



Grant Union High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

10/08/2025

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	
Parent	Melissa San Gabriel - Year 2	
Parent	Cathy Oupachak - Year 1	
Community Member	Dawn Belli Herrera - Year 2	
Student	Giovanni Ceron - Year 2	
Alternates (Alternativos): Maximina Monroy - Year 2		
*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) *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).		
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		
Teacher: <i>Maestro(a):</i> Quinn Cataldi - Year 2		
Teacher: <i>Maestro(a):</i> Janie Mitchell - Year 2		
Teacher: <i>Maestro(a):</i> Anthony Malisaukas - Year 1		
Other Staff: <i>Otro Personal:</i> Sarah Overstreet - Year 1		
Alternates: <i>Alternativos:</i> Maria Nuno - Principal Designee		
*Teachers must be the majority <i>*Los maestros deben ser mayoría</i>		

AGENDA		
ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> Quorum <i>Quórum (50% +1)</i>	Chairperson <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> Total Members in Attendance: <i>Total de Miembros Presentes:</i> Quorum: <i>Quórum:</i>
Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i>
Review Agenda <i>Repasar Agenda</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i>
Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i> 2🔗 Previous Minutes	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> 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>

Council Business *Asuntos del Consejo*

Elect Officers (Elegir a Funcionarios)

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas


N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas

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

Bylaws (Reglamentos)	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> 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>
School Compact (Compacto Escolar)	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> 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>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> 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>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> 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>

Document Review: *Revisión y de Documentos*

<p>N/A</p> <p>SPSA Goals and Actions</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p>
<p>N/A</p> <p>CAASPP Data</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p>

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

N/A	<p>Chairperson <i>Presidente</i></p> <p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i></p> <p>Second <i>Se secundó:</i></p> <p>In favor <i>A favor :</i></p> <p>Oppose <i>En contra:</i></p> <p>Abstain <i>En abstención:</i></p> <p>Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
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Other Business: <i>Otros Asuntos:</i>		
ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>)
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>)
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: <i>Hora:</i>

Next meeting date: <i>Fecha de próxima reunión:</i>	11/19/2025	5:00 PM
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Grant Union High School School Site Council Minutes



Date & Time: May 28, 2025 5:30 PM

Location: Zoom

Meeting ID: 986 0718 3087

Passcode: 903104

2024- 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership)	Present
Community Member: Dawn Bell-Herrera (Y1)	Present
Parent: Melissa Sangabriel (Y1)	Absent
Parent: Kyla Taylor (Y1)	Present
Community Member : Maximina Monroy (Y1)	Absent
Secondary Student: Giovanni Ceron (Y1) arrived at 5:46pm	Present
Alternate Parent/Community: Songaya Williams (Y1)	Absent
Alternate Secondary Student: Brenda Ramirez (Y1)	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>	
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership)	Present
Principal/Designee: Darris Hinson	Present
Teacher: Diane Roberts (Y2)	Present
Teacher: Quinn Cataldi (Y1)	Present
Teacher: Janie Mitchell (Y1)	Present
Other Staff: Arthur Jones (Y2)	Present
Alternate Teacher:	SELECT
<i>*Teachers must be the majority</i> <i>Maria Nuno admin designee present as a guest</i> <i>Other guests include: Tara Jacobs, Sarah Overstreet</i>	

AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet Quorum (50% +1) <i>Giovanni Ceron (YI) arrived at 5:46pm</i> <i>Which changed the total members in attendance to 8.</i>	Chairperson	This meeting is called to order at 5:35pm May 28, 2025 Total Members in Attendance: 7 Quorum: Yes
Public Comment (2 minutes per speaker)	Chairperson	Summary of Discussion: no public comment
Review Agenda	Chairperson	Summary of Comments/Questions
Review / approve minutes from last meeting	Chairperson	I move to approve the agenda: Jones Second: Mitchell In favor: 7 Oppose:0 Abstain: 0 Motion: Passed
<ul style="list-style-type: none"> School Plan For Student Achievement (SPSA) 		
Review & Approve: <ul style="list-style-type: none"> 2025-2026 SPSA Amend to current the Typo on page 42 5.2 change to “not limited to” Mr. Cataldi requested that the approved SPSA be placed on the school website.	Chairperson	I move to approve the amended 2025-2026 SPSA: Belli Second: Hinson In favor: 5 Oppose: 2 Abstain: 1 Motion: Passed
Other Business:		
<ul style="list-style-type: none"> Not Combined 	Chairperson	Summary of Discussion
Additional Information/New Business/Discussion graduation tomorrow, Afghan graduation Friday, and BSU graduation June 7th	Chairperson	Summary of Comments/Questions
Adjournment	Chairperson	Time: 6:04pm May 28, 2025
<ul style="list-style-type: none"> Next meeting date: Fall date 		



