



Grant Union High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (*Fecha & Hora*)

03/24/2026 5:00 PM

Location (*Ubicación*)

Zoom


Zoom Link (*Enlace de Zoom*)

Meeting ID: 986 0718 3087
Passcode: 903104

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Kyla Taylor	Absent
Parent	Melissa San Gabriel	Absent
Parent	Cathy Oupachak	Present
Community Member	Dawn Belli Herrera	Present
Student	Giovanni Ceron	Absent
Alternates (<i>Alternativos</i>): Maximina Monroy		Absent
<p><i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i></p> <p><i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i></p>		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Darris Hinson / Maria Nuno - Designee		Present
Teacher: <i>Maestro(a):</i> Quinn Cataldi		Present
Teacher: <i>Maestro(a):</i> Janie Mitchell		Present
Teacher: <i>Maestro(a):</i> Anthony Malisaukas		Present
Other Staff: <i>Otro Personal:</i> Sarah Overstreet		Present
Alternates: <i>Alternativos:</i>		
<p><i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i></p>		

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i> 5:05 PM</p> <p>Total Members in Attendance: 7 <i>Total de Miembros Presentes:</i></p> <p>Quorum: Yes (Si) <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> Tara Jacobs: read public comments from last meeting. She has requested and has received the public records. Offers support still.</p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> Ms. Oupachak and Ms. Overstreet reviewed the agenda.</p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Hinson Second <i>Se secundó:</i> Cataldi In favor <i>A favor :</i> 7 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0</p> <p>Motion: Pass or Fail: Passed <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

<p>Elect Officers (Elegir a Funcionarios)</p> <p>Resignation of Secretary - D Belli Herrera</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Mr. Hinson has received a written notice from Ms. Belli to step down from the secretarial position.</p> <p>Hinson nominated S Overstreet for Secretary Oupachak seconded All in favor: 7 Opp:0 Obs: 0</p> <p>Motion passed.</p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>N/A</p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>N/A</p>

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Other</p> <p>SPSA Funded positions for 26/27 school year:</p> <ul style="list-style-type: none"> • 0.8 SST → Title I funding • 0.2 AVID → Title I funding • AIS → Title I funding • AIS → Title I funding 	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Approve these positions for 26-27</p> <p>Person <i>Persona:</i> Hinson Second <i>Se secundó:</i> Belli - Herrera In favor <i>A favor :</i> 6 Oppose <i>En contra:</i> 1 Abstain <i>En abstención:</i> 0</p> <p>Motion: Pass or Fail: Passed <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

Document Review: *Revisión y de Documentos*

Needs Assessment (Evaluación de Necesidades) Review relevant data	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A Has not changed.
Title I Evaluation (Evaluación de Título I) Review	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Document shared and reviewed. Items added for Goal 1 and Goal 3.

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

SPSA Draft Develop/approve SPSA Draft goals and actions	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> table the item until the next meeting Person <i>Persona:</i> Oupachak Second <i>Se secundó:</i> Hinson In favor <i>A favor :</i> 7 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> More data on salaries needed.
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Other Business: *Otros Asuntos:*

<p>ELAC Reporting <i>Informes ELAC</i></p> <p>Review from last ELAC meeting</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Reporting (<i>Resumen de Informes</i>)</p> <p>Ms. Nuno gave ELAC report: Last meeting was on Feb 18, 2026. Reviewed feedback from previous meeting-parent survey and needs assessment. Shared data. Reviewed current SPSA goals. Parents completed the Thought Exchange. Shared that over 500 students tested for ELPAC recently, still continuing to test students on the 1:1 speaking portion. Parents expressed an interest in hosting the Afghan & Arab Graduation again this year. Next meeting will be April 15, 2026 at 4PM.</p>
<p>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Presentation (<i>Resumen de Presentación</i>)</p> <p>Ms. Nuno gave report. Representative did not attend meeting. No updates. Next meeting will be April 9th.</p>
<p>Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Teachers have come to a tentative agreement. GHS back to 6 period day. Additional meeting need for April to review draft of SPSA. Proposed date of April 20th.</p>
<p>Adjournment: <i>Aplazamiento:</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Time: <i>Hora:</i> 5:39 PM</p>

Next meeting date:

05/20/2026

5:00 PM

Fecha de próxima reunión:



Grant Union High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

01/28/2026 5:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

Meeting ID: 986 0718 3087

Passcode: 903104

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Kyla Taylor - Year 2	Present
Parent	Melissa San Gabriel - Year 2	Absent
Parent	Cathy Oupachak - Year 1	Absent
Community Member	Dawn Belli Herrera - Year 2	Present
Student	Giovanni Ceron - Year 2	Present
Alternates <i>(Alternativos)</i>: Maximina Monroy - Year 2		Absent
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i>		
<i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i>		
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a)</i>: Darris Hinson		Present
Teacher: <i>Maestro(a)</i>: Quinn Cataldi - Year 2		Absent
Teacher: <i>Maestro(a)</i>: Janie Mitchell - Year 2		Present
Teacher: <i>Maestro(a)</i>: Anthony Malisaukas - Year 1		Present
Other Staff: <i>Otro Personal</i>: Sarah Overstreet - Year 1		Present
Alternates: <i>Alternativos</i>: Maria Nuno - Principal Designee		Present
<i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>		

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i> 5:03 PM</p> <p>Total Members in Attendance: 7 <i>Total de Miembros Presentes:</i></p> <p>Quorum: Yes (Si) <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> Guest: Tara Jacobs-Last Meeting she shared a concern at the composition of the Council. Informed Mr. Hinson. Surprised there has been no action. Puts us in violation. Would like dates and times to meet to offer support. Sent a request for meeting to Mr Hinson; he replied via email. Would like to request public records under the Public Records Act for the results of elections from last year, and this year.</p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> Agenda was reviewed.</p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Kyla Taylor Second <i>Se secundó:</i> Darris Hinson In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Other</p> <p>Review of Relevant Data: D/F rate Benchmarks Conferences Grad rates</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> Ms. Nuno and Ms. Overstreet shared our school data.</p>
<p>Other</p> <p>SPSA Funded positions for 26/27 school year</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> Positions: AIS, AVID Coord., Counselor - vote tabled until next meeting - more info needed</p>
<p>Other</p> <p>ThoughtExchange Survey</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> The thought exchange survey is on the district website to provide feedback.</p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

Document Review: *Revisión y de Documentos*

Needs Assessment (Evaluación de Necesidades)	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>The thought exchange helps feed the information. And our ILT shared some information. And we will also share some information from ELAC during the ELAC report. This will support how school meets goals and targets. The data is super important for this.</p> <p>We are sharing At the next meeting we will share the document.</p>
N/A	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>N/A</p>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

<p>SPSA Addendum Addendum #2</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> SPSA Addendum #2</p> <p>Person <i>Persona:</i> Kyla Taylor Second <i>Se secundó:</i> Darris Hinson In favor <i>A favor :</i> 7 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 1 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>Addendum #2 presented by Sarah Overstreet</p>
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Other Business: <i>Otros Asuntos:</i>		
<p>ELAC Reporting <i>Informes ELAC</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Reporting (<i>Resumen de Informes</i>) Last meeting was in December 10, 2025 Elections were held. Conducted a parent survey Conducted a Needs Assessment Some of the things that EL Parents are suggesting on are: *Assistance with transportation *Safe & Secure Environment *Mental Health Support *After School Activities & Sports *More support and discipline for their children</p>
<p>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Presentation (<i>Resumen de Presentación</i>) None at this time</p>
<p>Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Finished first semester Reviewing data that go over our goals Cash for College was last night ELPAC is coming up for EL students Almost reaching SBAC and AP Test Season Elevator will be completed soon-end of February Construction at the stadium and main gym locker room has begun-should be done by the first game of the season</p>
<p>Adjournment: <i>Aplazamiento:</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Time: <i>Hora:</i> 5:35 PM</p>

<p>Next meeting date: <i>Fecha de próxima reunión:</i></p>	<p>03/18/2026</p>	<p>5:00 PM</p>
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School Plan for Student Achievement: Title I Funded Program Evaluation

Grant Union High School

Monitoring and Evaluation Template

Goal #1
<p>Increase Academic Achievement</p> <p>Grant Union High school will grow a minimum of 10% on the SBAC in ELA and Math by providing, relevant, cohesive, coherent curriculum and instructional programs that addresses the Common Core state standards. We will also ensure quality ELD support is provided to our growing English Learner population, and develop a comprehensive and academic intervention program with stakeholders to raise academic achievement.</p> <p>Grant Union High School will increase students that Meet/Exceed Standards by 10% on the SBAC ELA</p> <p>Grant Union High School will increase students that Meet/Exceed Standards by 10% on the SBAC in Math</p> <p>Grant Union High school will increase the number of English Learners who attain English language proficiency annually by 5% in order to meet the state defined expectations for ELPAC test administration and the criterion for English language proficiency.</p>

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	1.1 Mathematics support and college Enrichment will be provided through community partners with tutoring, enrichment, intervention, and teacher collaboration. A-G counseling through UC Davis to set the trajectory for incoming freshman to complete their math requirement successfully and potentially access higher levels of math like AP, Honors.	38,000.00	The graduating class demonstrated a 78% increase in overall GPA improvement, particularly among students enrolled in the RFDC after-school program for two or more years.	Additional funds will be allocated to this initiative to support the hiring of more tutors. A specific, actionable goal will be developed to target tutoring for English Learners.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	Pacers Moving Forward(RFDC) will assist in the transition from feeder middle schools to and through Grant to a cohort of students by providing tutoring, enrichment, parent involvement, and college/career exposure.			
	1.2 All students will have access to 21st Century technology to increase academic achievement. Technology, hardware and software/platforms will be purchased for students to access intervention, enrichment and supplemental programs.	0.00	Funds removed from this action.	Action is duplicated in other goals.
	1.3 Continue with the Academic Intervention Specialist Sr. and Sr. Bilingual positions to assist with monitoring student attendance, facilitating Student Study Team (SST) meetings and consulting with students who are on the D/F list at progress report and grading reporting periods.	229,911.47	Attendance has declined while disciplinary incidents have increased, largely due to a rise in freshman enrollment, who account for the majority of these incidents. At the same time, overall population has grown, and the focus of AIS has shifted toward behavioral support, with an emphasis on underclass students.	Continue to fund 2 AISB positions

Goal #2

Through increased student involvement in special programs, academies, AP, AVID, and Athletics Grant High School will increase graduation rate in the following ways; Grant Union High School will increase the graduation rate by 5% and increase UC/CSU, A-G, and course completion by 6% to reach 40% overall.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	2.1 Instructional materials and supplies will be purchased to support student learning and success.	9,574.53	AP guided notes bought to increase pass rate. Custom books for comprehensive notetaking for all students.	Monies will continue to be put into this action.
	2.2 Certificated and classified staff will have the opportunity to attend Professional Development trainings and conferences including, but not limited to, CABE and AVID Institutes. Funds will be used to cover the cost of travel and registration. Funds will also be used to cover the costs of subs so teachers can attend PD.	50,473.88	Certificated and classified staff have been sent to conferences: NSTA, CMC, Aeries Fall Con, CABE, CASCWA, CATE, College Board Forum, CPM, CSLA, MingaCon	Funding will continue to be allocated to this action to support staff attendance at conferences that promote student academic success.
	2.3 In order to increase the number of students participating in our AVID program, the site will provide funding for additional AVID Teachers (1.0 FTE).	124,647.60	AVID Teacher continues to provided guided and thorough instruction for students college bound.	Part of the salary, 0.8 FTE, will be transferred to site funding; new goal will be written to support funding for an SST.
	2.4 Funding will be provided to pay an additional 0.2 FTE for a Counselor in order to improve Counselor to student ratio.	36,316.42	Counselor has helped offset the alpha workload of the counseling department.	Salary will be moved to site funds; out of Title 1
	2.5 Increase Academic Achievement and Decrease Disproportionalities within all Socioeconomic students by purchasing computers and computer accessories.	0.00	Grant has consistantly been recovering computers and managing computer supplies. Funds decreased by Addendum #2	Funds will be decreased by 50%

Goal #3

Through the implementation of school site supports such as AVID, Academies, Pursuit of Excellence, Discipline in the Secondary Classroom, we will increase engagement and decrease the number of days student are suspended from school

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	3.1 To increase student engagement through culture and climate, we will host culturally proficient events including but not limited to assemblies, workshops, professional development, and student/parent leadership development.	16,000.000	Grant held a student leadership workshop for 5 days. Workshop included students and teachers to nurture Grant Union High for leadership, culture, and climate specifically.	Funds will continue; anecdotal data for the support of this workshop and the positive impact to climate and culture among the students.
	3.2 Provide materials for culturally relevant resource center including, but not limited to: technology, consumable workbooks, and workstations.	0.00	Funds eliminated by addendum #2	Action not needed
	3.3 Students, Parents, Staff, and Community partners will have the collaboration opportunities and skill development, including but not limited to workshops, conferences, and retreats.	10,000.00	Certificated/Classified staff and students attended conferences: Southeast Asian Conference, Climate of Hope Conference.	Funds will continue

Goal #4

Improve Parent and Community Involvement.

Grant Union High School will provide numerous and varied methods of communication with parents, and provide 100% access to technology, and increase their awareness of school programs, opportunities, and incentives to engage more fully in their child's education, and the culture of the school.

Grant Union High School will host a minimum of 4 Community Engagement events to support academic excellence, college acceptance, academic intervention, and community resources. One event will include PICQUE and Community Matters to address ethnicity, diversity and culturally relevant instruction.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	4.1 Title funding will be used to support the strategies and actions of this goal. We will continue to implement numerous site base-funded activities to support our students and families. Trainings and conferences may be provided for Parents and Community members, to include but not limited to, use of consultants from outside agencies in order to increase Parent Engagement.	4,000.00	Funds spent on outside consultants for open house. Funds will be spent next year for parent engagement consultants throughout the year.	funds will continue
	4.2 Materials, rentals, supplies and food/light refreshments for events, trainings, consultants, and conferences. Title funding will be used to support the strategies and actions of this goal. We will continue to implement numerous site base-funded activities to support our students and families.	11,356.00	The counseling department has hosted multiple parent information nights. Open house will have supplies and light refreshments. End of year parent and student events for seniors will be hosted.	funds will continue

Goal #5

Grant Union High School will provide a clean, safe, orderly school environment that aligns with the site safety plan, and promotes restorative practices to increase attendance, decrease suspensions, and support student engagement.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	5.1 Title funds will be used for the purchasing and/or upgrading of technology, software and other materials for increased surveillance, and enhanced safety measures.	0.00	Funds removed by addendum #2 - not needed	Action will be removed.
	5.2 Title funds will be used for classified staff, certificated staff, and students for trainings and/or professional developments and workshops to enhance campus safety. Including but not limited to registrations, materials, travel expenses, and presenters.	8,522.11	Safety staff attended conference to increase student safety and engagement. Partial funds removed by addendum #2	Funds will be continued.

School Plan for Student Achievement: Title I Needs Assessment

Directions: Develop a list of site needs based on current data. Collaborate with ILT, ELAC, Site Council and other groups to determine priority needs. Once your needs are ranked, decide if they fit within a current SPSA goal or if a new goal needs to be created. List the needs your Site Council agrees need to be prioritized for each goal and complete the table. This will determine your actions and budget expenditures for your SPSA.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?

Breaking Down the Walls Testimonials:

Garrett Perkins (CTE and VAPA teacher): "My experience with breaking down the walls was incredible, emotional, eye-opening, and absolutely fun to be a part of. Seeing the wide range of Student and staff interactions was really emotional. It gave me chills to see the incredible interactions students had with one another. I also gained a lot of insight into how to better interact with my students on a more personal level. Breaking Down The Walls was so worth it, and I thank Jonathan Young for the tireless work he put into making this happen at the Pacer Campus."

Quinn Cataldi (ELA teacher): "I felt like I really got to know students well, even just ones I briefly interacted with. I still say hi to Leonardo in the hallway. One of my students that tends to have more behavioral issues came back raving about the experience and how much fun he had."

Tabitha Kniesch (Science teacher): "Breaking Down the Walls was honestly such a powerful and worthwhile experience. It gave students the chance to connect with people they probably never would have talked to, and I saw a lot of genuine kindness, empathy, and laughter come out of it. I also got to know my coworkers better, which was really cool and carried over into a more positive school environment. The stories students shared really stuck with me and reminded me that it's hard to hate someone once you know their story. Overall, it was 100% worth the money and had a lasting impact on our school community. I have connected with several students outside of my class during my daily walks, and it is a wonderful experience that I hope every student and teacher can experience for themselves."

Hannah Moggannam (Social Science teacher) from the day of the event: "Students are trickling into my 2nd period currently, and one student asks their friend how they liked Breaking Down the Walls. Their response, "I freaking loved it;". The feedback that I have been overhearing from my students has been really positive and I'd be remiss if I did not share how great a job you have done with the program. 😊"

Anton Torrence (11th grader): "The Breaking Down the Walls was a very fun thing to participate in. It led me to get more connections, especially coming to Grant for my first year."

Grant High School

Discipline Distribution Report from 8/20/2024 to 3/23/2025

2024-2025

Code # and Name	Total	Grade				Gender			Hispanic/Latino?		Race (Not Hispanic)					700	ZZZ
		9	10	11	12	F	M	OGN	Y	100	200	300	400	600			
01 *Threat/Caused/Attempted/Injury (E) 48900 (a) 1	33	11	11	6	5	16	17	0	9	0	4	1	0	16	3	0	
02 *Willfully used Force/Violence (E) 48900 (a) 2	48	25	12	8	3	23	25	0	14	0	6	1	1	22	4	0	
03 *Dangerous Object/Firearm/Knife (E) 48900 (b)	7	4	1	0	2	3	4	0	4	0	1	0	0	2	0	0	
04 Controlled Substance (E) 48900 (c)	33	9	13	6	5	12	21	0	16	0	1	5	0	8	2	1	
05 Sale Controlled Substance (E) 48900 (d)	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	
06 Robbery or Extortion (E) 48900 (e)	2	0	1	1	0	0	2	0	1	0	0	0	0	1	0	0	
07 Property Damage School/Private (E) 48900 (f)	3	1	1	0	1	1	2	0	1	0	0	0	0	1	1	0	
08 Stolen Property School/Private 48900 (g)	4	1	2	1	0	3	1	0	2	0	0	0	0	2	0	0	
09 Tobacco Possession/Use Electric Cigarettes (E) 48900 (h)	32	14	11	5	2	12	19	1	21	1	1	4	0	3	2	0	
10 Obscene Act Habitual Vulgar (E) 48900 (i)	3	1	0	1	1	1	2	0	0	0	0	0	1	0	1	1	
11 Drug Paraphernalia Possession or Sale (E) 48900 (ii)	10	0	3	3	4	6	4	0	5	0	0	0	0	2	3	0	
12 Disrupted/Defied School Rules (E) 48900 (k)	8	2	4	0	2	3	5	0	5	0	2	0	0	1	0	0	
14 Imitation Firearm Possession (E) 48900 (m)	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	
15 *SexAssault/Battery Committed/Attempt (E) 48900 (n)	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	
16 Threat/Harass/Intimidate Witness (E) 48900(o)	5	3	1	1	0	3	2	0	3	0	0	0	0	2	0	0	
18 Hazing/Engaged/Attempted (E) 48900 (q)	3	3	0	0	0	3	0	0	2	0	0	1	0	0	0	0	
19 Aids or Abets (E) 48900 (t) as Defined by Sec 31 PC	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	
22 *Threats to School Personnel/Pupils (E) 48900.4	5	1	2	2	0	1	4	0	1	0	1	0	0	2	1	0	
24 *Terrorist Threat School Officials/Property (E) 48900.7	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	
80 *Assault or battery upon a school employee 48915 (a)(E)	1	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	
Totals:	202	78	63	36	25	88	113	1	86	1	18	12	2	63	18	2	
						44%	56%		43%	0%	9%	6%	1%	31%	9%	1%	

Grant High School

2025-2026 Discipline Distribution Report from 8/19/2025 to 3/23/2026

Code # and Name	Total	Grade				Gender		Hispanic/Latino?		Race (Not Hispanic)					700	ZZZ
		9	10	11	12	F	M	OGN	Y	100	200	300	400	600		
01 *Threat/Caused/Attempted/Injury (E) 48900 (a)	73	35	14	15	9	24	49	0	16	1	2	7	0	38	4	5
02 *Willfully used Force/Violence (E) 48900 (a) 2	106	43	21	27	15	40	66	0	26	1	8	5	0	55	6	5
03 *Dangerous Object/Firearm/Knife (E) 48900 (b)	7	4	1	2	0	3	4	0	2	0	0	0	0	3	2	0
04 Controlled Substance (E) 48900 (c)	47	18	16	9	4	17	30	0	25	2	1	1	1	15	1	1
05 Sale Controlled Substance (E) 48900 (d)	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0
06 Robbery or Extortion (E) 48900 (e)	11	1	2	3	5	0	11	0	3	0	0	1	1	6	0	0
07 Property Damage School/Private (E) 48900 (f)	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0
09 Tobacco Possession/Use Electric Cigarettes (E)	32	11	10	9	2	15	17	0	13	1	5	3	0	7	2	1
10 Obscene Act Habitual Vulgar (E) 48900 (i)	13	3	3	6	1	4	8	1	4	0	1	0	0	3	3	2
11 Drug Paraphernalia Possession or Sale (E) 489	21	7	9	4	1	5	16	0	17	2	0	0	0	2	0	0
12 Disrupted/Defied School Rules (E) 48900 (k)	11	3	0	5	3	2	7	2	3	0	0	0	0	6	2	0
16 Threat/Harass/Intimidate Witness (E) 48900(o)	16	9	3	4	0	13	3	0	1	0	1	5	0	8	0	1
18 Hazing/Engaged/Attempted (E) 48900 (q)	5	4	1	0	0	2	3	0	0	0	0	0	0	5	0	0
19 Aids or Abets (E) 48900 (t) as Defined by Sec 3	10	5	1	1	3	2	8	0	3	0	0	1	0	6	0	0
22 *Threats to School Personnel/Pupils (E) 48900.	5	2	1	2	0	2	3	0	0	0	1	0	0	3	1	0
76 *Possession of a Knife or Dangerous Object (E)	2	0	1	0	1	0	2	0	1	0	0	0	0	1	0	0
80 *Assault or battery upon a school employee 489	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0
Totals:	362	146	84	88	44	130	229	3	115	7	19	23	2	160	21	15
						36%	63%		32%	2%	5%	6%	1%	44%	6%	4%

Grant High School

3/23/2026

2025-2026

Discipline Distribution Report from 8/19/2025 to 3/23/2026

Page 1

Code # and Name	Total	Grade				Gender			Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	OGN	Y	100	200	300	400	600	700	ZZZ
01 *Threat/Caused/Attempted/Inju	73	35	14	15	9	24	49	0	16	1	2	7	-	38	4	5
02 *Willfully used Force/Violence (	106	43	21	27	15	40	66	0	26	1	8	5	-	55	6	5
03 *Dangerous Object/Firearm/Kni	7	4	1	2	-	3	4	0	2	-	-	-	-	3	2	-
04 Controlled Substance (E) 4890	47	18	16	9	4	17	30	0	25	2	1	1	1	15	1	1
05 Sale Controlled Substance (E)	1	-	1	-	-	-	1	0	1	-	-	-	-	-	-	-
06 Robbery or Extortion (E) 48900	11	1	2	3	5	-	11	0	3	-	-	1	1	6	-	-
07 Property Damage School/Priva	1	1	-	-	-	1	-	0	-	-	-	-	-	1	-	-
09 Tobacco Possession/Use Elect	32	11	10	9	2	15	17	0	13	1	5	3	-	7	2	1
10 Obscene Act Habitual Vulgar (E	13	3	3	6	1	4	8	1	4	-	1	-	-	3	3	2
11 Drug Paraphernalia Possessor	21	7	9	4	1	5	16	0	17	2	-	-	-	2	-	-
12 Disrupted/Defied School Rules	11	3	-	5	3	2	7	2	3	-	-	-	-	6	2	-
16 Threat/Harass/Intimidate Witne	16	9	3	4	-	13	3	0	1	-	1	5	-	8	-	1
18 Hazing/Engaged/Attempted (E)	5	4	1	-	-	2	3	0	-	-	-	-	-	5	-	-
19 Aids or Abets (E) 48900 (t) as I	10	5	1	1	3	2	8	0	3	-	-	1	-	6	-	-
22 *Threats to School Personnel/F	5	2	1	2	-	2	3	0	-	-	1	-	-	3	1	-
76 *Possession of a Knife or Dang	2	-	1	-	1	-	2	0	1	-	-	-	-	1	-	-
80 *Assault or battery upon a scho	1	-	-	1	-	-	1	0	-	-	-	-	-	1	-	-
Totals:	362	146	84	88	44	130	229	3	115	7	19	23	2	160	21	15

Grant High School

3/23/2026
11:04:29 AM

2024-2025

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 1-7 (8/19/2024 - 2/28/2025)

Regular Program

		A	B	C	D	E	F	G	H	I	J	K	L
		Tchg Days	Enrollment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
Month	Grade Level												
1	9-12	18	0	2015	2015	34	1981	1078	2077	33115	1839.72	35192	94.10%
Month 1 Total		18	0	2015	2015	34	1981	1078	2077	33115	1839.72	35192	94.10%
2	9-12	20	1981	42	2023	63	1960	931	2839	36690	1834.50	39529	92.82%
Month 2 Total		20	1981	42	2023	63	1960	931	2839	36690	1834.50	39529	92.82%
3	9-12	20	1960	26	1986	48	1938	624	3128	35968	1798.40	39096	92.00%
Month 3 Total		20	1960	26	1986	48	1938	624	3128	35968	1798.40	39096	92.00%
4	9-12	12	1938	15	1953	28	1925	260	2051	21125	1760.42	23176	91.15%
Month 4 Total		12	1938	15	1953	28	1925	260	2051	21125	1760.42	23176	91.15%
5	9-12	10	1925	8	1933	16	1917	104	1934	17292	1729.20	19226	89.94%
Month 5 Total		10	1925	8	1933	16	1917	104	1934	17292	1729.20	19226	89.94%
6	9-12	19	1917	49	1966	57	1909	840	3542	32972	1735.37	36514	90.30%
Month 6 Total		19	1917	49	1966	57	1909	840	3542	32972	1735.37	36514	90.30%
7	9-12	18	1909	26	1935	33	1902	391	3439	31000	1722.22	34439	90.01%
Month 7 Total		18	1909	26	1935	33	1902	391	3439	31000	1722.22	34439	90.01%
Months 1-7 Cumulative 9-12		117		2181		279		4228	19010	208162	1779.16	227172	91.63%
Months 1-7 Cumulative Total		117		2181		279		4228	19010	208162	1779.16	227172	91.63%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Grant High School

3/23/2026
11:01:40 AM

2025-2026

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 1-7 (8/11/2025 - 2/20/2026)

Regular Program

		A	B	C	D	E	F	G	H	I	J	K	L
		Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
Month	Grade Level												
1	9-12	13	0	2154	2154	21	2133	477	1500	26025	2001.92	27525	94.55%
Month 1 Total		13	0	2154	2154	21	2133	477	1500	26025	2001.92	27525	94.55%
2	9-12	20	2133	37	2170	67	2103	872	3407	39121	1956.05	42528	91.99%
Month 2 Total		20	2133	37	2170	67	2103	872	3407	39121	1956.05	42528	91.99%
3	9-12	20	2103	22	2125	53	2072	601	3668	38231	1911.55	41899	91.25%
Month 3 Total		20	2103	22	2125	53	2072	601	3668	38231	1911.55	41899	91.25%
4	9-12	12	2072	15	2087	22	2065	175	2605	22264	1855.33	24869	89.53%
Month 4 Total		12	2072	15	2087	22	2065	175	2605	22264	1855.33	24869	89.53%
5	9-12	15	2065	15	2080	20	2060	221	4023	26956	1797.07	30979	87.01%
Month 5 Total		15	2065	15	2080	20	2060	221	4023	26956	1797.07	30979	87.01%
6	9-12	14	2060	28	2088	36	2052	358	3659	25215	1801.07	28874	87.33%
Month 6 Total		14	2060	28	2088	36	2052	358	3659	25215	1801.07	28874	87.33%
7	9-12	18	2052	14	2066	44	2022	540	4598	32050	1780.56	36648	87.45%
Month 7 Total		18	2052	14	2066	44	2022	540	4598	32050	1780.56	36648	87.45%
Months 1-7 Cumulative 9-12		112		2285		263		3244	23460	209862	1873.77	233322	89.95%
Months 1-7 Cumulative Total		112		2285		263		3244	23460	209862	1873.77	233322	89.95%

Note - Fields not relating to cumulative attendance are intentionally left blank.

TRUSD ELA Grade 9 Benchmark Q2 25/26 ☆ i 🔄 📄 ⚙️ 🖨️ View

Viewing 519 Students Assessed

Filter Student

Overview Performance Response Frequency Matrix Achievement Gaps Reports 📄 P

Created By: (5) Administrator, Testing

Scope: Benchmark

Grade Level: 9

Subject Area: English Language Arts

[Benchmark](#) [Custom Reports](#)
[Online Testing](#) [Portal](#) [Shared](#)
Completion Generate | All
Export | Update | Refresh
1/10/2026

Mastered: 43.7%
Not Mastered: 56.3%
Average % Correct: 45.2%



Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

Performance Band	% of Students	# of Students
Standard Exceeded	10.6%	55
Standard Met	33.1%	172
Standard Nearly Met	22.9%	119
Standard Not Met	33.3%	173

TRUSD ELA Grade 10 Benchmark Q2 25/26 ☆ i 🔄 📄 ⚙️ 🖨️ View

Viewing 470 Students Assessed

Filter Student

Overview Performance Response Frequency Matrix Achievement Gaps Reports 📄 P

Created By: (5) Administrator, Testing

Scope: Benchmark

Grade Level: 10

Subject Area: English Language Arts

[Benchmark](#) [Portal](#) [Online Testing](#)
[Shared](#) Completion Generate | All
Export | Update | Refresh
1/10/2026

Mastered: 52.8%
Not Mastered: 47.2%
Average % Correct: 53.8%



Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

Performance Band	% of Students	# of Students
Standard Exceeded	19.4%	91
Standard Met	33.4%	157
Standard Nearly Met	25.7%	121
Standard Not Met	21.5%	101

Viewing 410 Students Assessed

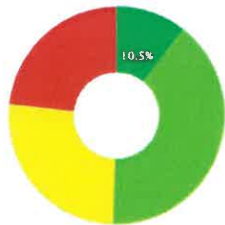
Filter Studen

Overview Performance Response Frequency Matrix Achievement Gaps Reports PR

Created By: (5) Administrator, Testing
 Scope: Benchmark
 Grade Level: 11
 Subject Area: English Language Arts

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[Custom Reports](#)
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Mapped: **50.5%** Not Mapped: **49.5%** Average: **49.7%**



Performance Bands

Performance Band	% of Students	# of Students
Standard Exceeded	10.5%	43
Standard Met	40%	164
Standard Nearly Met	26.3%	108
Standard Not Met	23.2%	95

Viewing 553 Students Assessed

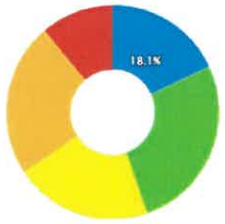
Filter Students

Overview Performance Response Frequency Matrix Achievement Gaps Reports PR

Description: Revision 12/13/24
 Created By: (5) Administrator, Testing
 Scope: Benchmark
 Grade Level: 7, 8, 9, 10, 11, 12
 Subject Area: Mathematics

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[Online Testing](#) [Portal](#) [Share](#)
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[Print](#) [Export](#) [Help](#)

Mapped: **44.7%** Not Mapped: **55.3%** Average: **50.6%**



Performance Bands

Performance Band	% of Students	# of Students
Level 5	18.1%	100
Level 4	26.6%	147
Level 3	21%	116
Level 2	23.3%	129
Level 1	11%	61

Viewing 456 Students Assessed

Filter Studen

- Overview
- Performance
- Response Frequency
- Matrix
- Achievement Gaps
- Reports

Description: Revised 1/8/24
 Created By: (5) Administrator, Testing
 Scope: Benchmark
 Grade Level: 9, 10, 11, 12
 Subject Area: Mathematics

Mastery: 58.8% Not Mastered: 41.2% Average % Correct: 60.6%



Performance Bands

Level	% of Students	# of Students
Level 5	30.3%	138
Level 4	28.5%	130
Level 3	17.8%	81
Level 2	14.5%	66
Level 1	9%	41

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Viewing 428 Students Assessed

Filter Studen

- Overview
- Performance
- Response Frequency
- Matrix
- Achievement Gaps
- Reports

Description: Revised 1/9/24
 Created By: (5) Administrator, Testing
 Scope: Benchmark
 Grade Level: 9, 10, 11, 12
 Subject Area: Mathematics

Mastery: 72.7% Not Mastered: 27.3% Average % Correct: 64.9%



Performance Bands

Level	% of Students	# of Students
Level 5	31.8%	136
Level 4	40.9%	175
Level 3	13.8%	59
Level 2	8.9%	38
Level 1	4.7%	20

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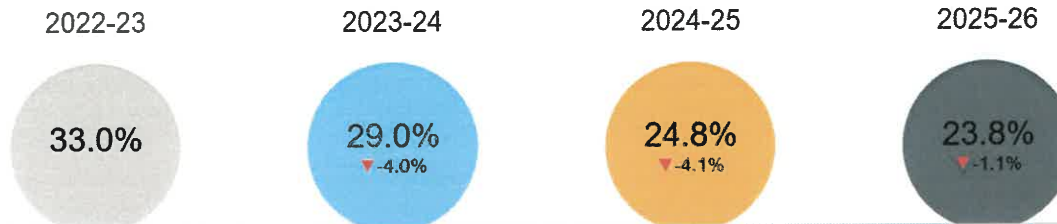


D & F Grade Percentage

Data last updated: 1/28/2026 4:24:59 AM.
Dashboard is defaulted to exclude future terms,
and to display transcript grades.

