minimal time wasted on non-instructional tasks.	WASC 7's Student Survey Conclusions
Analysis of Overall Progress (Impact): Teachers are trying new approaches in the classroom. There has been an increased use of collaborative instructional time. An increase in class desks and tables set up in groups for more collaboration on a daily basis is evident in the rooms. We are implementing MEL strategies that align with MEL Goals, and applying ACE and CER in classes to increase writing. Students have shown a general improvement in collaborative and critical thinking skills. Teachers note that students who complete ACE summaries have improved their writing skills. ACE is being used in some elective courses in addition to content areas. In math classes, students are being asked to explain their solutions rather than just providing a numerical answer.	

Action Item #3: <u>Supporting Our Black/African American, EL, and SPED Populations to Ensure Academic Achievement</u> WASC Growth Area #3: The Black/African American subgroup data shows a need to better support this population.	
Progress/Actions by Year	Evidence
2023-2024 - African Americans added to the subgroup D-F rate monitoring. - District empathy interviews collected. - MEL summer CAFE training for all certificated educators. Focused on lesson planning with EL standards and strategies for EL students. - QTEL Spring Break training is available on a voluntary basis - Staff meeting/PDs on differentiated instruction and Elevation	Empathy Interview done at the district level Staff Meeting/PDs Slides Department-specific training using ELLevate to find data on EL levels and strategies to address them
2024-2025 - AAPAC Cohort established. - MEL summer CAFE training for all certificated educators. - Restorative conversation: Admin reports that they hold restorative conversations following student suspension. Classroom teachers report concern that they are not informed or involved in this practice and are unaware of its validity or efficacy. - QTEL Spring Break training is available on a voluntary basis - The implementation of Boot Camp for 9th Grade students within the ELA Department - Administration and TOAs identify Freshmen with high	Freshman Bootcamp TOA Meeting Minutes Tutoring Schedules

numbers of F's in the first and second quarters and provide pull-out intervention presentations, individual one-on-one conversations, and students are also encouraged to attend tutoring.	
2025-2026 • Began work toward bringing the Umoja Program to our site for the 26-27 school year. • MEL summer training focused on culturally responsive pedagogy. CJUSD staff used to develop and hold training. • QTEL Spring Break training is available on a voluntary basis • Achievement Notes: ◦ Most graduation rates declined from 2023 to 2024, but all subgroups increased from 2024 to 2025. ◦ African American students' distance from the standard in both ELA and Math on the CAASPP has improved. ◦ Students with disabilities have seen improvement in ELA scores and a recent slight decline in Math scores. ◦ MEL Students have seen some recent slight improvement in Math, but at the same time, a decline in ELA scores and progress on the ELPAC. ◦ Though there was improvement in D-F rates across multiple subgroups, MEL students had the highest D-F rates, and last semester (Fall 25-26) showed an increase across the board in students with Ds and Fs, especially among our African American students. • Administration and TOAs continued identifying Freshmen with high numbers of F's in the first and second quarters. They also refined identified intervention groups and refined intervention strategies. TOAs met with students with 1 F individually. Group Recharge Academies happened in Fall and Spring for students with 2-4 F's. Students in both these groups were also referred to tutoring. Alpha meetings were held for students with 5 or more F's that included an administrator, the student's counselor, and attendance, records, and AP secretaries. • Students surveyed report welcoming and supportive classrooms; however, the survey does show a continued need to improve support beyond students who are traditionally engaged.	Info on Umoja 26-27 @GTHS MEL Summer Training '25 CA dashboard data for GTHS GTHS WASC Provided Data (Nov '25) Data Analysis Doc (written prior to release of 24-25 CA Dashboard) D-F Rate Slides Recharge Academy Slides (Jan '26) Tutoring Schedules WASC ?'s Student Survey Conclusions
Analysis of Overall Progress (Impact): We celebrate the evidence of growth in graduation rates and achievement for all three identified subgroups. We are looking forward to providing and improving our supports and to seeing greater growth for our MEL and African American students, especially regarding D and F rates.	

Action Item #4: Create Individualized 4 Year Plans for All Students

WASC Growth Area #4: GTHS students will benefit from tailored, personal 4 year plans that support their completion of A-G requirements or college and career indicators such as pathway completion. This will support parent participation in students' education in an authentic way, increase a college

going culture, as well as create a clear system for students to know what is expected of them.	
Progress/Actions by Year	Evidence
2023-2024 • Counselors met with all students during registration, provided information on graduation requirements, and had students complete a graduation status review. • Waiting for the District to approve CCGI to use as digital 4-year plans for students. • While awaiting approval, a 4-year plan worksheet and instructional slides were created as a backup.	Grad. Requirements provided to students GTHS Graduation Status Review 4-year plan worksheet 4-year plan Slides for students
2024-2025 • Counselors went into classes to help students set up California Colleges Guidance Initiative (CCGI) accounts. • Counselors walked the students through how to add and what classes they should add to their 4-year plan in their CCGI accounts. • Worked with students to plan courses one year ahead, plan to work on and finish future years in the school year coming up. • Counseling presented parents with information about the 4-year plan during 9th- and 12th-grade parent nights. • Counselors called in students who were absent during the classroom visits to ensure all students had their 4-year plans started. • AVID students created their 4-year plans via CCGI previously in their AVID classes. • College and Career Indicators discussed via data dive during staff meeting in Spring.	CCGI Accounts Sample Copy of 4 Year Plan 9th Grade Schedule 10th-11th Grade Schedule Freshmen Parent Night Fall '24 Senior Parent Night Fall '24 Senior Parent Night Jan. '25
2025-2026 • Worked with Freshman to create CCGI accounts in the Fall • Will work with all students in March to review the 4 Year Plan that students will have worked on their own in January. • Started using carbon copy versions of the Graduation Status Review • Discussions are happening regarding the efficacy of using CCGI as a 4-year plan. Thoughts are that maybe personal meetings with students and physical copies of 4-year plans may be helpful. • Pathful lessons via Titan Time with student survey collection. • While many students report having a four-year plan, survey responses indicate that fewer students discuss it with a counselor, a parent, or a guardian. This gap is more pronounced among students reporting lower academic performance and students not involved in campus programs or pathways. This is an area we would like to improve.	CCGI Accounts Sample Copy of 4 Year Plan Counselor Visit Schedule Freshman Parent Night Fall '25 Senior Parent Night Fall '25 Titan Time 25-26 WASC ?'s Student Survey Conclusions
Analysis of Overall Progress (Impact): The counselors' visits class-by-class, were successful. AVID had previously created 4-year plans in CCGI, which were integrated into the CCGI platform that allows students to explore a variety of careers based on their interests and identify electives aligned with their career goals. Additionally, students had immediate access to any counselor to discuss changes to their 4-year plans, regardless	

of who their assigned counselor was.

However, the freshmen experience with the 4-year plans needs some refinement. Last year, the 9th graders only entered their freshman and sophomore year classes instead of including junior and senior year courses. This is due to the CCGI platform being new and time-consuming to implement. Moving forward, freshmen will complete a comprehensive 4-year plan outlining all the courses they intend to take, with yearly opportunities to update it as needed.

Counselors have concerns that the CCGI platform will automatically update grades and possibly duplicate classes, creating unnecessary redundancy in the system. Discussions are underway about the usefulness of also providing physical copies of 4-year plans and holding one-on-one meetings with students and parents at the beginning of the school year.

Action Item #5: Establish and Review Clear Schoolwide Structures and Protocols

WASC Growth Area #5: Over the pandemic and changes in leadership, GTHS has lost some of the routines and procedures throughout the school. GTHS needs to establish and review clear structures and protocols for students and staff to understand expectations, how to access support when they need it, and how they will be held accountable. There should be school-wide policies for attendance, social emotional behavior and clear processes for data analysis.

Progress/Actions by Year	Evidence
2023-2024 • Departments reviewed and assessed department-level policies and procedures, notably by simplifying and organizing meeting minutes/goals. Grade- and subject-level PLCs ensured alignment with District guidelines. • Administration began working on and writing SOPs, notably focusing on cell phone policy, and testing procedures (AP, CAASPP, NWEA/MAPS) • Community outreach liaison added to staff at the end of the year. She is the designated person to share school information regarding events and procedures with community members & staff via email, newsletters, and Q-Connect. • Continued use of the Student Handbook. Survey sent to staff/ students to see how they use their agendas to increase student autonomy. Redesigned handbook to make it more user friendly.	Department Drives: • English Teams' Minutes & Calendars • Foreign Language Teams Folder • Math Teams Folder • Science Teams Folder • Social Science Teams Folder AP Testing SOP Start of the Year Staff Meeting -(w/Cell Phone & Tardy Policy) Student Agenda 23-24 Community Liaison Newsletter/Site
2024-2025 • Administration continued to work on writing SOPs, notably working on safe parking procedures, attendance procedures and documentation, and intervention for students with excessive absences and tardies. • Continued use of the Staff Google Classroom (Central location to share GTHS-specific resources) and cleared old irrelevant items from COVID era. • Staff Handbook updated and shared with staff via Google Classroom; some staff desire to have a hard copy. • Also ran a scavenger hunt through the Staff Handbook during the first staff meeting of the year.	Staff Google Classroom Staff Handbook Memo - Student Pick up and Drop Off Documentation of Attendance GTHS SOP Drive Start of the Year Staff Meeting 24-25

2025-2026 • Admin and Counseling working towards standardizing Counseling procedures of course changes, balancing courses as well as refining policies for Tier 1, 2, and 3 supports. • Student Handbook digitally posted on QPortal along with the GTHS website, due to print copies provided only for Freshman, Sophomores, AVID students, students with disabilities, and upperclassmen who requested them.	Counseling SOPs Screenshot Student Handbook 2025-2026 GTHS SOP Drive
Analysis of Overall Progress (Impact): Progress has been made in the creation and implementation of school procedures and policies and significant work to share those policies and procedures with staff, students and the community have been made especially with the addition of our Community Liaison. While we have more work to do, staff, students, and families are benefiting from an environment where student learning can be the focus. Staff has expressed a desire to garner input from all stakeholders to ensure compliance or success as we continue to build systems. We also see the need to better organize and provide access to policies and procedures as they are developed and implemented.	

5: Revised Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP (½ page maximum)

See revised [GTHS Action Plan](#).

Based on findings from the mid-cycle report, revisions to the schoolwide action plan focused primarily on improving clarity, usability, and alignment to current site and district realities. Overall, the plan was shortened and refined so that action items are more focused, actionable, and easier for staff to implement and monitor. Rationales for each goal were summarized to reduce redundancy and improve readability. Action Item #1 was revised most significantly, as some prior steps were completed and the focus shifted to targeted professional development aimed at strengthening the effectiveness of PLCs. Action Item #2 was updated to reflect strategies already in place and to improve the flow of the engagement goal language. Action Item #3 was revised to remove completed tasks, refine intervention practices, incorporate Umoja, and update language from English Learners to Multilingual Learners (MEL). Action Item #4 was adjusted to reflect current district expectations for College and Career Guidance Initiative (CCGI) four-year planning, remove completed tasks, and align tools with district-adopted platforms, including the transition from YouScience to Pathful. Finally, Action Item #5 was consolidated to emphasize refining procedures, housing them in a centralized location, and improving communication with staff, students, and families. These revisions ensure the plan remains focused on high-impact priorities while accurately reflecting current practices and progress.