Grant Union High School School Site Council Agenda



Date & Time: May 21, 2025 5:30 PM

Location: Zoom

Meeting ID: 986 0718 3087

Passcode: 903104

2024- 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership)	Present
Community Member: Dawn Bell-Herrera (Y1)	Present
Parent: Melissa Sangabriel (Y1)	Absent
Parent: Kyla Taylor (Y1)	Absent
Community Member : Maximina Monroy (Y1)	Absent
Secondary Student: Giovanni Ceron (Y1)	Absent
Alternate Parent/Community: Songaya Williams (Y1)	Absent
Alternate Secondary Student: Brenda Ramirez (Y1)	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>	
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership)	Present
Principal/Designee: Darris Hinson	Present
Teacher: Diane Roberts (Y2)	Present
Teacher: Quinn Cataldi (Y1)	Present
Teacher: Janie Mitchell (Y1)	Present
Other Staff: Arthur Jones (Y2)	Present
Alternate Teacher:	Absent
<i>*Teachers must be the majority Maria Nuno, admin designee present as a guest</i>	

AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet Quorum (50% +1)	Chairperson	This meeting is called to order at 5:36pm May 21, 2025 Total Members in Attendance: 6 Quorum: Yes
Public Comment (2 minutes per speaker)	Chairperson	Summary of Discussion
Review Agenda	Chairperson	Summary of Comments/Questions
A motion was made to give the council more time to review the SPSA before voting to reschedule the meeting to next week Wednesday, May 28th at 5:30pm. All items on this agenda will be addressed at that meeting.	Chairperson	I move to approve rescheduling the meeting: Roberts Second: Jones In favor: 6 Oppose:0 Abstain: 0 Motion: Passed
<ul style="list-style-type: none"> School Plan For Student Achievement (SPSA) 		
Review & Approve: <ul style="list-style-type: none"> 2025-2026 SPSA 	Chairperson	I move to approve the 2025-2026 SPSA: Person Second: Person In favor: 0 Oppose:0 Abstain: 0 Motion: SELECT ONE
Other Business:		
<ul style="list-style-type: none"> Not Combined 	Chairperson	Summary of Discussion
Additional Information/New Business/Discussion	Chairperson	Summary of Comments/Questions
Adjournment	Chairperson	Time:5:38pm May 21, 2025
<ul style="list-style-type: none"> Next meeting date: May 28th 		



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grant Union High School	34765053433794	5/28/2025	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Grant Union High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The 24-25 Grant Union High School SPSA was developed with input from all stakeholders and was developed to be in alignment with the site's schoolwide action plan.

Our educational practices include alignment of curriculum, instruction and materials to state content and performance standards. The cornerstone of our instructional program is based on a focus on High Quality First Instruction, teacher collaboration in Professional Learning Communities (PLCs) and ongoing formative assessments to monitor student learning. To that end we have made significant changes to increase student performance, building in those 3 focus areas. For example, teachers representing core subjects are given release time and professional development in the

areas of comprehensive academic intervention, ethnic diversity, culturally responsive instruction, and restorative justice. Additionally, Math, ELA, Science, and Social Science teachers meet in their respective departments, on district wide PD days, and in PLC's to create lessons and units that concentrate on increasing student's ability to think critically. Also, the office of curriculum and instruction created benchmark exams for each unit that mirror the SBAC statewide assessment. The Benchmarks were created through Illuminate, a computerized software. Illuminate allows students to develop 21st century skills while demonstrating their knowledge through online assessments. Educators also have an efficient way to analyze student performance and disaggregate data to inform instruction. The computerized exams on Illuminate align with SBAC.

