



Welcome to
Titan Town



2019

21st Century Education

Generosity, Respect, Excellence, Accountability, Teamwork

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Principal's Welcome Message



I would like to take this opportunity to welcome you and your children to Grand Terrace High School for the 2018-2019 school.

This year we will be focusing on increasing **Rigor** in our classrooms as the teachers provide their instruction. A rigorous learning environment is one that is not content with merely reciting text, formulas or events from memory but demands that our students can critically analyze, formulate conclusions based on evidence and present their findings orally and in written form. As a result of rigor, students will have the skills necessary to collaborate and contribute to the 21st century global society.

As a school we feel the importance of supporting our parents by building on the good qualities that are taught in the home such as; hard work, integrity, honesty, focus and respect for each other and for the educational process. These skills are vital as we work together to create a more rigorous environment.

We will continue 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 and it 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 "GREAT", we are Titans!

Sincerely,
James Western

GTHS Administrative Team



Assistant Principal
MarLan Parker



Assistant Principal
Erica MacDonald



Assistant Principal
Dr. Elizabeth Dickerson



Assistant Principal
Mitchel Hovey



School's Mission

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



SCHOOLWIDE LEARNER OUTCOMES (SLOs)

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 and Teamwork)

TITAN CHARGE

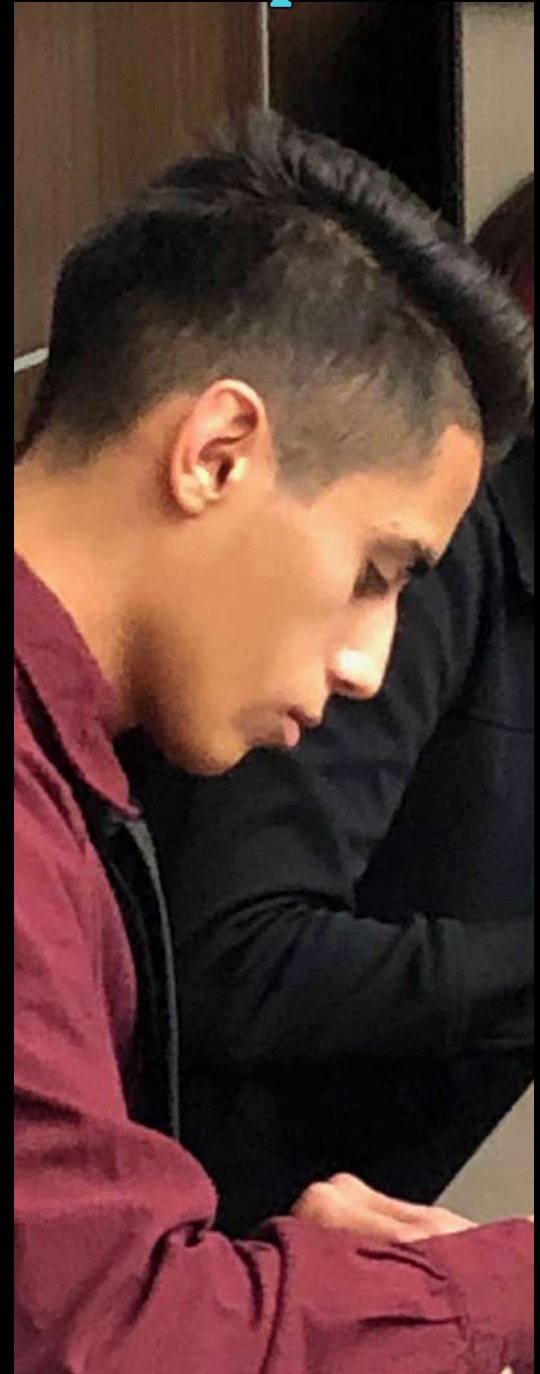
Generosity



“To be GENEROUS on campus means giving back to make your school proud, for example, picking up trash and being helpful to others.”

- Alexia Llagan, Class of 2019

Respect



“Being RESPECTFUL is being considerate of other people’s opinions and perspectives.”

- Marcus Corral, Class of 2019

Excellence



“To be EXCELLENT is to set higher and higher goals over time and work to accomplish them and learn from any mistakes.”

- Sakinah Sto, Class of 2020

Accountability



“ACCOUNTABILITY means being reliable to those around me.”

- Jasmine Garcia, Class of 2018

Teamwork



“TEAMWORK is when everyone works together to make a difference.”

- Kezia Purba, Class of 2019

Counseling & Guidance

COUNSELORS

Dr. Delores Curry, Head Counselor
Mrs. Marisa Bline
Mr. Greg Grisham
Ms. Lynn Park
Mr. Thomas Conner

SECRETARIES

Mr. Everett Bowers
Mrs. Linda Jimenez
Mrs. Synthia Rodriguez



The Grand Terrace High School Counseling Department consists of five counselors and three counseling secretaries. Counselors provide students with a comprehensive school counseling program that focuses on students' academic, career, and personal/social development. Through a wealth of services, the GTHS Counseling Department assists students in reaching their highest potential by achieving their educational and career aspirations. We as a department live by the GT Motto "**Be GREAT... Graduate**".

Academic & Career Development

- College Planning
- Career Assessment and Planning
- Academic Status Review
- Graduation Status Review
- Graduation Requirements
- Individual Advisement, Planning, and Assessment
 - ◆ Student Study Teams (SSTs)
 - ◆ Individual Educational Plans (IEPs)
 - ◆ 504 Meetings
 - ◆ Parent/Teacher/Student Conferences

Leadership Opportunities

- Hugh O'Brian Youth Leadership (HOBY)
- Pepperdine University
- Rotary Youth Leadership Awards (RYLA)
- Boys and Girls State
- SBCSS Student Advisory Panel

Scholarships

- Local Scholarship Opportunities
- Scholarship Opportunities Listing

Personal Social Development

- Consultation
- Personal and Small Group Counseling
- Crisis Counseling
- Conflict Resolution
- Referrals to Outside Agencies

To promote positive mental health among our students, the Counseling Department works collaboratively with the district's mental health services program.



Activities

College Week
Lunch with the Counselors
College and Career Guest Speakers
Honor Guard Luncheon
Field Trips

- ◆ 4 year and 2 year Colleges
- ◆ Educational and Career
- ◆ National College Fair
- ◆ Black College Expo
- ◆ Out of State & International College Fair

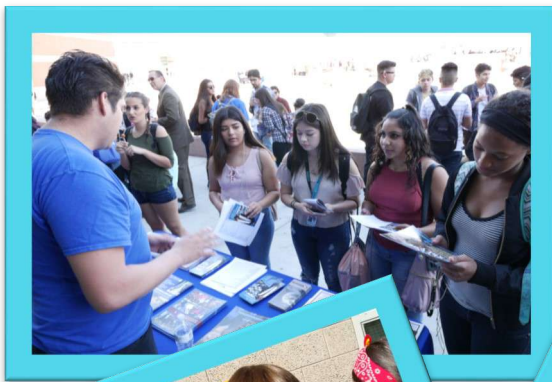
Workshops & Presentations

College Application and Financial Aid
College Planning
Graduation Requirements
Course Selection and Registration
Educational and Career Opportunities
Military Assessment ASVAB
PSAT, SAT, ACT Assessments



“The Counseling Department is awesome because they work WITH you instead of just working for you. It is your high school career and they want what is best for you.”

— Feyikemi Oriola, Class of 2019



Career Center

CAREER CENTER

Sherry Van Madrigal, Career Readiness Specialist



COLTON REDLANDS YUCAIPA
REGIONAL OCCUPATIONAL PROGRAM
Inspiring Possibilities

In the Career Center a **Career Readiness Specialist** provides career guidance, recruitment, and assessment services on the GTHS campus that CRY-ROP serves. They provide information on our programs, and are your go-to people for career planning and support.

We provide resources for career, college, scholarships, military, apprentice/trade schools and other opportunities for students to explore what is available to them on their road to success.

CRY-ROP provides quality, hands-on career training programs in high-demand career fields to assist high school students in acquiring marketable job skills.

Employability Workshops & Career Presentations

Throughout the year, the Career Center hosts employability workshops. Students are invited to learn employability skills, take career assessments, and listen to presentations from various people in the industry.

Options4U Career Week

Each year the Career Center puts on the GTHS Options4U Career Week. Students have the opportunity to watch presentations from people in various trades. At lunchtime, multiple vendors from various industries have hands on activities and information to pique the students' interest. Students also participate in a job fair where they turn in applications, interview with employers, and even get hired on the spot.

Mock Interviews

Twice per year, the Career Center hosts Mock Interviews. Business Leaders from the CJUSD Community Cabinet come to and interview students and give them meaningful feedback. This is an invaluable experience that helps our students gain employment and other opportunities.



"ROP classes have really impacted my learning concept and abilities in the Medical Field. I feel more prepared and ready for the outside world once I finish High School."

— Ruben Gonzalez, Class of 2020

CRY-ROP Student Ambassadors

Sherry Van Madrigal, Advisor

The Student Ambassador program promotes leadership development in students. Each year, CRY-ROP offers workshop sessions for ROP Student Ambassadors to provide an orientation and tour of ROP programs. By providing students with this information, they are able to promote ROP and other post-secondary endeavors on their campuses, while developing their own leadership skills.

ROP Student Ambassador activities include:

- Visiting middle schools to talk to students
- Providing assistance at Career Fairs/Mock interviews/Class presentations
- Developing promotional material/videos for open house, back-to-school night or career centers
- E-Portfolios, Soft Skills Certifications and Resume to be completed
- Participating in Leadership Summit/ CJUSD Career Fair Colton Joint Unified School District Community Cabinet Pathway Tour and Demonstrations



WORK EXPERIENCE

Diane Brown, Work Experience Teacher



Work Experience Class

This course enables students to gain a greater variety of learning by combining classroom instruction focusing on Career Development, coupled with real-world work experience. Students are evaluated by their teacher and their employer. They also benefit from Guest Speakers as well as Career Workshops.

Work Permits

When students under age 18 get employment, they need to obtain a work permit. Students must be at least 14 years old with a job offer and with satisfactory grades & attendance.



“Work experience is a very informative class that prepares me for the real workforce.”

- Asia Anderson, Class of 2018



Military

Members of the various recruiting branches of the military frequently come to GTHS to do lunchtime activities and presentations with students. They provide students with lots of information about their programs and inform them about taking the ASVAB test. Students learn about military opportunities from active duty to attending college to the reserves.



Scholars

Departments

Business

English

English Language Development

Mathematics

Physical Education

Science

Social Science

Special Education

Visual & Performing Arts

World Languages

Advancement Via Individual Determination (AVID)

Linked Learning Career Pathways

Care Pathway

Engineering Pathway

ARTS Pathway

ROP Courses

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Great Center High School
Graduation 2022

Scholars & Honors

ENGLISH LANGUAGE ARTS

Esmeralda Shreiner, Dept. Chair
Kimberli Thompson-Irvin, Dept. Chair

When Freshmen take English I, they will read Harper Lee's novel, *To Kill a Mockingbird*, as they investigate the thematic concept of **coming of age**. They will also read informational and historical articles, short stories, poetry, and Shakespeare's *Romeo and Juliet*. From their reading, they will gather evidence from texts and incorporate it in written and oral responses in the form on presentations using multiple forms of media.

English II introduces Sophomores to the thematic concept of **culture**. Students will read Chinua Achebe's *Things Fall Apart* along with other texts and speeches. They will be challenged to use evidence from these texts to produce both oral and written responses. Students will also be required to research as they investigate different cultures found in their readings and present their findings using digital media.

Juniors taking English III will explore concepts that have shaped American thought and discourse since its revolution through the study of American literature and rhetoric. They will read foundational U.S. documents such as Lincoln's Second Inaugural Address, essays, and poetry. They will also read full length works such as *The Crucible*. *These texts will help the student gather evidence to incorporate in their writing, speeches, performances, and presentations about the American Dream.*

AP English Courses

AP English Language Composition
AP English Literature & Composition



Seniors will culminate their journey in English IV with a year-long focus on using literary theory to analyze complex texts through multiple perspectives. They will encounter works such as James Baldwin's *Stranger in the Village* and Shakespeare's *Othello*. *Students will learn about and apply various criticisms to both literary and informational texts. This course offers students many opportunities to synthesize their learning through rigorous writing and speaking tasks and conduct independent research, film study, and presentations.*

English Intensive is designed as an intervention for struggling readers. It is expanded into a double block period to meet course requirements and state standards for English I and II along with the Essential Program Components (EPC) for Intensive Language Arts instruction.

GTHS also offers Honor section for each year of English as well as rigorous AP English courses in Literature and Language.



"I like that we are reading poems and performing a Shakespeare play in my English class. It helps us to understand different criticisms."

- Alejandra Gutierrez, Class of 2018

English Department Electives

Film Studies
Expository Reading and Writing
Public Speaking
Journalism
Yearbook

R.E.A.D. Club

Carolyn Creel, Advisor

R.E.A.D. Club is a club designed for student who are interested in sharing their love of reading and character development.

MATHEMATICS

Anna Bathgate, Department Chair

Freshmen most often begin their math study at GTHS in Algebra I or Geometry classes. From there they can branch off into more courses ranging from Algebra II to AP Calculus BC.

The Mathematics Department at GTHS strives to increase the critical thinking skills of students by providing open ended questions and relevant topics to the content they teach. Students have the opportunities to use their math skills in real life examples through projects such as designing a house or building a 3D fish tank model.

Math teachers strive to integrate technology into their instruction and for student collaboration. When walking into a math class, you might see students graphing online with Desmos, modeling, or research.

Support classes are offered to ensure that all students will meet their graduation requirements. Honors classes are available to challenge students who need enrichment. GTHS has a strong Advanced Placement math program and our AP Statistics and AP Calculus courses boast high AP exam pass rates.



"Math is a beautiful language that when you know it, can open a lot of opportunities for you."

-Elizabeth Ghinea, Class of 2018

Math Courses Offered

Algebra I

Algebra II

Geometry

Pre Calculus

Consumer Math

Math Analysis

Statistics

AP Math Courses Offered

AP Calculus AB

AP Calculus BC

AP Statistics

AP Computer Science



"The math I learn in math class helps me with my engineering designs."

- Richard Zesk, Class of 2020



SOCIAL STUDIES

Robert Quesada, Department Chair

From the Mock Constitutional Convention, to break out boxes, to propaganda posters, the GTHS Social Studies Department does an exceptional job at bringing historical concepts and civic duties to life. When the November, 2016 elections were underway, Principles of Democracy classes even created their own campaign videos for the presidential candidates and held a lunchtime mock election to allow students to practice voting. Grand Terrace High School has a rich Social Studies department that does their best to provide their students with a very rigorous and relevant education.

With the exception of a few Freshmen who may take AP Human Geography, the study of social sciences doesn't begin until students become sophomores, taking World History. In World History, students begin an introduction to democratic ideals and ends with students learning about the growing interdependence of people and cultures throughout the world.

Juniors then take United States History which is a course which links past historical learnings to an in-depth study of significant events and major turning points in American History in the 20th Century.

Social Studies Electives

- You And The Law
- Psychology
- World Religions



Seniors conclude their high school career taking Principles of Democracy (POD) and Economics. POD is a required course to be taken in the 12th grade designed to meet the "a-g" requirements for UC/CSU. In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of societies to compare different systems of government in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Economics teaches students about basic economic principles.



"History benefits us because it teaches us what we should and shouldn't do with social and political issues."

- Kezia Purba, Class of 2019



AP Social Studies Classes Offered

- AP World History
- AP U.S. History
- AP Principals of Democracy
- AP Economics
- AP Human Geography
- AP Psychology



"I like my Human Geography class because you learn about the human influence on Earth."

- Natalia Helms, Class of 2018

SCIENCE

Cari Glenning, Department Chair

Students learn to appreciate the interdependence of society and the science of the Earth. Courses are based on the NGSS Three Course Model. Courses highlight the nature of Earth and space sciences as an interdisciplinary pursuit with crucial importance in California.

Biology: The Living Earth

The interactions between the biosphere and the rest of Earth's systems influence students every day from the food that they eat to the air that they breathe. Students study ecosystems, the cycling of matter in photosynthesis and respiration, the links between evolution and heredity, and the characteristics of life from the cell to multicellular organisms. The course ends by coming back full circle to ecosystems and the impacts that humans have on them

Physics in the Universe

Physical processes govern everything in the universe. Geoscientists require a strong background in the laws of physics in order to interpret processes that shape the Earth system. Earth and space science applications are excellent motivations to the study of physical laws. Many of the phenomena illustrate California's Environment.



Marine Bio/Zoology Club

Cari Glenning, Advisor

When this club attends field trips, like the one to Dana Point Tide Pools and Aquarium of the Pacific, students are able to see the animals in nature for firsthand experience and use the exhibits to answer questions about each group of animals.

Picturesque Club

Olga Aguila, Advisor

Club members gain an understanding of photography and develop their skills through experimentation with different techniques.

especially in relationship to climate change.

Chemistry of the Earth System

Discover how chemical processes help drive the Earth system. Earth and space scientists require a strong background in the fundamentals of matter and chemistry in order to interpret processes that shape the Earth system. Understanding chemistry allows us to understand the world around us and to make decisions and discoveries to improve the quality of life.

Often we do not notice the direct influence of chemistry in our lives, but it is all around us.

AP Science Courses Offered

AP Biology
AP Physics
AP Chemistry

Elective Science Courses Offered

Human Anatomy & Physiology
Marine Biology
Zoology
Geology



"I think the teachers are really good at connecting with the students. I like learning all the terms and different body parts."

- John Martinez, Class of 2019

VISUAL & PERFORMING

Anna DeLeon, Department Chair

GTHS has a rich Visual & Performing Arts Department that gives students the proper techniques to express themselves through visual art, performing art, choral, or instrumental music.

Visual Art

Art classes begin with students learning the basic principles of art, the fundamentals of design, color and drawing. Students will then advance to learning about how art is used in advertisement and communication. Art III and IV students will learn to use advanced techniques with multiple medias in their pieces.

GTHS Art Gallery

In 2016, the GTHS Art Gallery was established on campus to allow students to display their works to the student body as well as the public throughout the year.



Visual Arts Courses

- Art I
- Art II
- Art III
- Art IV



Acting

Students who take acting courses at GTHS learn the skills necessary to perform in productions. Each year, acting students put on a Fall Play, Spring Play, Cabaret Night, and other performances.

When students take the Acting course, they will learn the basic principles of stage acting including memorization and performance techniques for short scene performances before a class audience. Grading is based upon demonstration of acting abilities in the following areas: memorization of lines, creation of character, physical mobility on stage, blocking of scenes, projection of voice and general acting skills related to performance.

Advanced Acting is a continuation of beginning acting and performing arts with emphasis on advanced scene work and performance. Students will learn to study and analyze scripts and prepare audition pieces for college and professional auditions. They will learn to make scene cuttings, act in various historical styles and prepare scenes for festival and other public perfor-

Acting Courses

Acting

Performing Arts

Advanced Acting



“I like bringing light into people’s eyes while performing on stage.”

- Jade Huckaby, Class of 2018

Music

Music History

Music History gives non-musicians and musicians the opportunity to explore the background and basic concepts of music. This course explores the evolution of music from the ancient societies to current popular music. Analysis, listening, and writing skills are developed within this course. All students will perform in formal and informal settings.

Chorus

Chorus is a class that is designed to increase the vocal skill, musicianship, and performance level as a group, and as individuals. Students will develop aesthetic and cultural values through critical listening and analysis. A wide variety of choral literature will be studied and performed, including, but limited to classical, jazz, folk, pop, musical theater, holiday, sacred/secular, and multicultural music.

Treble & Chamber Choir

Treble Choir & Chamber Choir students rehearse and perform various styles of choral music from different time periods. Students will perform medium to difficult level high school literature for performances in concerts, school events, festivals, tours, and community functions.



Performing Arts Courses

Music History
Treble Choir
Chamber Choir
Beginning Band
Marching Band
Wind Ensemble
Concert Band



“Choir helps me express myself and feel more comfortable around people.”

- Jurnee Teague, Class of 2018

Instrumental Music Program

The GTHS instrumental music program demonstrates a remarkable blend of academics and culture. It is designed to serve the needs of students from all sorts of backgrounds. Whether students have previous experience in music or not, students with the correct atti-

tude and drive for success are sure to achieve GREATness through participation in our GTHS music program. Our band program has developed a remarkable track record of preparing students for admission to some of the most competitive universities including students who have received substantial performance scholarships.

The instrumental music program prepares students for any opportunities after high school and has seen numerous students find their positions in the military or even immediately pursuing careers in the performing arts. Regardless of a student’s background and future aspirations, the tools they receive and skills they will learn while in the GTHS music program prove to be absolutely invaluable. Additionally students will have the opportunity to engage in a fun activity with some amazing people, performing a variety of music, and representing our entire community throughout Southern California.

The instrumental music program is under the direction of Robert Ransdell, a product of this district and community who is honored to pay it back into Colton School District and foster a love for music in his students. Students have the opportunity to perform with amazing concert bands, an elite marching program, small chamber ensembles, an award-winning color guard program and benefit from partnerships with some of the greatest music programs in the country.



WORLD LANGUAGES

Karla Huesca, Department Chair

Spanish and French are the two foreign languages offered at GTHS. In a World Language class at GTHS, you will find instruction primarily in the target language. Students spend a lot of time interacting with each other and the instructor. Not only do they learn to speak, listen, read, and write in the language, but they will also become immersed in the cultures that speak the language. Students will recreate works of art, discover the music, share the food, and explore the many different customs.



"I like it that my Spanish teacher made me come out of my comfort zone and interact more with other people."

AP World Language Courses

AP Spanish Language

AP Spanish Literature

AP French Language

French Club

Molly Green, Advisor

The goal of the French Club is to practice French conversation, explore French culture and spread French language and culture around the campus.

PHYSICAL EDUCATION

Joseph Ray, Department Chair

The course is designed to give students the opportunity to learn through a comprehensive, sequentially planned Kinesiology and Physical Education program in accordance with the California Model Content Standards for Physical Education. It provides students the fundamental information and skills for a variety of team sports. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include introduction to advanced kinesiology and physical education, fitness (including fitness technology), team activities, gymnastics/tumbling, tennis and combative/ self -defense.

Physical Education Courses

Kinesiology

Advanced Kinesiology

Weight Training

Football PE

Athletic PE

Adaptive PE



"When I was taking Athletic PE, I used it as a way to remain physically fit to keep myself competitive in my sport."

- Natalia Helms, Class of 2018

BUSINESS

Jamie Megee, Department Chair

FINANCIAL SERVICES PATHWAY

Also known as the **Grand Terrace Business Academy**, these courses at GTHS range from Intro to Finance to Marketing & Business Leadership. Students in these courses have the opportunity to learn about economics, personal finance, business ownership and more. These courses are designed to serve the needs of both college and career readiness.

Students who take Finance courses will learn business leadership, financial management technology in the 21st Century, e-commerce, personal finance/consumer rights, career planning, entrepreneurship and more. Upon completion of this course, students will have developed basic business skills to carry into their personal lives and career area.

Marketing students will practice oral and written communications, mathematic applications, problem solving, and critical thinking skills, as they relate to distribution, financing, marketing information management, pricing, product/service management, promotion, entrepreneurship, and selling. Instructional strategies may include computer/technology applications, as well as real and/or simulated occupational experiences and projects in the business and marketing functions.



When you step into business classes at GTHS you will see students exercising the skills it takes to be personally and professionally financially successful and they will demonstrate their knowledge of how to become an entrepreneur.

Business Courses Offered

- Financial Management
- Introduction to Finance
- Marketing & Business Leadership
- Microsoft Excel
- Microsoft PowerPoint
- Microsoft Word



"It teaches you what you will do if you want to be in the business industry."

- Ximena Torres, Class of 2018



SPECIAL EDUCATION

Teresa Borquez, RSP Department Chair

Elissa Kirkland, SDC Department Chair

RSP

The RSP Department works collaboratively with the general education teachers in the general education classrooms to support student learning. They also provide a Learning Center period for students to work on assignments, make-up tests, and complete homework. Students in the Learning Center Transitional Program receive lessons from a representative out of the Diagnostic Center on self-advocacy, work habits, career planning, etc.

Special Day Class (SDC) Mild/ Moderate

SDC students receive intensive English instruction with the READ 180 program that is designed to accelerate student achievement in reading comprehension, writing, and vocabulary development, and literary analysis. It is offered as a double period block, designed to increase a student's reading level by two or more grade levels through whole and small group instruction, independent reading, and personalized computer-aided instruction.

Special Day Class (SDC) Moderate/ Severe

The SDC classes are very active as they learn life skills such as functional academics, shopping, preparing meals, and personal care. The school embraces these students to make them feel included in the activities of the general population. They participate in lunchtime activities, with some of the sports teams, broadcasting on Lightning News, and

Best Buddies

Ashton Reynosa, Advisor

Best Buddies establishes one to one friendships with students with disabilities and their general education peers. Best Buddies creates an environment of inclusion for students with physical and cognitive disabilities. Best Buddies strives to promote authentic social interactions for students with disabilities and to bring awareness of disabilities to the general education population.



CREDIT RECOVERY

Brian Fricke, Teacher

Credit Recovery consists of a series of courses specially designed for students who need to make up class credits in order to graduate. Students complete computerized learning modules in a particular subject. Because these courses are self-paced, the length of time it takes to complete a course varies from student to student. This course has helped many students complete the credits necessary to graduate when they would not have been able to otherwise.

Credit Recovery Courses Offered

English

Physical Education

Social Studies

Science

Mathematics

Psychology

ENGLISH LANGUAGE DEVELOPMENT

Kristi Romero, ELD Coordinator

GTHS prides itself on providing supports and interventions for our ELD students to ensure their success with the same opportunities that are given to the general population. Navigating through high school in a new language and culture can be intimidating for our English Learner students, so GTHS provides the students with access to the language resources like a language aid and a Chromebook cart for translations and research. The ELD classes have become a place where EL students can feel like themselves as they come together to learn about the U.S. culture while celebrating their own cultures at the same time in a safe environment.

ELD Classes

These classes are in the regular school day when students are grouped by the English class level that the students are taking to best support them in their learning. ELD I, II, and III use the CA ELD standards as the focal standards in order to develop critical language skills, language knowledge, and language abilities that ELs need for rigorous academic content learning in English. These courses will build into and from content instruction by incorporating text, concepts, and language from content area classes.

National Honor Society

Edward Lee, Advisor

The students in NHS exemplify the four pillars of scholarship, leadership, service, and character. Our members set up service events in our community and try to expand on our pillars as they do so. Since our chapter of NHS started, we have tutored kids at the local elementary school, sponsored local food pantries, and have bi monthly senior game nights at the local senior home.



AVID

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth.



AVID 9

Some students will have previous experience with AVID at the middle grades, and some students will be experiencing AVID for the first time. Either way, the ninth grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals, and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

AVID 10

During the tenth grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and de-

tailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

AVID 11

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect that these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles, and letters by these leaders, as well as at least one full-length work by the leader or about the leader. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans. In the spring, students go on a 4-day bus trip to visit various college/university campuses throughout California that will help to further solidify their decisions about which college to apply for in their senior year.

AVID 12

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project using research skills in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to complete the requirements for the seminar course.

Ms. Zoë Pamintuan, Co-Coordinator
Mrs. Jordan Jackson-Henry, Co-Coordinator



Linked Learning Pathways

All Linked Learning Academy students follow a topic specific pathway, designed as a multi-year, comprehensive program that engages them through project-based learning in the classroom paired with career exposure and practical application in a real-world setting. All Linked Learning Academies include:

- A college prep academic core emphasizing real-world application.
- A technical core of three or more courses meeting industry standards.
- Work-based and project-based learning.
- Personalized student support systems (academic, emotional, social, college, and career guidance)



" ROP classes are a good way to gain experience within a work field that you have interest in and by the time I graduate I will already have been prepared for the future."

- Brandon Nguyen, Class of 2020

A.R.T.S. Course Sequence				
Freshman	SUMMER SCHOOL P.E. OPTION	Sophomore	Junior	Senior
English I		English II	English III	English IV
Algebra I/ Geometry		Geometry/ Algebra II	Algebra II/ Math Analysis	Arts Elective Option
Foreign Lang. I		World History	U.S. History	POD Economics
Biology		Chemistry/ Physics/ Geology	P.E. Option II/ Arts Elective	Arts Elective Option
P.E.		Foreign Language II	Foreign Language III	(Capstone) ROP Graphic Arts
Art I		Art II	ROP Graphic Arts I	Art III

CARE Pathway Course Sequence					
	Freshman	SUMMER SCHOOL P.E. OPTION	Sophomore	Junior	Senior
English	English I		English II	English III	English IV
Mathematics	Algebra I		Geometry	Algebra II	Statistics or Pre Calculus
Science	Biology		Anatomy & Physiology	Chemistry	Physics or AP Biology
Social Science	N/A		World History	U.S. History	POD/Econ
Foreign Language	Foreign Language (year 1)		Foreign Language (year 2)	N/A	N/A
Other	Physical Education (year 1)		N/A	Visual or Performing Art	Physical Education (year 2)
Technical Courses	N/A		Med Term/ Pharmacology or Front Office	CMA I or Emergency Responder	CAPSTONE: CMA II or Emergency Medicine

Engineering Course Sequence					
	Freshman	SUMMER SCHOOL P.E. OPTION	Sophomore	Junior	Senior
English	English I		English II	English III	English IV
Mathematics	Algebra I		Geometry	Algebra II	Trigonometry Calculus AB
Science	Biology		Chemistry	Physics	AP Chemistry AP Physics
Social Science	N/A		World History	U.S. History	POD/ Economics
Foreign Language	Foreign Language (year 1)		Foreign Language (year 2)	N/A	N/A
Other	Physical Education (year 1)		N/A	Visual or Performing Art	Physical Education (year 2)
Technical Courses	Introduction to Design		Principles of Engineering	Digital Electronics	CAPSTONE: Engineering Design & Development

CARE Pathway

Sarah Stottlemyer, Pathway Lead

The CARE Pathway was designed for students who want to pursue careers in the health care field. This series of courses allow students to take courses that are medically focused and after completion, students will either become Clinical Medical Assistants or they will be on their way to becoming an Emergency Medical Responder. The ROP classes give students college credit and will provide them with internship opportunities.

Medical Assistant

Medical Assistant- Clinical is designed to teach students those clinical skills necessary for employment in a variety of medical settings. Students will practice medical terminology, anatomy and physiology, vital signs, medical/surgical asepsis, physical examination, basic electrocardiography, basic pharmacology, assisting with diagnostic and therapeutic procedures, and laboratory procedures. Activities in this course include work-based learning that connects students to industry and the local community.

Pharmacology for Healthcare Professionals

This course provides a foundation for the use of medications across multiple health care professions. It focuses on a general understanding of the actions and use of various groups of pharmacologic agents. Included in the course is an overview of medications, the effect on different organ systems and the disease process, therapeutic effects, drug calculations, anatomy and physiology, and medical terminology. The course is designed to prepare students to further their education in multiple health

Medical Terminology

Students will learn medical terminology in relation to various body systems and medical procedures. Proper use of roots, prefixes and suffixes will be studied in the formation of medical words. Medical Terminology is a pre-requisite for Medical Assistant - Clinical and Medical Administrative Assistant - Front Office on the high school campuses.

Emergency Responder

An Emergency Responder is the first medically trained person to arrive on a scene of an emergency. The Emergency Responder provides care to injured persons, and assists other emergency medical service providers. This course will train students how to recognize emergency situations, maintain personal safety, and provide basic emergency care including CPR and First Aid, prevention of disease transmission, along with an understanding of ethical and legal considerations. This course will prepare students who are interested in a career as a firefighter, law enforcement officer, emergency medical technician, or paramedic.



Medical Administrative Assistant Front Office

This course is designed to prepare students for employment in the front office or reception area of any medical facility, with a focus on a physician's office. Students learn basic medical terminology, anatomy and physiology, patient interaction, appointment control, filing, bookkeeping, use of a computer to prepare correspondence, and data entry and retrieval.



"I love the CARE Pathway because it gives me hands on experience of everything I need to know to become a medical assistant."

Alyssa Orejel, Class of 2019

Medical Assistants Club—

Marta Chavez, Advisor

The Medical Assistants club is comprised of CARE Pathway students. This club promotes healthcare on campus through various activities, and provides its members with community service opportunities in the medical setting. Through this club students also have many opportunities to listen to medical career speakers and get much needed hands on experience.

GTHS Explorers

Lisa Cornick, Advisor

GTHS Explorers is a club for students interested in Fire, Emergency Medical Services, Police or Military. They explore careers, perform community service, and get hands on experience with those professions.



"I love the CARE Pathway because it allows me to learn skills and develop leadership qualities."

- Joanna Guerrero, Class of 2019

Engineering Pathway

Matthew Johnson, Pathway Lead

Why Engineering?

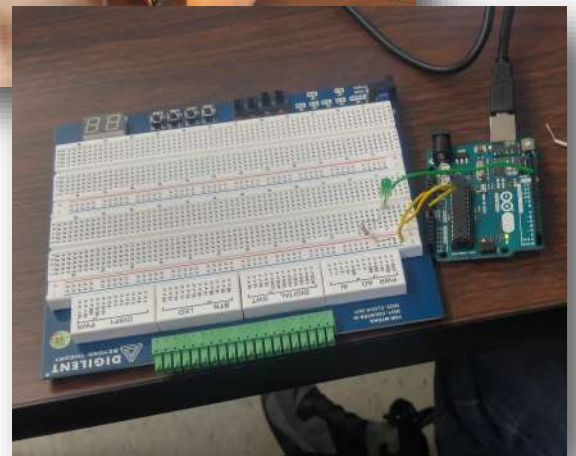
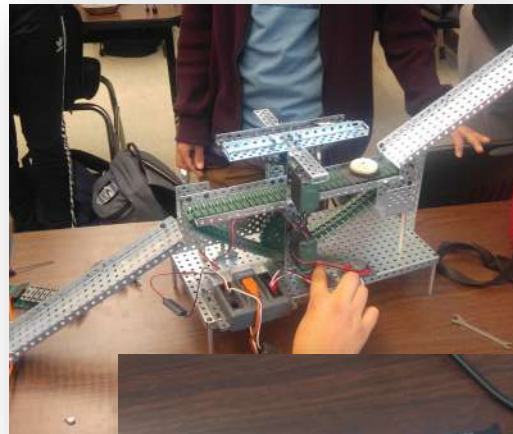
The Grand Terrace High School Engineering Pathway allows 9-12 grade students to take Engineering courses for college or university credit. The Pathway is open to all students to explore potential career fields while becoming college ready, receiving college credits, and learning by solving hands-on, real world problems.

Freshman: Introduction to Engineering Design

Introduction to Engineering Design is an in-depth, project-based course that concentrates on Industrial Design/Technology and is divided into four units: Introduction to Design, Design Solutions, Reverse Engineering, and Design Problems.

Sophomore: Principles of Engineering (POE)

This course provides students the opportunity to develop skills and again an understanding of Engineering concepts through laboratory activities, projects, and problem-based learning.



Engineering Careers

- ◆ Mechanical Engineer
- ◆ Solar Design Engineer
- ◆ Robotics Engineer
- ◆ Satellite Operations Engineer
- ◆ Underwater Robotics Engineer
- ◆ Prototype Fabricator
- ◆ Theme Park Engineer
- ◆ Manufacturing Engineer



Juniors: Digital Electronics (DE)

This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Seniors: Engineering Design and Development

This course is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process.



"It helps set us up for careers of the future."

- Armando Llamas, Class of 2019

A.R.T.S. Pathway (Artists Rising to Success)

Jason DeBord, Academy Lead

Successfully completing the A.R.T.S. Academy helps prepare students for entering college and entry-level jobs by providing students with design skills and the initial frameworks for producing art. Students learn what it means to be creative critical thinking collaborators and communicators—what we call the Four “C”s. In the foundation art courses, students learn and utilize the Elements of Art and Principles of Design, which are the building blocks for creating, critiquing and understanding art.

The ROP graphic design capstone courses afford students a venue to apply their knowledge while designing compositions through a twenty-first century approach. Not only are students earning college credit at the high school level, they will be building their employment resume by earning Adobe software certification.

During the four-year pathway sequence, students will be exposed to careers and industry possibilities, such as art directors, fine artists (painters, sculptors, illustrators), multimedia artists and animators, graphic designers, commercial and industrial designers, desktop publishers, directors, designers (interior, architectural, clothing, makeup, lighting, etc.), and many more. Students also practice filling out job applications, writing resumes and cover letters, and attend mock interviews. Upon graduation, students will have built a diverse portfolio containing traditional drawings, paintings and illustrations, three-dimensional works, and digital graphic art—all ready to be presented with college and job applications.

Art I

Students will learn the basic principles of art, the fundamentals of design, color and drawing. Learning in this class will give students an opportunity to strengthen and develop skills and knowledge through a variety of learning situations.



Art II

A continuation of learning of art fundamentals and techniques with emphasis on commercial art and graphic design.

Art III

Background in Art I and Art II plus personal experience should prepare students to learn methods of water colors, oil painting, and acrylics. Many advanced techniques, styles, and methods will be studied.

Art Careers

Sculpture
Illustration
Photography
Graphic Design
Advertising
Architecture
Industrial Design
Animation
Game Development



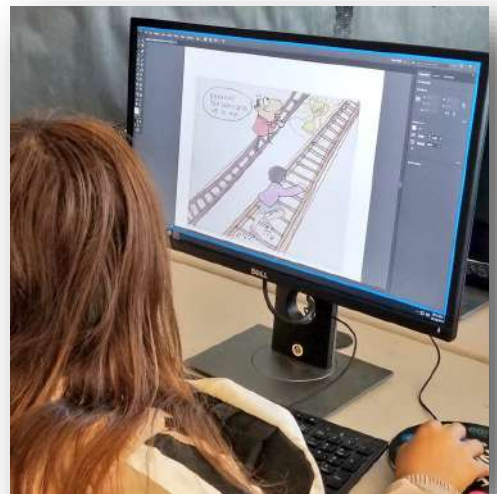
“The thing I love about [Graphic Design] is that it is just art and I learn programs I can use if I pursue a career in art.”

- Nicole Fletcher, Class of 2019

Graphic Design

Christa Padilla, Teacher

This one-year introductory level graphic design will require students express themselves creatively through digital media applications. They will learn the basic language and elements of art techniques to create interactive products to educate, inform, and entertain. This course will enable students to understand and appreciate artistic expression, while they study the impact of multimedia on society from a social and economic viewpoint. Art history, graphic design, and higher-level graphical concepts will be studied and applied. This course offers intensive hands on production through project-based assignments. Students will meet Visual Art, Common Core State Writing Standards, and Art, Media, and Entertainment CTE standards while encouraging students to become creative and thoughtful practitioners



CYBERSECURITY

Patty Hassan, Teacher

Cyber Security I

Cybersecurity I prepares students for a career in network administration and technical support with a focus on cybersecurity. The course includes a series of technical subjects that provide hands-on knowledge and skills in computer hardware, operating systems, networking, and security concepts. Industry-based curricula are utilized in a networked environment to assist in preparing students for industry recognized certifications.

CISCO I / CISCO II

This program uses industry based curriculum developed by the CISCO Corporation and is designed to prepare students for employment as computer network designers, installers, and network maintenance and technology support technicians. Students exiting the program may take certification tests through the CISCO Certified Internetworking Association.



“The Cybersecurity program has really changed my life and I really want to make a career of it.”

- Brian Alvarez, Class of 2018

Cyber Patriots

Patty Hassan, Advisor

CyberPatriot is the National Youth Cyber Education Program. At the center of CyberPatriot is the National Youth Cyber Defense Competition. The competition puts teams of high school and middle school students in the position of newly hired IT professionals tasked with managing the network of a small company. In the rounds of competition, teams are given a set of virtual images that represent operating systems and are tasked with finding cybersecurity vulnerabilities within the images and hardening the system while maintaining critical services in a six hour period. Our Titan Cyber Patriots currently ranks in the top 10% Nationally!



Athletes * Artists * Musicians *

Legacy Regiment

Band

Color Guard

Actors & Singers

Student Media

Athletics

Sports

Spirit Squad





Legacy Regiment

Robert Ransdell, Band Director

The Legacy Regiment Marching Band and Color Guard is the premiere performing arts ensemble at Grand Terrace High School. It is comprised of all of the woodwind and brass instruments, an entire percussion compliment, and our phenomenal color guard.

Together, this group is an essential source of school spirit and pride at our football games, pep rallies, and other school events as well as civic events in the community and in competitions throughout the state of California. Students receive some of the highest levels of training and have special opportunities through our relationship with the Blue Devils Drum and Bugle Corps and System Blue.

“[Band] makes me feel welcome and I have a safe place — a family other than the one I have at home. It is the first place you can go if you need something.”

— James Gaitan, Class of 2019



“[Band] is a free program that gets your brain thinking and moving. You can live emotions through the music. Music calms you down.”

— Uriel Romero, Class of 2018

COLOR GUARD/ WINTER GUARD

The GTHS Color Guard program offers activities year-round. From May through November, the color guard is an essential component of the Legacy Regiment Marching Band and Color Guard.

From December through April our color guard competes independently as the GTHS Winter Guard program. The GTHS winter guard program has grown to necessitate a varsity and JV group, both of which have experienced remarkable success in competition. Students in color guard are not required to have any music or band experience, although band students have the opportunity to participate in winter guard and some may choose to perform with color guard and play their instrument in Wind Ensemble. Color guard is open to all students and builds extensive skills in dance and movement along with use of equipment such as flags, rifles, and sabers.



Actors & Singers



Glee Club

Anna De Leon, Advisor

The Glee Club is made up of student singers who are in the various choral classes. You can find these students performing at their annual Coffee Houses, Cabaret Night, Winter Performance, Titans Got Talent, and out in the community. At the end of each school year, the senior Glee Club members, grace their class with their final performance at the graduation ceremony.

International Thespians Society

Kimberly Guadagnoli, Advisor

The International Thespians Society is a school theater honor society in which students earn honors and awards at the end of the year for their achievements in acting, technical theater, viewing productions, workshops, and competitions



Student Media

Titan Echo News Paper
Victor Morales, Teacher

Each year students in Journalism classes publish 3 editions of the Titan Echo magazine. Students conduct interviews, take pictures, and tell the stories that students want to hear about student life, their community, and the world beyond.


Yearbook
Leilani Bautista, Advisor

The Publications class develops the school yearbook. They learn how to make layouts, write stories, take photographs, and put together a publication that encompasses the events that occur throughout the school year. The product of this class is a quality work that lives on for generations.

Lightning News

The Lightning News is a students run news broadcast is done completely by the Advanced Acting class. These students run the lighting, camera and perform all of the announcements. Weekly, in their classes, students have the opportunity to watch the Lightning News.



 **"I like that journalism is usually all hands on and you know what is happening before anyone else and when I interview people I get to make new friends."**

Rodri Smith. Class of 2019

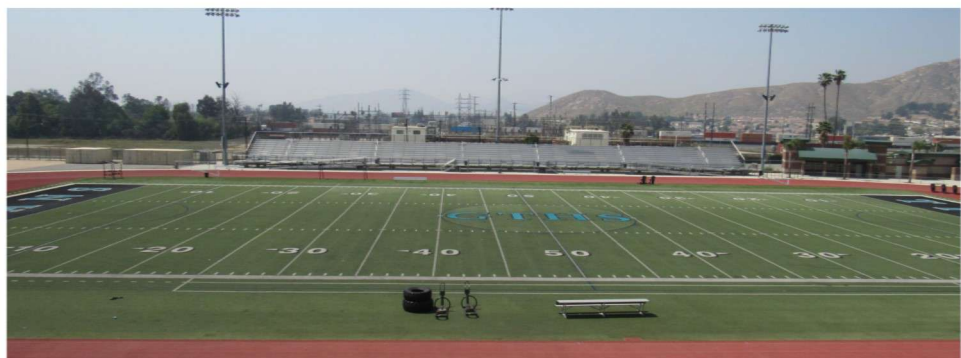
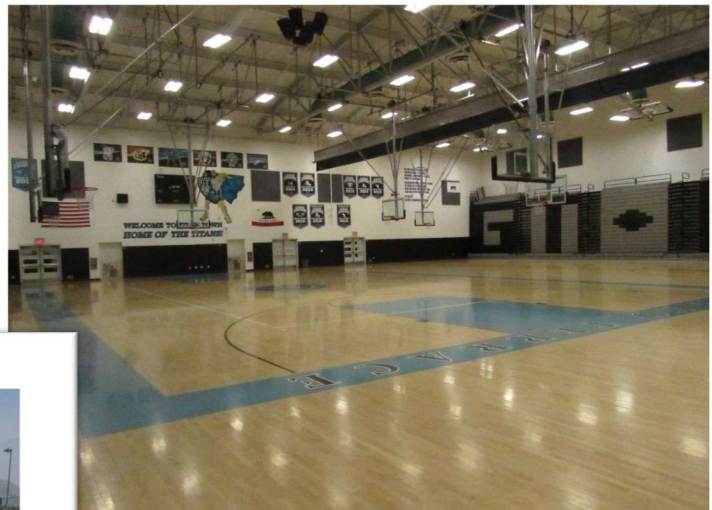
Athletics

Grand Terrace High School boasts a very strong Athletics program. Multiple students have continued their sports careers by playing in college on full ride scholarships. Not only are our athletes talented on the court or field, but they phenomenal in the classroom as well. Here at GTHS we not only celebrate our athletes' physical abilities, but their character as well. Our athletics department promotes Victory With Honor to recognize students that have integrity on the court and playing field.

Our up-to-date sports facilities include a three-court gym, 12 lane swimming pool, 8 tennis courts, baseball and soft-ball fields, all-weather, 8 lane track and artificial turf field, dance room, and two weight rooms. Our dedicated coaches spend lots of time with our athletes, teaching them both the athletic and character skills it takes to be a successful athlete.

All of our sports have advanced to at least one round of CIF and we are proud to say that GTHS Girls Soccer and Softball have each earned CIF State Championships.

Go Titans!



Sports

FALL SPORTS

- Football
- Girls Volleyball
- Boys & Girls Cross Country
- Girls Tennis



WINTER SPORTS

- Boys & Girls Wrestling
- Boys & Girls Soccer
- Boys & Girls Basketball



"I love track because of the competition and going against the best people and doing my best."

-Andres Huante, Class of 2018

SPRING SPORTS

- Girls Softball
- Boys Baseball
- Boys & Girls Track & Field
- Boys & Girls Swimming
- Boys Tennis



YEAR ROUND

- Cheer
- Dance



"Being a part of a sport gives you a whole other family that you can connect and have fun with."

-Gracelyn Nichols, Class of 2019

Spirit Squad

SPIRIT SQUAD

Gevina Parra, Advisor

Whenever there is a sporting event or pep rally, the Spirit Squad is there to pump up the crowd and provide spirit with their organized performances. Made up of boys and girls, the cheer squad combines stunts, dance, and tumbling in their routine to amaze the crowd. Cheer is officially considered a sport through the eyes of NCAA and is now fully funded like the other sports. These athletes don't only bring spirit to the school, but to the community as well. They can be seen at City of Grand Terrace events and performing community service. Each year they raise money and provide items for a holiday toy drive. They truly embody the spirit of Titan Town!



Competition Cheer

The competition cheer season is in the spring, after football season. A select group of 12 cheerleaders continues to practice their routines and compete at various competitions. In 2018 they earned 5th place in the Nationals competition. Each year they get better and better!

Song

Song is a subgroup of the Spirit Squad who perform dance routines in conjunction with cheer. These performers focus on higher level dance technique which incorporate ballet, jazz and hip-hop.



“I love the experience of cheer of how involved we are in everything and I especially like pumping up everyone with school spirit. “

-Jennifer LeCompte, Class of 2019



Student Centered

Student Leadership

School Spirit

Humanitarians

Clubs/Diversity

School Safety

Technology

Graduation





Student Leadership

ASB

Leilani Bautista, Advisor

Under the direction of Leilani Bautista, ASB students practice the four seasons of leadership, which are the seasons of Start, Spirit, Service, and Shine.



In the season of Start, the students understand leadership expectations, build relationships among student leaders, and cast their vision for the school year while learning the fundamental concepts of leadership.

Next in the season of Spirit, students display school pride and work to increase student involvement. They make a fun and enthusiastic atmosphere on campus and work to foster new friendships and build excitement and energy.

The winter months are when the students have their season of Service. Leadership students reach out to impact other students' lives and think about the needs of others before their own. They learn the importance



"Student Leadership has help me take initiative to work with others and to help lead by example."

- Jordan Darsow, Class of 2018

Link Crew

Syreeta Afadonis, Advisor

Link Crew Leaders are upperclassmen who are good role models for younger students and who have been successful at our high school.

Link Leaders are trained to work with the incoming freshman class and other new students who are entering our school in fall. After the extensive training, the Link Leaders will run freshman orientation before school starts in August. At the orientation, each Link Leader will be given a small group of freshmen to work with that day and will be ask to befriend and help that group during the first week of school with any challenges they may face. Periodically during the school year, Link Leaders will meet again with their student groups

to touch base, discuss problems, and plan social activities. We know that the more contact a freshman has with his/her Link Leader the more successful the freshman will be.



Renaissance

Leilani Bautista, Advisor

The goal of the Renaissance Leadership class is to teach students the philosophies and the strategies of Renaissance. Student study leadership, character and organizational skills to enhance their efforts in developing Renaissance on campus. Some of the objectives are:

- ◆ the Renaissance program is led by the Renaissance class (student leaders)
- ◆ to apply leadership skills in management roles within the organization, to understand the 10 essential elements and power concepts and how they relate to the over success of Renaissance
- ◆ to communicate the value of academic achievement, continuous improved and exemplary character to the student body through hosting academic assemblies to recognize students for their achievements
- ◆ to recognize staffulty for their efforts and hard work
- ◆ to establish community support through recognition

School Spirit



“We have really good school spirit. It brings all of the student together.”

Homecoming

Each year homecoming week gets better and better. ASB transforms the campus into the theme of the dance. Students dress up on spirit days, faces are painted for the rally, the royal court is presented to the school and ridden around the football field in Corvettes, and the winners are crowned at the football game and dance. Every year ASB goes all out to make it a magical experience!



Pep Rallies

Four pep rallies are held each year to celebrate Fall Sports, Winter Sports, Sports, and Homecoming. Each rally is based on a theme, such as Mario Bros, Lost in Paradise, or Disney. Students sit with their classes and build up their school spirit through class chants, watching performances, and celebrating Titan Pride!



Dances

Each year, the school year is kicked off with the Titan Plunge dance, followed by the Homecoming Dance, Winter Formal, Prom, and Sadie's Music Fest. Each dance is built around a theme and is widely attended by the student body.

Class Competitions

To build school spirit, the classes compete against each other throughout the year. Each class has a particular color and on spirit days, you will see students wearing their class color and painting their faces. During pep rallies, the classes compete against each other in various games and they do bring on the spirit!

Humanitarians Clubs

LifeStream Blood Drives

Three times per year, the CARE Pathway sponsors school-wide blood drives. Students age 15 and older are called to give blood or plasma to provide life-saving products to hospitals in our local community. Leading up to and on the day of the drive, these students are responsible for donor recruitment they organize everything from set up, to registration, to hand holding. This opportunity gives them experience in practicing good bedside manner and their front office, organizational skills.



Future Titan Shirts

ASB fundraised to provide "Future Titan" shirts to every single student in GTHS feeder elementary schools. So far they have outfitted over 3000 little Future Titans!

Holiday Food/Clothing/Toy Drives

During the winter holiday season, multiple groups on campus collect money and toys to provide to those in need in our local community. Items are donated through the San Bernardino Fire Department and CJUSD Stuff a Bus campaign.



"When I work the blood drives, I like making people feel comfortable and getting to know them more."

-Jacklyn Ortega, Class of 2019

Students always have a place to belong to in Titan Town as there are over fifty clubs that students can join. Students will be able to find a group that meets their interest, whether it be with the **Chess Club**, **FIDM Club**, **Truth Club**, or **Key Club**. Once per month, ASB hosts a Titan Connect meeting that includes one representative from each club. This is a forum that allows ASB to communicate with clubs and keep them involved in campus activities.

Service Clubs

GTHS also has many clubs that focus on humanitarian efforts. **Key Club**, **Leo's Club**, and **Paws for Claws** all serve members of the community. These students are common fixtures at the Grand Terrace Community Center and local elementary schools where they volunteer their time.

Music Clubs

Students can also express themselves musically in Titan town through groups like **Rap Club**, **Glee Club**, and the **Real Music Club**.

Club Rush

During the second week of school, clubs host informational booths during lunchtime to get students to sign up. During this time, hundred of students join activities to get them connected to the school.



"I like being in Key Club because we do community service and meet other people."

Kiana Velasco, Class of 2019

Multicultural Fair

Each year in May, Grand Terrace High School puts on a Multicultural fair. Performers from various cultural groups perform for our students while many clubs sell diverse foods from different ethnic backgrounds. Students are able to experience the food, dance, and music of Polynesian, Japanese, Latin, French, and other cultures.



School Safety

Grand Terrace High School has a school safety plan that outlines the policies and procedures that are in place to keep students safe. This plan was created by the cooperation between the School Resource Officer, security staff, administrators, teachers, students, and parents.

To ensure that students and staff are well trained in what to do during an emergency, GTHS participates in 10 evacuation drills each year; four fire drills, four lockdown drills, and two earthquake drills. At the conclusion of each drill, the School Safety Committee reviews it and makes recommendations for the next time. There are security guards that monitor students before, after, and during school, GTHS employs one School Resource Officer and seven security guards. These staff members are trained regularly to ensure that GTHS students are kept as safe as possible when they are on campus.

School Resource Officer

GTHS has on staff a School Resource Officer who is a San Bernardino County Sheriff's Deputy. He is a sworn officer who provides safety to students and staff on our campus by fostering a positive relationship with our students, investigating any criminal activity on campus, and providing bullying and suicide prevention training.

Live Drills

At least once per year, GTHS participates in Live Drills that involved one or more public safety agencies. These drills help to prepare our students and staff members in the case that there is a true emergency.

Every 15 Minutes

The Every 15 Minutes program is a two-day program focusing on high school juniors and seniors, which challenges them to think about drinking, driving, personal safety, the responsibility of making mature decisions and the impact their decisions have on family, friends, their community, and many others.



Parent Involvement

School Site Council (SSC)

School Site Council is made up of parents, certificated and classified staff, students, and the principal. The role of SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program.

The three main goals of School Site Council are:

1. Develop the school plan/budget and recommend to local governing board
2. Implement plan and monitor program effectiveness
3. Annually evaluate goals and objectives of the school plan

African American Parent Advisory Council (AAPAC)

Organized by the school districts Student Services Department, this forum provides opportunities for our African American families and students to voice their educational perspectives/aspirations and celebrate academic, social, and cultural pride.



“I like being a part of SSC because it updates me to what is currently going on. It keeps me involved and I have direct contact with the principal and other key members of this school.”

-Stephanie Sotelo, Parent



School Safety Committee

Meeting once per month, the School Safety Committee regularly reviews the school safety plan and recent safety drills. It is a forum to address any concerns that stakeholders have in maintaining the safety of students at Grand Terrace High School. This committee is made up of parents, students, teachers, school resource officer, classified staff, and an administrator.

Band Boosters

This group of parents supports the Legacy Regiment in many ways. They provide food for the members before each football game and competition. They do lots of fundraising to help fund Color Guard equipment, percussion maintenance, props, and tournament entrance fees. The Legacy Regiment would not be what it is without their

Athletic Boosters

Parent booster clubs exist for the Football, Volleyball, and Track & Field Teams. These groups of parents work to fundraise for their athlete's sports team and provide any other support they need throughout the season.

English Learner

Advisory Council (ELAC)

ELAC is made up of parents of English learners, teachers, administrators, and other staff. This meeting, held once every other month, allows parents of EL students to learn about what is happening on campus and to discuss any concerns they might have, and to come up with solutions.

Library Media Center

Katharine Applebee, Librarian
John Pearson, Library Technician

Students and staff alike utilize the GTHS library for a variety of purposes including, but not limited to: checking out textbooks and books for personal reading, printing, studying, collaboration, and tutoring. The friendly librarian connects with students on a personal level, encouraging them to read and make use of the library's services.

Currently, with 10,000 books in its circulation, the library strives to increase literacy on campus by sending out "Top Patron" cards and pushing students to read new books. For books that are not on the shelves, students have access to check out e-books and audiobooks from an app. Students also have access to multiple online research databases located on the library's link on the GTHS website.



Applied Library Media Studies

Students enrolled in Applied Library Media Studies will increase their knowledge and understanding of the operation of a 21st Century School Library Media Center. They also receive practice in assist staff and students in locating, evaluating, and utilizing resources while learning to use technology safely, legally, and ethically. This course prepares our students for the future by enabling them to practice skills that employers seek, such as responsibility, dependability, initiative, attention to detail, communication, organization, and leadership.

Technology

Grand Terrace High School strives to be in the forefront when it comes to utilizing technology in our classroom instruction. Our campus houses six computer labs serving the business department, digital electronics, credit recovery, and library. Faculty members are trained monthly on utilizing technology in their classrooms. Across the curriculum, students are given the chance to use technology to perform research, present work to their peers, use various media to demonstrate their understanding.

Student Access to Technology

Students have access to the library computer lab before and after school, and during school hours is a 1:1 Chromebook to student ratio.

Promethean Boards

Various classrooms on campus are receiving Promethean Boards which are a brand of interactive whiteboard that allows a teacher to project an image from a laptop or a computer, as well as interact with the board through touch or specialized pens.

Engineering Technology

The Engineering Department is provided with the latest technology in industry from laser printers, to digital electronic components.



Graduation



Here at Grand Terrace High School, the faculty and staff strive to see all students cross the stage at graduation each year. Our goal is to prepare our students for college, career, and to be productive members in our society. With all of our academic programs including AP courses, AVID, career pathways, support programs, and interventions, we make sure that each and every student is given the opportunity to reach their highest potential and we are proud to boast that 92% of our students successfully graduate from Titan Town.



Honor Guard

The top twenty ranked juniors serve as the Honor Guard. At graduation, they lead the senior class into the very stadium that they will step foot on in the upcoming year. Through a ceremony called *Passing the Guard*, the seniors who were the previous Honor Guard pass the title to the current juniors, welcoming them to this coveted role.



Department Chairs



Elissa Kirkland
Special Education, SDC



Kimberli Thompson-Irvin
English



Esmeralda Shreiner
English



Cari Glenning
Science



Anna Bathgate
Mathematics



Karla Huesca
World Languages



Teresa Borquez
Special Education, RSP



Robert Quesada
Social Studies



Anna DeLeon
Visual & Performing Arts



Joseph Ray
Physical Education



Jamie Megee
Business



Kristi Romero
ELD



Directors



Leilani Bautista
Activities Director



Tiffany Gordon
Athletic Director



Dr. Delores Curry

Board of Education

Mrs. Joanne E. Thoring-Ojeda, *President*

Trustee Area #3

Mrs. Pat Haro, *Vice President*

Trustee Area #1

Mr. Dan Flores, *Clerk*

Trustee Area #2

Mr. Israel Fuentes, *Member*

Trustee Area #1

Ms. Berenice Sandoval, *Member*

Trustee Area #2

Mr. Kent Taylor, *Member*

Trustee Area #3

Mr. Frank Ibarra, *Member*

Trustee Area #2

District Administration

Mr. Jerry Almendarez, *Superintendent*

Dr. Frank Miranda, *Assistant Superintendent - Business Services Division*

Mrs. Ingrid Munsterman, *Assistant Superintendent - Human Resources Division*

Dr. Tina Petersen, *Assistant Superintendent - Educational Services Division*

Mrs. Amanda Corridan, *Assistant Superintendent – Student Services*

District 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.