Mark Source: Future Terms:
 Grade(s): Term(s):

D & F Percent by Year



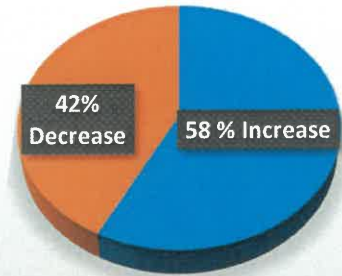
GRADUATION RATE 24-25

GUHS Graduation Rate		
2023-2024	92%	1.00% increased
2024-2025	93%	

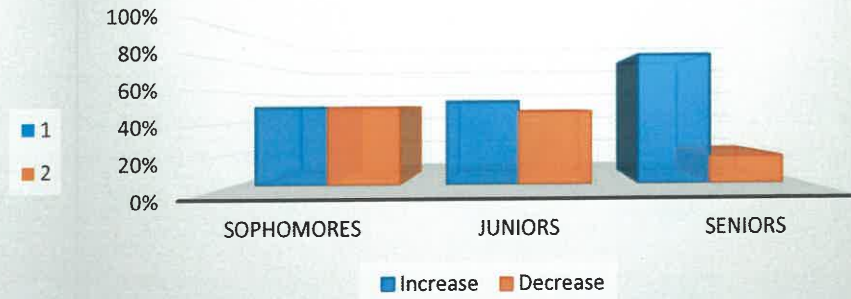
GUHS A-G Graduation Rate		
2023-2024	47.62%	2.38% increased
2024-2025	50.00%	

In addition AP course enrollment increased for the 2024-2025 school year.

RFDC Overall



RFDC by Class



- Aeries Con Fall - Virtual
- Aeries Con Spring
- CAFE 2026
- CASCWA 2026
- CATE 2026
- Climate of Hope Conference
- CMC North Conf 2025
- College Board Forum 2025
- CSLA 2026
- ignite2Unite Workshop - Grant
- National Conf on Science Education
- National Security Conf 2025
- Southeast Asian Conference

School Plan for Student Achievement: Title I Funded Program Evaluation

Grant Union High School

Monitoring and Evaluation Template

Goal #1
<p>Increase Academic Achievement</p> <p>Grant Union High school will grow a minimum of 10% on the SBAC in ELA and Math by providing, relevant, cohesive, coherent curriculum and instructional programs that addresses the Common Core state standards. We will also ensure quality ELD support is provided to our growing English Learner population, and develop a comprehensive and academic intervention program with stakeholders to raise academic achievement.</p> <p>Grant Union High School will increase students that Meet/Exceed Standards by 10% on the SBAC ELA</p> <p>Grant Union High School will increase students that Meet/Exceed Standards by 10% on the SBAC in Math</p> <p>Grant Union High school will increase the number of English Learners who attain English language proficiency annually by 5% in order to meet the state defined expectations for ELPAC test administration and the criterion for English language proficiency.</p>

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	1.1 Mathematics support and college Enrichment will be provided through community partners with tutoring, enrichment, intervention, and teacher collaboration. A-G counseling through UC Davis to set the trajectory for incoming freshman to complete their math requirement successfully and potentially access higher levels of math like AP, Honors.	38,000.00	The graduating class demonstrated a 78% increase in overall GPA improvement, particularly among students enrolled in the RFDC after-school program for two or more years.	Additional funds will be allocated to this initiative to support the hiring of more tutors. A specific, actionable goal will be developed to target tutoring for English Learners.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	Pacers Moving Forward(RFDC) will assist in the transition from feeder middle schools to and through Grant to a cohort of students by providing tutoring, enrichment, parent involvement, and college/career exposure.			
	1.2 All students will have access to 21st Century technology to increase academic achievement. Technology, hardware and software/platforms will be purchased for students to access intervention, enrichment and supplemental programs.	0.00	Funds removed from this action.	Action is duplicated in other goals.
	1.3 Continue with the Academic Intervention Specialist Sr. and Sr. Bilingual positions to assist with monitoring student attendance, facilitating Student Study Team (SST) meetings and consulting with students who are on the D/F list at progress report and grading reporting periods.	229,911.47	Attendance has declined while disciplinary incidents have increased, largely due to a rise in freshman enrollment, who account for the majority of these incidents. At the same time, overall population has grown, and the focus of AIS has shifted toward behavioral support, with an emphasis on underclass students.	Continue to fund 2 AISB positions

Goal #2

Through increased student involvement in special programs, academies, AP, AVID, and Athletics Grant High School will increase graduation rate in the following ways; Grant Union High School will increase the graduation rate by 5% and increase UC/CSU, A-G, and course completion by 6% to reach 40% overall.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	2.1 Instructional materials and supplies will be purchased to support student learning and success.	9,574.53	AP guided notes bought to increase pass rate. Custom books for comprehensive notetaking for all students.	Monies will continue to be put into this action.
	2.2 Certificated and classified staff will have the opportunity to attend Professional Development trainings and conferences including, but not limited to, CAFE and AVID Institutes. Funds will be used to cover the cost of travel and registration. Funds will also be used to cover the costs of subs so teachers can attend PD.	50,473.88	Certificated and classified staff have been sent to conferences: NSTA, CMC, Aeries Fall Con, CAFE, CASCWA, CATE, College Board Forum, CPM, CSLA, MingaCon	Funding will continue to be allocated to this action to support staff attendance at conferences that promote student academic success.
	2.3 In order to increase the number of students participating in our AVID program, the site will provide funding for additional AVID Teachers (1.0 FTE).	124,647.60	AVID Teacher continues to provided guided and thorough instruction for students college bound.	Part of the salary, 0.8 FTE, will be transferred to site funding; new goal will be written to support funding for an SST.
	2.4 Funding will be provided to pay an additional 0.2 FTE for a Counselor in order to improve Counselor to student ratio.	36,316.42	Counselor has helped offset the alpha workload of the counseling department.	Salary will be moved to site funds; out of Title 1
	2.5 Increase Academic Achievement and Decrease Disproportionalities within all Socioeconomic students by purchasing computers and computer accessories.	0.00	Grant has consistantly been recovering computers and managing computer supplies. Funds decreased by Addendum #2	Funds will be decreased by 50%

Goal #3

Through the implementation of school site supports such as AVID, Academies, Pursuit of Excellence, Discipline in the Secondary Classroom, we will increase engagement and decrease the number of days student are suspended from school

Budgeted Amount (From SPSA)	Actions/ Activities (Strategies) (Actions from your SPSA)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
		Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	3.1 To increase student engagement through culture and climate, we will host culturally proficient events including but not limited to assemblies, workshops, professional development, and student/parent leadership development.	16,000.000	Grant held a student leadership workshop for 5 days. Workshop included students and teachers to nurture Grant Union High for leadership, culture, and climate specifically.	Funds will continue; anecdotal data for the support of this workshop and the positive impact to climate and culture among the students.
	3.2 Provide materials for culturally relevant resource center including, but not limited to: technology, consumable workbooks, and workstations.	0.00	Funds eliminated by addendum #2	Action not needed
	3.3 Students, Parents, Staff, and Community partners will have the collaboration opportunities and skill development, including but not limited to workshops, conferences, and retreats.	10,000.00	Certificated/Classified staff and students attended conferences: Southeast Asian Conference, Climate of Hope Conference.	Funds will continue

Goal #4

Improve Parent and Community Involvement.

Grant Union High School will provide numerous and varied methods of communication with parents, and provide 100% access to technology, and increase their awareness of school programs, opportunities, and incentives to engage more fully in their child's education, and the culture of the school.

Grant Union High School will host a minimum of 4 Community Engagement events to support academic excellence, college acceptance, academic intervention, and community resources. One event will include PICQUE and Community Matters to address ethnicity, diversity and culturally relevant instruction.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	4.1 Title funding will be used to support the strategies and actions of this goal. We will continue to implement numerous site base-funded activities to support our students and families. Trainings and conferences may be provided for Parents and Community members, to include but not limited to, use of consultants from outside agencies in order to increase Parent Engagement.	4,000.00	Funds spent on outside consultants for open house. Funds will be spent next year for parent engagement consultants throughout the year.	funds will continue
	4.2 Materials, rentals, supplies and food/light refreshments for events, trainings, consultants, and conferences. Title funding will be used to support the strategies and actions of this goal. We will continue to implement numerous site base-funded activities to support our students and families.	11,356.00	The counseling department has hosted multiple parent information nights. Open house will have supplies and light refreshments. End of year parent and student events for seniors will be hosted.	funds will continue

Goal #5

Grant Union High School will provide a clean, safe, orderly school environment that aligns with the site safety plan, and promotes restorative practices to increase attendance, decrease suspensions, and support student engagement.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	5.1 Title funds will be used for the purchasing and/or upgrading of technology, software and other materials for increased surveillance, and enhanced safety measures.	0.00	Funds removed by addendum #2 - not needed	Action will be removed.
	5.2 Title funds will be used for classified staff, certificated staff, and students for trainings and/or professional developments and workshops to enhance campus safety. Including but not limited to registrations, materials, travel expenses, and presenters.	8,522.11	Safety staff attended conference to increase student safety and engagement. Partial funds removed by addendum #2	Funds will be continued.

School Plan for Student Achievement: Title I Needs Assessment

Directions: Develop a list of site needs based on current data. Collaborate with ILT, ELAC, Site Council and other groups to determine priority needs. Once your needs are ranked, decide if they fit within a current SPSA goal or if a new goal needs to be created. List the needs your Site Council agrees need to be prioritized for each goal and complete the table. This will determine your actions and budget expenditures for your SPSA.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
Goal 1	Tutoring for English Learners	ELAC needs assessment	Contract with outside agency for language specific tutoring	Grades and benchmarks
Goal 3	Culture and climate enrichment for highest needed groups	Suspension data shows need for specific groups needing support.	Leadership and enrichment workshops	Suspension data for next year.

Climate of Hope Conference - Project 2100

Abigail L - Some things I learned on our Chicago trip was how to reach out/be more outgoing to people I have never met, as well learning more careers that the average person wouldn't know existed and really allowing myself to become open minded that there is always someone for everything. Being able to talk to people my age from a different state really allowed me to get an understanding of how our education may be different or similar which sparks more conversations about how we both got to the same place, environmental awareness. This experience will help my future because it lets me understand how workers can be super hands-on and it allows me to see the reality of what a day to day schedule would look like if I decided to follow that work field. I also believe the experience opens more doors for my future, being able to tell others that I met amazing scientists and was able to hear their presentations isn't something that's common and that can create more connections for me. I feel heavily impacted by this science conference trip, it made me more self aware about the little things that contribute to climate change and how we as a society can help reduce the speed of climate change. Not only that but I feel like being able to hear it from the scientists themselves made me more impressed by their work and I do believe it's way better than learning it from a video or a simple lesson.

Tiara. B - The Project 2100 Chicago trip was a very impactful and educational experience for me. Project 2100 was centered around the climate and what certain aspects of our environment would look like in the year 2100. The lectures we were given were focused on research and we were given opportunities to talk to real field scientists as well as the people who specialize in analyzing the data they collect. Specifically, I learned a lot about ice drilling (the process, the hard work and dedication that goes into drilling, the technology that surrounds ice drilling, and different ways scientists analyze data). Being given the opportunity to construct and present my own scientific research and analysis to kids my age who have the same interest in the environment as me helped me get over my issues with public speaking and presenting. After the conference, I started thinking about future careers revolving around the environment, more specifically analyzing data. It planted an interest in discovering patterns in earth's past to apply to earth's future. Overall, the project 2100 conference was incredibly impactful and beneficial to my future career development.

Astro A. - During the trip to Chicago I learned how important building connections and strong relationships are in the science world. I also learned many things about climate change, which is a topic that really interests me and relates to my future goals. The trip also made me come a bit out of my shell and gave me opportunities to talk to people I'd usually never have the chance to. It was very inspiring to hear from all the different scientists, and to see things related to their research first-hand. These things would have a major help with my future career because it directly relates to what I want to do, marine conservation. A lot of the field focuses on climate changes we can prevent. It was the perfect trip to help me prepare for the direction I'm heading. The trip had a heavy impact on me because it solidified my desire to help save the environment. I think trips like these can have a huge impact on students because it can help them make

strong connections with other students around the country, and build a stronger connection with their teacher. It can also encourage students to be even more appreciative of school and education.

Breaking Down the Walls Testimonials:

Garrett Perkins (CTE and VAPA teacher): "My experience with breaking down the walls was incredible, emotional, eye-opening, and absolutely fun to be a part of. Seeing the wide range of Student and staff interactions was really emotional. It gave me chills to see the incredible interactions students had with one another. I also gained a lot of insight into how to better interact with my students on a more personal level. Breaking Down The Walls was so worth it, and I thank Jonathan Young for the tireless work he put into making this happen at the Pacer Campus."

Quinn Cataldi (ELA teacher): "I felt like I really got to know students well, even just ones I briefly interacted with. I still say hi to Leonardo in the hallway. One of my students that tends to have more behavioral issues came back raving about the experience and how much fun he had."

Tabitha Kniesch (Science teacher): "Breaking Down the Walls was honestly such a powerful and worthwhile experience. It gave students the chance to connect with people they probably never would have talked to, and I saw a lot of genuine kindness, empathy, and laughter come out of it. I also got to know my coworkers better, which was really cool and carried over into a more positive school environment. The stories students shared really stuck with me and reminded me that it's hard to hate someone once you know their story. Overall, it was 100% worth the money and had a lasting impact on our school community. I have connected with several students outside of my class during my daily walks, and it is a wonderful experience that I hope every student and teacher can experience for themselves."

Hannah Moganam (Social Science teacher) from the day of the event: "Students are tricking into my 2nd period currently, and one student asks their friend how they liked Breaking Down the Walls. Their response, "I freaking loved it;". The feedback that I have been overhearing from my students has been really positive and I'd be remiss if I did not share how great a job you have done with the program. 😊"

Anton Torrence (11th grader): "The Breaking Down the Walls was a very fun thing to participate in. It led me to get more connections, especially coming to Grant for my first year."

Grant High School

3/23/2026

2024-2025

Discipline Distribution Report from 8/20/2024 to 3/23/2025

Page 1

Code # and Name	Total	Grade				Gender			Hispanic/Latino?		Race (Not Hispanic)					700	ZZZ
		9	10	11	12	F	M	OGN	Y	100	200	300	400	600			
01 *Threat/Caused/Attempted/Injury (E) 48900 (a) 1	33	11	11	6	5	16	17	0	9	0	4	1	0	16	3	0	
02 *Willfully used Force/Violence (E) 48900 (a) 2	48	25	12	8	3	23	25	0	14	0	6	1	1	22	4	0	
03 *Dangerous Object/Firearm/Knife (E) 48900 (b)	7	4	1	0	2	3	4	0	4	0	1	0	0	2	0	0	
04 Controlled Substance (E) 48900 (c)	33	9	13	6	5	12	21	0	16	0	1	5	0	8	2	1	
05 Sale Controlled Substance (E) 48900 (d)	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	
06 Robbery or Extortion (E) 48900 (e)	2	0	1	1	0	0	2	0	1	0	0	0	0	1	0	0	
07 Property Damage School/Private (E) 48900 (f)	3	1	1	0	1	1	2	0	1	0	0	0	0	1	1	0	
08 Stolen Property School/Private 48900 (g)	4	1	2	1	0	3	1	0	2	0	0	0	0	2	0	0	
09 Tobacco Possession/Use Electric Cigarettes (E) 48900 (h)	32	14	11	5	2	12	19	1	21	1	1	4	0	3	2	0	
10 Obscene Act Habitual Vulgar (E) 48900 (i)	3	1	0	1	1	1	2	0	0	0	0	0	1	0	1	1	
11 Drug Paraphernalia Possession or Sale (E) 48900 (j)	10	0	3	3	4	6	4	0	5	0	0	0	0	2	3	0	
12 Disrupted/Defied School Rules (E) 48900 (k)	8	2	4	0	2	3	5	0	5	0	2	0	0	1	0	0	
14 Imitation Firearm Possession (E) 48900 (m)	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	
15 *SexAssault/Battery Committed/Attempt (E) 48900 (n)	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	
16 Threat/Harass/Intimidate Witness (E) 48900(o)	5	3	1	1	0	3	2	0	3	0	0	0	0	2	0	0	
18 Hazing/Engaged/Attempted (E) 48900 (q)	3	3	0	0	0	3	0	0	2	0	0	1	0	0	0	0	
19 Aids or Abets (E) 48900 (t) as Defined by Sec 31 PC	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	
22 *Threats to School Personnel/Pupils (E) 48900.4	5	1	2	2	0	1	4	0	1	0	1	0	0	2	1	0	
24 *Terrorist Threat School Officials/Property (E) 48900.7	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	
80 *Assault or battery upon a school employee 48915 (a)(E)	1	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	
Totals:	202	78	63	36	25	88	113	1	86	1	18	12	2	63	18	2	
						44%	56%		43%	0%	9%	6%	1%	31%	9%	1%	

Grant High School

2025-2026 Discipline Distribution Report from 8/19/2025 to 3/23/2026

Code # and Name	Total	Grade				Gender		OGN	Hispanic/Latino?		Race (Not Hispanic)					700	ZZZ
		9	10	11	12	F	M		Y		100	200	300	400	600		
01 *Threat/Caused/Attempted/Injury (E) 48900 (a)	73	35	14	15	9	24	49	0	16	1	2	7	0	38	4	5	
02 *Willfully used Force/Violence (E) 48900 (a) 2	106	43	21	27	15	40	66	0	26	1	8	5	0	55	6	5	
03 *Dangerous Object/Firearm/Knife (E) 48900 (b)	7	4	1	2	0	3	4	0	2	0	0	0	0	3	2	0	
04 Controlled Substance (E) 48900 (c)	47	18	16	9	4	17	30	0	25	2	1	1	1	15	1	1	
05 Sale Controlled Substance (E) 48900 (d)	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	
06 Robbery or Extortion (E) 48900 (e)	11	1	2	3	5	0	11	0	3	0	0	1	1	6	0	0	
07 Property Damage School/Private (E) 48900 (f)	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	
09 Tobacco Possession/Use Electric Cigarettes (E)	32	11	10	9	2	15	17	0	13	1	5	3	0	7	2	1	
10 Obscene Act Habitual Vulgar (E) 48900 (i)	13	3	3	6	1	4	8	1	4	0	1	0	0	3	3	2	
11 Drug Paraphernalia Possession or Sale (E) 489	21	7	9	4	1	5	16	0	17	2	0	0	0	2	0	0	
12 Disrupted/Defied School Rules (E) 48900 (k)	11	3	0	5	3	2	7	2	3	0	0	0	0	6	2	0	
16 Threat/Harass/Intimidate Witness (E) 48900(o)	16	9	3	4	0	13	3	0	1	0	1	5	0	8	0	1	
18 Hazing/Engaged/Attempted (E) 48900 (q)	5	4	1	0	0	2	3	0	0	0	0	0	0	5	0	0	
19 Aids or Abets (E) 48900 (t) as Defined by Sec 3	10	5	1	1	3	2	8	0	3	0	0	1	0	6	0	0	
22 *Threats to School Personnel/Pupils (E) 48900.	5	2	1	2	0	2	3	0	0	0	1	0	0	3	1	0	
76 *Possession of a Knife or Dangerous Object (E)	2	0	1	0	1	0	2	0	1	0	0	0	0	1	0	0	
80 *Assault or battery upon a school employee 489	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	
Totals:	362	146	84	88	44	130	229	3	115	7	19	23	2	160	21	15	
						36%	63%		32%	2%	5%	6%	1%	44%	6%	4%	

Grant High School

3/23/2026

2025-2026

Discipline Distribution Report from 8/19/2025 to 3/23/2026

Page 1

Code # and Name	Total	Grade				Gender			Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	OGN	Y	100	200	300	400	600	700	ZZZ
01 *Threat/Caused/Attempted/Inju	73	35	14	15	9	24	49	0	16	1	2	7	-	38	4	5
02 *Willfully used Force/Violence (	106	43	21	27	15	40	66	0	26	1	8	5	-	55	6	5
03 *Dangerous Object/Firearm/Kni	7	4	1	2	-	3	4	0	2	-	-	-	-	3	2	-
04 Controlled Substance (E) 4890	47	18	16	9	4	17	30	0	25	2	1	1	1	15	1	1
05 Sale Controlled Substance (E)	1	-	1	-	-	-	1	0	1	-	-	-	-	-	-	-
06 Robbery or Extortion (E) 48900	11	1	2	3	5	-	11	0	3	-	-	1	1	6	-	-
07 Property Damage School/Priva	1	1	-	-	-	1	-	0	-	-	-	-	-	1	-	-
09 Tobacco Possession/Use Elect	32	11	10	9	2	15	17	0	13	1	5	3	-	7	2	1
10 Obscene Act Habitual Vulgar (E	13	3	3	6	1	4	8	1	4	-	1	-	-	3	3	2
11 Drug Paraphernalia Possessor	21	7	9	4	1	5	16	0	17	2	-	-	-	2	-	-
12 Disrupted/Defied School Rules	11	3	-	5	3	2	7	2	3	-	-	-	-	6	2	-
16 Threat/Harass/Intimidate Witne	16	9	3	4	-	13	3	0	1	-	1	5	-	8	-	1
18 Hazing/Engaged/Attempted (E)	5	4	1	-	-	2	3	0	-	-	-	-	-	5	-	-
19 Aids or Abets (E) 48900 (t) as [	10	5	1	1	3	2	8	0	3	-	-	1	-	6	-	-
22 *Threats to School Personnel/F	5	2	1	2	-	2	3	0	-	-	1	-	-	3	1	-
76 *Possession of a Knife or Dang	2	-	1	-	1	-	2	0	1	-	-	-	-	1	-	-
80 *Assault or battery upon a scho	1	-	-	1	-	-	1	0	-	-	-	-	-	1	-	-
Totals:	362	146	84	88	44	130	229	3	115	7	19	23	2	160	21	15

Grant High School

3/23/2026
11:04:29 AM

2024-2025

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 1-7 (8/19/2024 - 2/28/2025)

Regular Program

Month	Grade Level	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
1	9-12	18	0	2015	2015	34	1981	1078	2077	33115	1839.72	35192	94.10%
Month 1 Total		18	0	2015	2015	34	1981	1078	2077	33115	1839.72	35192	94.10%
2	9-12	20	1981	42	2023	63	1960	931	2839	36690	1834.50	39529	92.82%
Month 2 Total		20	1981	42	2023	63	1960	931	2839	36690	1834.50	39529	92.82%
3	9-12	20	1960	26	1986	48	1938	624	3128	35968	1798.40	39096	92.00%
Month 3 Total		20	1960	26	1986	48	1938	624	3128	35968	1798.40	39096	92.00%
4	9-12	12	1938	15	1953	28	1925	260	2051	21125	1760.42	23176	91.15%
Month 4 Total		12	1938	15	1953	28	1925	260	2051	21125	1760.42	23176	91.15%
5	9-12	10	1925	8	1933	16	1917	104	1934	17292	1729.20	19226	89.94%
Month 5 Total		10	1925	8	1933	16	1917	104	1934	17292	1729.20	19226	89.94%
6	9-12	19	1917	49	1966	57	1909	840	3542	32972	1735.37	36514	90.30%
Month 6 Total		19	1917	49	1966	57	1909	840	3542	32972	1735.37	36514	90.30%
7	9-12	18	1909	26	1935	33	1902	391	3439	31000	1722.22	34439	90.01%
Month 7 Total		18	1909	26	1935	33	1902	391	3439	31000	1722.22	34439	90.01%
Months 1-7 Cumulative 9-12		117		2181		279		4228	19010	208162	1779.16	227172	91.63%
Months 1-7 Cumulative Total		117		2181		279		4228	19010	208162	1779.16	227172	91.63%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Grant High School

3/23/2026
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2025-2026

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 1-7 (8/11/2025 - 2/20/2026)

Regular Program

Month	Grade Level	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
1	9-12	13	0	2154	2154	21	2133	477	1500	26025	2001.92	27525	94.55%
Month 1 Total		13	0	2154	2154	21	2133	477	1500	26025	2001.92	27525	94.55%
2	9-12	20	2133	37	2170	67	2103	872	3407	39121	1956.05	42528	91.99%
Month 2 Total		20	2133	37	2170	67	2103	872	3407	39121	1956.05	42528	91.99%
3	9-12	20	2103	22	2125	53	2072	601	3668	38231	1911.55	41899	91.25%
Month 3 Total		20	2103	22	2125	53	2072	601	3668	38231	1911.55	41899	91.25%
4	9-12	12	2072	15	2087	22	2065	175	2605	22264	1855.33	24869	89.53%
Month 4 Total		12	2072	15	2087	22	2065	175	2605	22264	1855.33	24869	89.53%
5	9-12	15	2065	15	2080	20	2060	221	4023	26956	1797.07	30979	87.01%
Month 5 Total		15	2065	15	2080	20	2060	221	4023	26956	1797.07	30979	87.01%
6	9-12	14	2060	28	2088	36	2052	358	3659	25215	1801.07	28874	87.33%
Month 6 Total		14	2060	28	2088	36	2052	358	3659	25215	1801.07	28874	87.33%
7	9-12	18	2052	14	2066	44	2022	540	4598	32050	1780.56	36648	87.45%
Month 7 Total		18	2052	14	2066	44	2022	540	4598	32050	1780.56	36648	87.45%
Months 1-7 Cumulative 9-12		112		2285		263		3244	23460	209862	1873.77	233322	89.95%
Months 1-7 Cumulative Total		112		2285		263		3244	23460	209862	1873.77	233322	89.95%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Viewing 519 Students Assessed

Filter Student

Overview Performance Response Frequency Matrix Achievement Gaps Reports PF

Created By: (5) Administrator, Testing

Scope: Benchmark

Grade Level: 9

Subject Area: English Language Arts

Standard Exceeded
Standard Met
Standard Nearly Met
Standard Not Met

43.7% 56.3% 45.2%



Performance Bands

Performance Band	% of Students	# of Students
Standard Exceeded	10.6%	55
Standard Met	33.1%	172
Standard Nearly Met	22.9%	119
Standard Not Met	33.3%	173

Viewing 470 Students Assessed

Filter Student

Overview Performance Response Frequency Matrix Achievement Gaps Reports PF

Created By: (5) Administrator, Testing

Scope: Benchmark

Grade Level: 10

Subject Area: English Language Arts

Standard Exceeded
Standard Met
Standard Nearly Met
Standard Not Met

52.8% 47.2% 53.8%



Performance Bands

Performance Band	% of Students	# of Students
Standard Exceeded	19.4%	91
Standard Met	33.4%	157
Standard Nearly Met	25.7%	121
Standard Not Met	21.5%	101

Viewing 410 Students Assessed

Filter Studen

Overview Performance Response Frequency Matrix Achievement Gaps Reports

PR

Created By: (5) Administrator, Testing

Scope: Benchmark

Grade Level: 11

Subject Area: English Language Arts

Benchmark Portal Online Testing Shared

50.5% 49.5% 49.7%



Performance Bands

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

Perf. Band	% of Students	# of Students
Standard Exceeded	10.5%	43
Standard Met	40%	164
Standard Nearly Met	26.3%	108
Standard Not Met	23.2%	95

Viewing 553 Students Assessed

Filter Students

Overview Performance Response Frequency Matrix Achievement Gaps Reports

PR

Description: Revision 12/13/24

Created By: (5) Administrator, Testing

Scope: Benchmark

Grade Level: 7, 8, 9, 10, 11, 12

Subject Area: Mathematics

Benchmark Custom Report Online Testing Portal Shared

44.7% 55.3% 50.6%



Performance Bands

- Level 5
- Level 4
- Level 3
- Level 2
- Level 1

Perf. Band	% of Students	# of Students
Level 5	18.1%	100
Level 4	26.6%	147
Level 3	21%	116
Level 2	23.3%	129
Level 1	11%	61

Viewing 456 Students Assessed

Filter Studen

Overview

Performance

Response Frequency

Matrix

Achievement Gaps

Reports



Description: Revised 1/8/24

Created By: (5) Administrator, Testing

Scope: Benchmark

Grade Level: 9, 10, 11, 12

Subject Area: Mathematics

View Details | Print | Online Testing

58.8%

41.2%

60.6%



Performance Bands

- Level 5
- Level 4
- Level 3
- Level 2
- Level 1

% of Students	# of Students
30.3%	138
28.5%	130
17.8%	81
14.5%	66
9%	41

Viewing 428 Students Assessed

Filter Studen

Overview

Performance

Response Frequency

Matrix

Achievement Gaps

Reports



Description: Revised 1/9/24

Created By: (5) Administrator, Testing

Scope: Benchmark

Grade Level: 9, 10, 11, 12

Subject Area: Mathematics

View Details | Print | Online Testing

72.7%

27.3%

64.9%



Performance Bands

- Level 5
- Level 4
- Level 3
- Level 2
- Level 1

% of Students	# of Students
31.8%	186
40.9%	175
13.8%	59
8.9%	38
4.7%	20



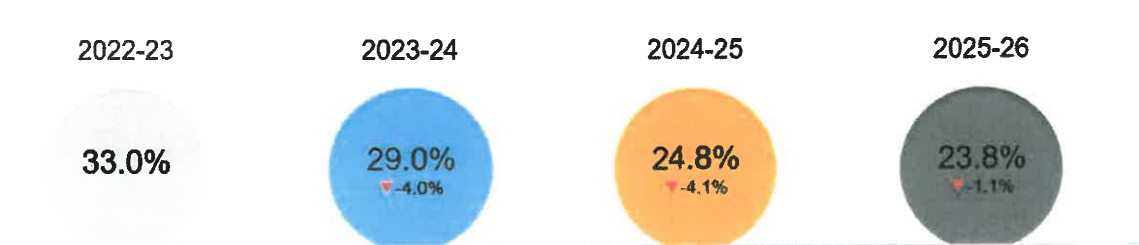
D & F Grade Percentage

Data last updated: 1/28/2026 4:24:59 AM.
Dashboard is defaulted to exclude future terms and to display transcript grades.

Mark Source:
 Future Terms:

Grade(s):
 Term(s):

D & F Percent by Year



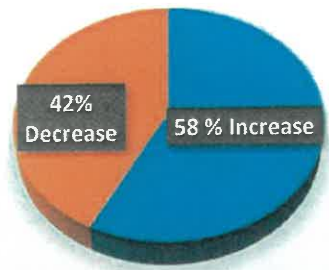
GRADUATION RATE 24-25

GUHS Graduation Rate		
2023-2024	92%	1.00% increased
2024-2025	93%	

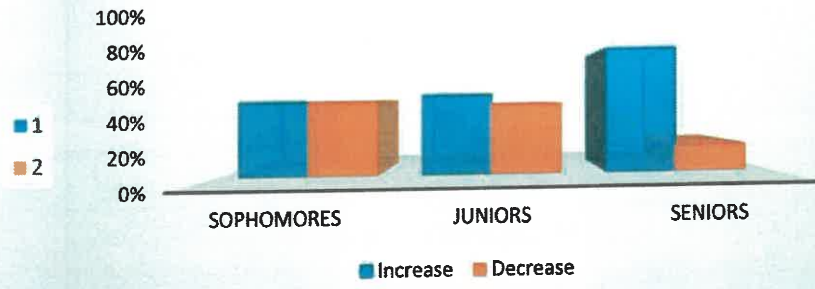
GUHS A-G Graduation Rate		
2023-2024	47.62%	2.38% increased
2024-2025	50.00%	

In addition AP course enrollment increased for the 2024-2025 school year.

RFDC Overall



RFDC by Class



- Aeries Con Fall - Virtual
- Aeries Con Spring
- CABA 2026
- CASCWA 2026
- CATE 2026
- Climate of Hope Conference
- CMC North Conf 2025
- College Board Forum 2025
- CSLA 2025
- Ignite2Unite Workshop - Grant
- National Conf on Science Education
- National Security Conf 2025
- Southeast Asian Conference