Every teacher at Grant Union High School is a member of a PLC. Teachers are aware of the goals, vision, and dynamics that are critical to a successful PLC. At Grant Union High, all teachers are expected to meet in subject area PLCs twice a month and discuss student achievement data and strategies for improving student performance. Additional time after school has been funded to assist teachers that have multiple preps within their subject area. For example, our Math Integrated 1 and 2 teachers meet during our designated PLC time on Wednesdays. We had to implement this model to support teachers that are in academies, or that teach both subjects. We also, developed the Pacer Fundamentals as an agreed upon expectation for teachers to use when designing lessons, and to improve student achievement.

In order to meet our yearly goals, teachers at Grant use a wide variety of instructional strategies and programs to aid students in achieving academic standards and school-wide learning outcomes(SLO). Strategies include, Pacer Fundamentals, direct instruction, cooperative learning groups, technology, socratic groups, inquiry-based learning, team-teaching, and real-world applications to appeal to a variety of diverse backgrounds and learning styles within our student population.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Grant Union High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The 24-25 Grant Union High School SPSA was developed with input from all stakeholders and was developed to be in alignment with the site's schoolwide action plan.

Our educational practices include alignment of curriculum, instruction and materials to state content and performance standards. The cornerstone of our instructional program is based on a focus on High Quality First Instruction, teacher collaboration in Professional Learning Communities (PLCs) and ongoing formative assessments to monitor student learning. To that end we have made significant changes to increase student performance, building in those 3 focus areas. For example, teachers representing core subjects are given release time and professional development in the areas of comprehensive academic intervention, ethnic diversity, culturally responsive instruction, and restorative justice. Additionally, Math, ELA, Science, and Social Science teachers meet in their respective departments, on district wide PD days, and in PLC's to create lessons and units that concentrate on increasing student's ability to think critically. Also, the office of curriculum and instruction created benchmark exams for each unit that mirror the SBAC statewide assessment. The Benchmarks were created through Illuminate, a computerized software. Illuminate allows students to develop 21st century skills while demonstrating their knowledge through online assessments. Educators also have an efficient way to analyze student performance and disaggregate data to inform instruction. The computerized exams on Illuminate align with SBAC.

Every teacher at Grant Union High School is a member of a PLC. Teachers are aware of the goals, vision, and dynamics that are critical to a successful PLC. At Grant Union High, all teachers are expected to meet in subject area PLCs twice a month and discuss student achievement data and strategies for improving student performance. Additional time after school has been funded to assist teachers that have multiple preps within their subject area. For example, our Math Integrated 1 and 2 teachers meet during our designated PLC time on Wednesdays. We had to implement this model to support teachers that are in academies, or that teach both subjects. We also, developed the Pacer Fundamentals as an agreed upon expectation for teachers to use when designing lessons, and to improve student achievement.

In order to meet our yearly goals, teachers at Grant use a wide variety of instructional strategies and programs to aid students in achieving academic standards and school-wide learning outcomes(SLO). Strategies include, Pacer Fundamentals, direct instruction, cooperative learning groups, technology, socratic groups, inquiry-based learning, team-teaching, and real-world applications to appeal to a variety of diverse backgrounds and learning styles within our student population.

In order to meet ESSA requirements, Grant Union High School will effectively provide an equitable learning experience that provides all students 21st century skills in technology, participation in CTE courses, partnership academies, AVID, and access to high level courses like AP, A-G, and ARC Dual Enrollment courses. We currently offer additional counseling staff, an additional SLC for ELD and 2 Bi-Lingual AISB's to support our English Learner students in the core academic program.

Educational Partner Involvement

How, when, and with whom did Grant Union High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

As part of the planning process for this SPSA evaluation and analysis, the school consulted with the School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Leadership Team (ILT), and the school site teaching staff.

The SSC was a critical partner in the development of this plan. The SSC met on 09/25/24, 10/30/24, 12/4/24, 2/6/25, 4/23/25, and 5/21/25 to review school data, discuss the school's needs and create our goals for the 25/26 school year.

The ELAC committee met on 9/18/24, 10/16/24, 11/19/24, 12/11/24, 2/12/25, and 5/7/25.

The Instructional Leadership Team (ILT) met on 8/5/24, 10/23/24, 1/21/25, 3/13/25, and 5/1/25.

The SPSA for the 25/26 school year was created using feedback and input from each stakeholder group. Our stakeholder groups were instrumental in how we set our goals and targets. Their feedback was provided on our goals, data, actions and expenditures.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Suspension Rate, English Learner Progress, English Language Arts, and Mathematics.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Homeless, Two or More Races, