

**MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

GRAND TERRACE HIGH SCHOOL

21810 Main St.

Grand Terrace, Ca 92313

Colton Joint Unified School District

March 4-5, 2019

Visiting Committee Members

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I. Introduction

Grand Terrace High School (GTHS) was established in 2012 and is one of three comprehensive four-year high schools in the Colton Joint Unified School District. In the seven years of operation, the school has experienced tremendous growth in all areas of campus life ranging from student enrollment and staffing, to school pride, academic success, quality of athletic and extracurricular programs, and the development of linked learning career pathways.

According to the 2014 United States Census Bureau, the median household income in Grand Terrace is \$64,140 with 9.1% of the residents below the poverty level. 86.7% of the Grand Terrace population that are 25 years of age or older possess a high school diploma or higher while 26% of that same population have a Bachelor's degree or higher.

GTHS is a closed campus built on 67 acres originally planned to accommodate approximately 2,500 students. The opening of GTHS resulted in significant changes in district boundaries, busing of students from neighboring cities, and major shifts in the staffing at schools throughout the district. **After four years of significant growth in student enrollment at GTHS, contrasted by a dramatic decline at sister schools, the district decided to change enrollment boundaries in order to balance enrollment; these changes, made effective in the 2016-17 school year, caused GTHS' enrollment to drop from 2491 to 2170.** Overall enrollment at GTHS is expected to remain steady or increase in the next few years.

Grand Terrace's facilities consist of 94 permanent classrooms built primarily in four, two-story buildings; mostly identified as buildings by the subject primarily housed in each. Although the campus has only been open for seven years, the school has already seen the installation of twelve portable classrooms in order to accommodate the increase in student population. Although the population has declined, the portables remain to serve various purposes. Other notable facilities on the GTHS campus include eight science labs, art gallery, medical clinic, four teacher workrooms, a library, gymnasium, cafeteria, student store/student services building, 63 mobile computer labs, lecture hall, a swimming pool, athletic fields, two weight rooms, a stationary computer lab and an auditorium. GTHS currently has a 1:1 ratio of Chromebooks to students to enhance student learning.

At the core of the programs at Grand Terrace are academic classes that strive daily to provide a rigorous and relevant education to students. The support programs employed by GTHS include English Language Development, Special Education, and Counseling. GTHS' strong AVID program is working to achieve *Demonstration* status. In an effort to improve students' college and career readiness, hundreds of students are part of the Linked Learning program which currently consists of three career pathways (engineering, arts, and medical). This program is supported by Colton Redlands Yucaipa Regional Occupational Program (CRYROP) and our Career Center. The school's Work Experience program connects students to jobs and enhances their employability skills. Students looking to gain college credit can participate in concurrent enrollment through San Bernardino Valley College. GTHS has an athletics program consisting of 8 male, 8 female, and 2 co-ed sports which boasts numerous achievements and student athletes who go on to play in college. The student leadership program, made up of ASB, Renaissance, and **Link Crew (most recent addition since the full accreditation visit)** helps to build connections between the students and the school. Grand Terrace has a growing Advanced Placement program that boasts the highest pass rates in the district. And lastly, to support behavior intervention on campus GTHS has a Positive Behavior Intervention and Supports (PBIS) program.

Overall Student Achievement

Student achievement appears to vary across subjects and grades. Teachers struggled to come up with correlations between the achievement data and curricular and instructional changes that have occurred. Declining achievement in Biology may be accounted for the drastic change in curriculum to NGSS in the 2017-18 school year.

9th Grade Semester D-F Rates

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Algebra I	43%	45%	33%	49%	50%	46%
English I	43%	30%	34%	39%	50%	33%
Biology	34%	24%	20%	33%	46%	39%

10th Grade Semester D-F Rates

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Geometry	33%	30%	28%	28%	44%	39%
English II	26%	53%	22%	38%	34%	37%
World History	27%	18%	23%	20%	44%	24%

11th Grade Semester D-F Rates

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Algebra II	52%	50%	54%	44%	35%	16%
English III	26%	28%	22%	24%	34%	31%
U.S. History	21%	20%	21%	21%	28%	1.8%

Special Education RSP Students Earning D-F in Math

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Algebra I	75.6%	57%	23.2%	29.2%	57.6%	68%
Geometry	34.1%	33.3%	31.0%	25%	33.9%	26.5%
Algebra II	40%	0%	31.3%	8.3%	44.4%	44%

Special Education RSP Students earning D-F in English

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
English I	50%	45.2%	35.8%	36.5%	56.3%	64.3%
English II	43.9%	26.3%	35.4%	53.1%	47.3%	36.5%
English III	57.1%	42.9%	54%	35.6%	63.0%	45.5%
English IV	20.0%	11.1%	38.9%	38.2%	33.3%	12.5%

English Learners Earning D-F in Math

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Algebra I	68.3%	70.3%	50.8%	62.7%	65.5%	69.1%
Geometry	50.0%	56.0%	42.4%	43.8%	62.1%	44%
Algebra II	50.0%	33.3%	100%	100%	50.0%	33.3%

English Learners Earning D-F in English

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
English I	50.5%	43.2%	58.3%	47.4%	42.9%	42.9%
English II	49.2%	50.0%	47.5%	51.1%	54.8%	62.5%
English III	56.1%	47.7%	68.8%	52.3%	54.8%	51.5%
English IV	1.1%	6.6%	28.5%	60.0%	18.2%	0%

Scholastic Aptitude Test (SAT)

Over the past three years, the numbers of GTHS students taking the SAT have increased while the percentage of students scoring greater than 1500 has remained relatively stable.

SAT Report (School Level Scores)

Year	# Enrolled (12)	#Tested	Average Score READING	Average Score MATH	Average Score WRITING	Number of Scores >1500	Percent of Scores >1500
2014-15	458	184	451	451	441	44	23.9%
2015-16	548	211	454	455	448	50	23.7%
			Number meeting current ELA benchmark	Percent meeting ELA benchmark	Number meeting current Math benchmark	Percent meeting Math benchmark	
2016-17	547	242	150	63.22%	90	37.60%	

SAT Report (District Level Scores)

Year	# Enrolled (12)	#Tested	Average Score READING	Average Score MATH	Average Score WRITING	Number of Scores >1500	Percent of Scores >1500
2014-15	1611	492	438	448	434	108	21.95
2015-16	1755	547	445	455	442	138	25.23
			Number meeting current ELA benchmark	Percent meeting ELA benchmark	Number meeting current Math benchmark	Percent meeting Math benchmark	
2016-17	1694	574	346	61.32%	214	37.63%	

Advanced Placement Test

The pass rate for AP test scores have increased over the past 3 years although the number of students taking the test have decreased, which can be accounted for by the decrease in enrollment. The percentage of scores that pass the test with a 3+ have increased by almost 9% from 2016-17 to 2017-18.

Advanced Placement Tests

	2014-15	2015-16	2016-17	2017-18
# AP Students	302	329	301	243
# AP Exams	513	579	538	384
# Scores 3+	198	238	221	119
% Scores 3+	38.5%	41.1%	41.1%	49%

School Climate PBIS Perception Survey Results

Overall, GTHS teachers feel that there is an upward trend in the number of teachers who feel that PBIS is in place in the classroom, school-wide, and in non-classroom areas of the campus. Conversely, teachers feel that there is declining PBIS in the individual interactions on campus.

Teacher Perception Survey (PBIS)

% of Teachers that feel that PBIS is in Place

	2014-15	2015-16	2016-17	2017-18
In Classrooms	38%	46%	34%	41%
Individually	37%	32%	30%	23%
Schoolwide	44%	47%	36%	48%
Non-Classroom	25%	42%	24%	40%

Student School Climate Survey

0 = Never 1 = Sometimes 2 = Often 3 = Always

	2015-16	2016-17	2017-18
Average Score	2.96	2.81	2.79

Number of Referrals

Infraction	15-16	16-17	17-18
Dress	252	235	165
48900 a1 (Fight)	92	127	97
48900 b (PSF D.O.)	5	3	7
48900 c (Cont. Sub)	64	55	45
48900 i (Obscenity)	37	71	43
48900 j (Drug Para)	21	18	12
48900 k (Def/Disrupt)	510	843	554
TOTAL	981	1352	923

Progress on Critical Areas for Follow-up/Schoolwide Action Plan

The Schoolwide Action Plan (Single Plan for Student Achievement, SPSA) is directly aligned with the identified critical areas for follow-up as determined during the self-study visit in the spring of 2016.

GTHS monitors their progress on SPSA goals, every year, throughout the year in various ways. Goals are largely based on student achievement and monitored through benchmark exams, faculty evaluations, quarterly D&F reports, walk-throughs, ELPAC scores, CAASPP test results, and AP test results. The principal reports monthly at department chair and staff meetings to review school data with the staff. The SPSA is monitored and updated by the members of the School Site Council accordingly.

In fall of 2018, the members of School Site Council reviewed the school’s achievement data and made the decision to maintain the current SPSA. It was agreed upon to continue to address the identified foci:

- 1) students not proficient in ELA or Math (as measured by the CAASPP exam)
- 2) English Learners’ needs
- 3) needs of students receiving academic support from the special education program
- 4) Overall student progress as demonstrated on summary assessments, with a focus on 9th graders

Progress Report Preparation Process

2015-16 Staff members were made aware of the strengths and Critical Areas of Concern at the conclusion of the visiting committee's stay.

2016-17, 2017-18 Staff members received copies of the Critical Areas of Concern. As a school, GTHS addressed the suggestions left by the visiting committee. The approach taken to meet the needs of students were documented by WASC focus groups when they met quarterly during late start Tuesdays or after school. Staff members provided input about significant changes that took place in their areas and collaborated to problem solve. The discussions/outcomes were documented on Google Docs. As groups addressed or identified areas of concern that had an impact on the SPSA, it was shared with administration to consider adjusting or add to the progress of the action.

2018-19 The year began with GTHS staff members receiving and reviewing the critical areas. During monthly focus groups, staff members looked at the progress made over the past two years and wrote commentary about the significant changes and progress made to address the critical areas. Google Docs was instrumental as a platform for all staff members to work on Chapters II and IV of the mid-term report.

To include parents in the self-study process, parents were given the opportunity to share their perspective and experiences with questions that addressed the *Critical Areas for Follow-up* during School Site Council and English Learner Advisory Council meetings. Parent input was valued and considered in GTHS' decision-making process. Parent committee findings were documented by the self-study coordinator. With help from the English TOA, the self-study coordinator gathered data and culminated responses into a cohesive report.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Grand Terrace High School's schoolwide action plan has incorporated all the areas of follow-up that were stated in the last self-study.

Critical Areas for Follow-up

Goal 1: Increase students demonstrating proficiency in English Language Arts and Mathematics on the CAASPP.

Goal 2: Increase language proficiency and overall academic performance for all English Learner students.

Goal 3: Increase percentage of students with disabilities attaining proficiency or better on the CAASPP.

Goal 4: All students will make growth on benchmarks, CELDT, and CAASPP scores.

Critical Area of Follow up Goal 1: Increase students demonstrating proficiency in English Language Arts and Mathematics on the CAASPP.

Single Plan for Student Achievement (SPSA)

English Language Arts / Mathematics

GOAL 1: The percentage of students attaining proficiency or better will increase by 3% annually on the ELA CAASPP and 3% annually on the Math CAASPP in 2016-19.

Overall, from 2016-2018, students at Grand Terrace improved in both Math and English achievement as indicated by the CAASPP results. The 2016-17 school year witnessed a decline in students performing at or above standards both subjects, followed by a 9% and 7% respective increase in Math and English. **Overall, the increase from 2016-18 is 8% in Math and 1% in English. GTHS met its SPSA goal of achieving at least 3% annual growth in mathematics, but fell short in its annual growth in English.**

Math CAASPP Results

	% of Students in Each Performance Band		
Year	15-16	16-17	17-18
Exceeded Standards	4%	3%	6%
Met Standards	13%	13%	19%
Nearly Met Standards	20%	26%	22%
Did Not Meet Standards	62%	58%	53%

English CAASPP Results

	% of Students in Each Performance Band		
Year	15-16	16-17	17-18
Exceeded Standards	16%	17%	24%
Met Standards	40%	33%	33%
Nearly Met Standards	23%	28%	22%
Did Not Meet Standards	20%	22%	22%

GTHS made the effort to improve student outcomes in both ELA and Math CAASPP. **In ELA classes**, Springboard was adopted as the new textbook in 2016-2017. In 2017-2018, teachers began to implement SpringBoard with no curriculum guide. Students in English Language Arts have practiced language concepts by reading a variety of primary and secondary sources. Students also use those skills to analyze and write document-based historical essays in their Social Science classes. In ELA, students participate in CAASPP mock testing and utilize the website by using the training website before testing. The district adopted benchmark assessments from the Illuminate Itembank, which are based on the CAASPP IABs to gauge student progress from year to year. The 2017-2018 results are a baseline.

AVID strategies implemented support ELA through focused note taking, close reading, and other methods. Math is supporting ELA concepts by having students communicate their mathematical processes in writing using academic specific language and proper sentence structure. Across content areas, students are regularly required to write reflections about their learning as well as annotating within the math textbook to continue supporting literacy.

The English department began collaboration in the 2018-19 school year on a GTHS Writing Handbook. The handbook is under construction on the GTHS website and includes basic writing guidelines for students to follow across all content areas to support growth in ELA standards.

The process used to place students in English support classes has been revised over the past two years. Students are placed into the R180 Intensive course based on several measures: scores in SRI, CAASPP, grades, MS ELA placement, and the average grade on the 8th grade unit assessments. The Secondary Curriculum Specialist at the district office along with the ELA TOAs analyze these measures to determine appropriate student placement. Once the school year starts, the R180 teacher tests students to confirm proper placement. The R180 teacher will look at the lexile, independent reading quiz scores, computer program scores, writing scores, and fluency scores to determine if students meet the exit criteria at the conclusion of the semester and end of the year. Students who demonstrate proficiency can exit the program at the semester/year.

In world language classes a variety of instructional strategies are used to help students meet learning goals- including realia, hands-on activities, and peer/group sharing. In addition, teachers model a variety of study skills (pictures, flashcards, games, peer activities, skits, memorization) and activities to help students become proficient in the target language. Students are encouraged to transfer study and learning skills applied within the world language classroom to other courses.

In Mathematics, GTHS is implementing hands-on activities, teaches analyzing skills, group activities, integrating differentiated instruction, and real-world application problems into the curriculum. During summer 2018 a group of math teachers received formal Kentaro training to implement Formative Assessment Lessons (FALs). FALs were first applied in the 17-18 school year. Teachers have also been using illustrative math performance tasks to encourage classroom discourse and critical thinking.

Students are given access to computer based testing systems to familiarize them with the tools and user interfaces that see on the CAASPP exam: drawing responses, constructed responses, etc. Common Core Standards and SBAC-blueprint aligned common assessments are administered on Chromebooks using Illuminate to normalize online testing. These tech-based assessments when utilized appropriately encourage students to analyze math problems and think critically. Junior level classes use their access to the Chromebooks to have students practice most to all the Interim Assessments Blocks (IAB) from the CAASPP website. Freshmen to sophomore level classes do a minimum of two IABs a year and additional as they align to the curriculum.

Students in mathematics classes self-assess their proficiency by utilizing rubrics to identify their level of thinking during collaborative performance tasks. The math department has also created a series of videos of individual lessons that students can access anytime on YouTube. Students may access these videos outside of class time through the school website; currently, students can watch upwards of 150 lessons created by math teachers.

The placement of students in math support classes has evolved and now involves multiple factors that are considered by the Math Secondary Curriculum Specialist. The student's middle school support class grades and SBAC math scores are considered. If the student is marginal, the 8th grade teacher's recommendation is strongly considered to determine placement. Students may exit the math support course if they average A-B assignment grades, and if after consulting with the student the teacher and student are confident that the student will be successful in math without the additional support.

In science, students use Next Generation Science Standards (NGSS) curriculum materials to read, write, calculate, analyze data. The science skills support students' math performance through real-world-based problems seen on the CAASPP.

Schoolwide Progress

Aligned to the district's technology goals, all Math and English classrooms have been provided with Chromebook access for all students. GTHS also provides students with access to levels of support that range between honors and support classes in Math and English. Students are provided opportunities for tutoring to support and increase their comprehension. Math has adopted new curriculum, textbooks, and is using LCAP funds to purchase supplies for classrooms. Staff is offered various opportunities for professional development which in turn supports students' academic achievement. The monthly collaboration time for PLC groups is another benefit to our students.

ELA & Math TOAs

In the 2015-2016 school year Math, ELA, and EL teacher on assignment positions were created. Math and EL TOAs started mid-year and the English TOA started in 16-17. The TOAs provide mentoring support to teachers. Student intervention is provided through in-classroom support and out-of-classroom small groups. Students are referred to the TOAs by teachers, parents, and counselors.

Critical Area of Follow up Goal 2: Increase language proficiency and overall academic performance for all English Learner students.

Single Plan for Student Achievement (SPSA)

English Language Learners

GOAL 1: The percent of English Learner students in the U.S. five years or more that attain proficiency in English will increase by 4%.

GOAL 2: The percent of English Learner students gaining one CELDT level per year will increase by 5%.

GOAL 3: The percentage of English Learners being reclassified will increase by 5%.

GOAL 1: The percent of English Learner students in the U.S. five years or more that attain proficiency in English will increase by 4%.

According to the California Dashboard, the percent of English language learners at GTHS who have attained proficiency has increased by 25.5%, which is much higher than the SPSA goal of 4%.

The Percent of English Learners who made progress towards English proficiency					
Student Groups	% Meeting or Exceeding State Standards				
	Year	14-15	15-16	16-17	% Change
		68.6%	89.2%	86.1%	+25.5%
Data from California Dashboard					

EL CAASPP Scores

English learners continue to achieve at lower rates than their Reclassified Fluent English Proficiency (RFEP) and English only counterparts. RFEP students continually score higher than students identified as English-Only in both Math and English.

ELA CAASPP Results Disaggregated by Student Groups

Student Groups	% Meeting or Exceeding State Standards			
	Year	15-16	16-17	17-18
All Students		55.67%	50%	56%
English Only		57%	47.21%	57.74%
English Learners		16%	12%	2.94%
Reclassified Fluent English Proficient		64%	57.90%	63.40%

English Learner ELA CAASPP Results

The number of **EL students meeting or exceeding ELA standards has decreased** since 2017.

	% of Students in Each Performance Band			
Year	15-16	16-17	17-18	% Change
Exceeded Standards	0%	0%	0%	0%
Met Standards	16%	12%	2.94%	-81.6%
Nearly Met Standards	20%	24%	29%	+45%
Did Not Meet Standards	64%	64%	68%	+6.3%

Math CAASPP Results Disaggregated by Student Groups

The number of **EL students meeting or exceeding Math standards has not changed** since 2016.

Student Groups	% Meeting or Exceeding State Standards		
Year	15-16	16-17	17-18
All Students	17%	16.44%	25%
English Only	18%	15.69%	24.35%
English Learners	0%	0%	0%
Reclassified English Learners	20%	19.55%	29.32%

English Learner Math CAASPP Results

	% of Students in Each Performance Band			
Year	15-16	16-17	17-18	% Change
Exceeded Standards	0%	0%	0%	0%
Met Standards	0%	0%	0%	0%
Nearly Met Standards	5%	8%	6%	+20%
Did Not Meet Standards	95%	92%	94%	-1.1%

**English Learner Achievement
English Learners Earning D-F in Math**

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Algebra I	68.3%	70.3%	50.8%	62.7%	65.5%	69.1%
Geometry	50.0%	56.0%	42.4%	43.8%	62.1%	44%
Algebra II	50.0%	33.3%	100%	100%	50.0%	33.3%

English Learners Earning D-F in English

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
English I	50.5%	43.2%	58.3%	47.4%	42.9%	42.9%
English II	49.2%	50.0%	47.5%	51.1%	54.8%	62.5%
English III	56.1%	47.7%	68.8%	52.3%	54.8%	51.5%
English IV	1.1%	6.6%	28.5%	60.0%	18.2%	0%

ELD Curriculum

The ELD curriculum is aligned with the Springboard text for English Language Arts and has recently been implemented. Additionally, English teachers use terms that are aligned with the standards and focused on the use of academic language in the students writing. The type of instruction is more inquiry based and makes use of academic discourse.

Across all academic and elective courses, teachers are using differentiated instruction and adding embedded supports to make the curriculum accessible to all learners. There are support classes for ELL students based on their English class. For example, if they are enrolled in English I then they are also enrolled in an English support class. ELD classes are in place for English learners. Teachers in core classes have received training on how to work with ELL students in these classes. Aides are available in some classes to help with ELL students. A Latino Family Literacy Program has been implemented to assist parents and students with college bound knowledge and English proficiency.

GOAL 2: The percent of English Learner students gaining one CELDT level per year will increase by 5%.

Overall, the rate of student language proficiency has declined from 2014-17. GTHS has recently adopted new ELA curriculum that includes EL curriculum to support student achievement in language development. CELDT levels per year will no longer be available as the state has implemented a new EL assessment, ELPAC. As of this year, there is no ELPAC data available to schools.

	2014	2015	2016	2017
CELDT Overall Proficiency Level	3.15	3.19	2.86	1.75
Number of Students Tested	41	92	111	12

GOAL 3: The percentage of English Learners being reclassified will increase by 5%.

Due to decrease enrollment there are fewer English Learners at GTHS. The overall percentage of the student body who are classified as English Learners has decreased by 2.8% from 2015 to 2018. However, **the percentage of reclassified students has remained relatively the same.**

GTHS EL Population

ELL Students:	15-16	16-17	17-18
English Learners (ELs) % of student body	252 10.3%	179 8.2%	160 7.5%
Reclassified FEP	561 23%	490 22.6%	480 22.7%
Initial Fluent English Proficient (IFEP)	97	71	66

EL Reclassification

English Learners take the Student Reading Inventory (SRI) test twice per year as it is one of a few indicators for reclassification. The other indicators include ELPAC test scores and academic achievement. The ELLevation program considers students for reclassification three times per year.

Specialized EL Support

GTHS has a dedicated EL counselor to communicate with students and parents about academic performance. There is also one language aide who works to provide academic support to low proficiency students in their classes. Subject-specific TOAs provide at-risk and English Language Learners with additional support. Our English Language TOA pulled data, monitors the EL students, coordinates between English and EL, and monitor literacy. The EL TOA use a pulled-out model to provide additional support to students. In 2015-2016 school year, our reclassification rate was 10.8% and increased to 30.2% reclassification rate in 2017-2018 with the help of our EL TOA. The EL TOA position remains vacant in the 2018-19 school year.

Mainstreamed English Learners

No longer in separate sheltered classes, the EL population is mainstreamed to expose them to academic interaction with native born speakers, which helps build their vocabulary and English articulation skills. History/social studies is piloting new books with ELD scaffolding. English and Math departments have incorporated technology into their summative assessments. Increased technology helps students to find documents in their primary language and Google Translate. With the change of the science curriculum to NGSS the hands-on approach is helping EL learners be more engaged since they are moving away from a lecture style format. Spanish teachers held after school parenting classes to teach parents strategies to help their students. Daily usage of CA EL framework standards in daily lessons is helping increase scores on benchmarks, CELDT, and CAASPP.

Teaching Strategies

English Language Learners are accessing the curriculum in their courses by having various supports and being exposed to different learning modalities and mechanisms. Teachers use hands on activities, supplemental materials (videos, visuals, etc) in order to help all EL students be able to understand and grasp the materials being presented and taught in class.

Collaboration

GTHS has allocated one late start morning every quarter to collaborate with the special education teachers to discuss grades, behavior and accommodations for special populations including ELL. Late start department PLC meetings are used to discuss special population students and strategies for them to be able to access curriculum more fully. CAASPP and Illuminate data is used to highlight school wide trends in standards proficiency, discuss different approaches to instruction, and make adaptations to improve student standard mastery. From 2016-2018, the EL TOA collaborated with general education teachers about teaching strategies to support EL students. Unfortunately, this position has yet to be filled in the 2018-19 school year.

Critical Area of Follow up Goal 3: Increase percentage of students with disabilities attaining proficiency or better on the CAASPP.

Single Plan for Student Achievement (SPSA)

Special Education

1. The percentage of students attaining proficiency or better will increase by 5% on the ELA benchmark/final exam and 8% on the Math benchmark /final exams in 2015-2016. *(To Be Determined by the Benchmark/Final exams from semester 1 compared to semester.)*

Students with disabilities taking the ELA CAASPP between 2015 - 2018 in general have not met the standards. Furthermore, the trend is showing a decline in the percent of students with disabilities that meet or exceed the standards. However, GTHS is making the effort to improve student outcomes in ELA through the recent adoption of new curriculum that is aligned to ELA CCSS that embeds scaffolds to support learning.

Students with disabilities taking the Math CAASPP between 2015-2018, in general have not met the standards. In 2016 - 2017 a marginal number of students receiving special education support exceeded the standards, inconsistent with most typical-students that year. Additionally, there is a slight decline in the yearly percent of students that nearly met standards. One variable to be considered is the adoption of a new curriculum/textbook in the 2014 - 2015 year in conjunction with restructuring for Common Core.

**CAASPP Results for Students with Disabilities
Students with Disabilities ELA CAASPP Results**

Year	% of Students in Each Performance Band		
	15-16	16-17	17-18
Exceeded Standards	0%	0%	0%
Met Standards	15%	10.53%	6.90%
Nearly Met Standards	29%	15.79%	22.41%
Did Not Meet Standards	56%	73.68%	70.69%

Special Need and Language Learner Supports

Students with IEPs who are in the RSP program are provided with accommodations based on their specific learning disability. Additionally, the Learning Center provides students the opportunities to take practice tests. In the 2018-2019 school year, RSP students will test in a separate setting to maximize their test performance. While in this setting, since CAASPP tests are not timed, students will be provided with a 20-minute break every 45 minutes.

Students with Disability Math CAASPP Results

Year	% of Students in Each Performance Band		
	15-16	16-17	17-18
Exceeded Standards	0%	1.75%	0%
Met Standards	0%	0%	0%
Nearly Met Standards	6%	5.26%	3.51%
Did Not Meet Standards	94%	92.98%	96.49%

**D-F Rates for Students with Disabilities
Special Education RSP Students Earning D-F in Math**

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Algebra I	75.6%	57%	23.2%	29.2%	57.6%	68%
Geometry	34.1%	33.3%	31.0%	25%	33.9%	26.5%
Algebra II	40%	0%	31.3%	8.3%	44.4%	44%

Special Education RSP Students Earning D-F in English

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
English I	50%	45.2%	35.8%	36.5%	56.3%	64.3%
English II	43.9%	26.3%	35.4%	53.1%	47.3%	36.5%
English III	57.1%	42.9%	54%	35.6%	63.0%	45.5%
English IV	20.0%	11.1%	38.9%	38.2%	33.3%	12.5%

Curriculum

Students in SDC classes are beginning to use the same textbooks and curriculum as general education students. By maintaining rigor in specialized instruction courses, students are actively working on increasing their ELA and mathematical skills.

Collaboration Between Special Education and General Education Teachers

Teachers in the special education department participate in PLC meetings and ensure that GTHS is incorporating the learning center's subject-specific materials that are aligned to CAASPP testing. Students receiving special education support demonstrate their level of mastery and practice using Chromebooks for testing. Quarterly, on Tuesday late start days, teachers in the special education department meet with general education teachers to monitor the progress of students with learning needs. Teachers bring student work samples to discuss with the case carrier the level of mastery at which students with learning needs are performing.

Math Support

Student in the resource program who are in a third year of math, have opportunities to practice using the CAASPP system in class with accommodation tools (calculator, graphing, etc). There is a close 1:1 ratio of Chromebooks per student in math that allows them to take the common assessments online for additional practice in preparation for the CAASPP. Students in a special day class (SDC) use grade-level district adopted curriculum. Teachers in an SDC setting use general education algebra common assessments that are modified to fit the needs of their students. Algebra and Geometry support is added to students' schedules as needed. Support classes are a double block to allow students extra support immediately following the math class. The math department videos are online and available for students to access at any time for additional instructional support.

English Support

All English classes spend about 6 weeks doing prep exercises on Chromebooks prior to the CAASPP test each spring. Teachers in an SDC setting integrate current grade level standards into their current (2008) course descriptions. In addition, resource specialists actively engage within general ed. English classes to offer additional support to students with IEPs. Students with special education support also have access to Chromebooks in each of their ELA classrooms. Students have the opportunity to access lessons, videos, and supporting materials that are provided by ELA teachers on PowerSchool Learning and/or Google Classroom platforms. AVID strategies, taught in all ELA classes, include skills in CLOSE reading and interactive notetaking. These strategies promote students' deeper understanding of texts' content of Common Core State Standards and related skills.

Testing Accommodations

Students who receive RSP support occupy a dedicated testing space for them to receive accommodations. To maintain students' math skills during their junior year, most students with an IEP continue to take a math course even if no longer required (requirements are only 2 years for high school graduation and the CAASPP is during the Junior year). In the RSP learning center, students can practice using CAASPP tools (this is especially helpful for juniors that are not taking a third-year math classes), and receive accommodation handouts illustrating main ideas involved with the assessment. In English, teachers implement an updated pacing guide that addresses current ELA standards for the SDC setting.

Critical Area of Concern GOAL 4:

All students will make growth on benchmarks, CELDT, and CAASPP scores.

Single Plan for Student Achievement (SPSA) Goal 4: 9th grade student credit completion rate will increase by 10% (On track for graduation)

Data Trends

In **English Benchmark Results**, there has been a significant drop in the percentage of students achieving mastery. There was also slight increase in the 10th grade benchmark mastery from 8% to 23%.

There was a slight dip in the ELA CAASPP results during the 2016-2017 school year. In the 2017-2018 school year, results demonstrate a significant drop in the percentage of students who receive special education support and English Learners.

There has been a decrease followed by a slight increase in the percentage of students reaching mastery in the Math End of Semester Exam results.

9th Graders

Ninth graders have increased their rates of credit completion since 2015-16.

To target the 9th graders who are neither enrolled in AVID nor a career pathway, GTHS began teaching the College & Career Readiness course in the 2017-18 school year. This course is designed to provide support and college/career-driven-direction for those students.

In response to the SPSA goal aimed to increase the number of 9th graders on track for graduation by increasing their credit completion rate, GTHS adopted the nationally recognized Link Crew program to support its 9th graders. The goal for Link Crew is to quickly connect 9th graders to campus and provide social and academic supports throughout the year. Link Crew's 11th and 12th grade student leaders meet with freshmen once monthly during PE classes and complete character lessons, engaging activities, and have academic conversations with the students. Also, when struggling 9th graders are identified, Link Crew leaders have a personal conversation with them to encourage behaviors that will improve their academic outcomes.

Benchmark Achievement

English Benchmark Results (CAASPP Indicator)

% Students Mastered			
	1st Sem 17-18	2nd Sem 17-18	1st Sem 18-19
9th Grade	18%	2%	17%
10th Grade	8%	3%	23%
11th Grade	11%	4%	14%
12th Grade	10%	5%	10%

Math End of Semester Exam Results (% met or exceeded standards)

Year	2015-2016	2016-2017	2017-2018
	2nd Sem.	2nd Sem.	2nd Sem.
Algebra I	16%	4%	7%
Geometry	24%	7%	14%
Algebra II	22%	7%	15%

Math CAASPP Results Disaggregated by Student Groups

Student Groups	% Meeting or Exceeding State Standards		
Year	15-16	16-17	17-18
All Students	17%	16.44%	25%
English Learners	0%	0%	0%
Students with Disabilities	0%	1.75%	0%

ELA CAASPP Results Disaggregated by Student Groups

Student Groups	% Meeting or Exceeding State Standards		
Year	15-16	16-17	17-18
All Students	55.67%	50%	56%
English Learners	16%	12%	2.94%
Students with Disabilities	15%	10.53%	6.9%

9th Grade Semester D-F Rates

Year	2015-2016		2016-2017		2017-2018	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Algebra I	43%	45%	33%	49%	50%	46%
English I	43%	30%	34%	39%	50%	33%
Biology	34%	24%	20%	33%	46%	39%

9th Grade Credit Completion Rates

# Credits Completed	15-16	16-17	17-18	% change since 2015
5-29	11%	7%	11%	0%
30-39	7%	4%	7%	0%
40-49	10%	10%	10%	0%
50-59	20%	18%	16%	-4%
60+	52%	61%	56%	+4%

Increasing Rigor

Having a common definition of rigor amongst all departments enables students to make academic growth on benchmarks and other state assessments. By increasing rigor, creating equitable learning opportunities, and promoting access to the curriculum, students will increase their academic performance on district and state assessments, as well as improve their post-secondary opportunities.

GTHS general education classes have either adopted or are in the process of piloting new curriculum with increased rigor and incorporates more student-use of technology. *Springboard*, identified as a rigorous program, works at- and above-grade level reading and writing skills. This provides students with consistent opportunities to work at or above students' current proficiencies; including, critical thinking, DOK level 4 assignments, and continual practice in reading and writing to build literacy.

Progress Monitoring

To improve monitoring efforts, counselors meet one-on-one with students to discuss improvement as needed. Teachers send progress reports to parents. Additionally, Link Crew has started a program that mentors at-risk freshmen by regularly checking on their progress. Students have access to grade-check sheets that promote self-monitoring and inform parents, coaches, and teachers of students' current academic performance.

III. Commendations and Recommendations

A. Commendations:

- Grand Terrace HS has established an action plan that is aligned to the critical areas for follow-up as recommended at the conclusion of the last self-study by the visiting committee.
- It is recognized that GTHS has had to make major adjustments due to the decline of student and staff and they continue to focus on student needs.
- The school has built an independent identity unique to its community that manifests as strong school spirit.
- Great effort has been implemented in strengthening school culture through the addition of Link Crew and PBIS.
- GTHS has formed a culture that is diverse and inclusive of all.
- GTHS has made significant strides in the effort to increase rigor across content areas by defining it.
- Collaboration among teachers includes a focus on special populations.
- Progress has been made in initiating the implementation of common benchmark assessments for Math and ELA.
- The Career Center has extended its reach and the College & Career Ready course has been created to improve equity in preparing for post-secondary options.
- GTHS has increased the student-use of technology in learning experiences.
- Student academic discourse and collaborative opportunities are evident in the majority of observed classes at Grand Terrace.
- Overall, it is evident that site administration and staff work as a team dedicated to improving learning outcomes for all students.

B. Recommendations:

- The visiting committee strongly recommends GTHS continue to strengthen students learning experiences through the PLC process as they address the PLC Essential Questions.
 - It is suggested that Grand Terrace HS continue to invest time and effort in identifying each content area's essential standards through the PLC process to ensure access and equity for all students.
 - GTHS is encouraged to continue with the alignment of summative and formative assessment to essential learning standards to refine the instructional focus in meeting the learning needs of all students.
- This visiting committee recommends that **Critical Area #4: All students will make growth on benchmarks, CELDT, and CAASPP scores** focus on 9th grader academic outcomes emphasizing math literacy and ELA literacy.
- Continue to build a schoolwide college-going culture through existing programs and resources, such as AVID, the College & Career Ready course, and the counseling center.
- It is recommended that the mode of communication be evaluated and refined to ensure that the intended audience is receiving messages.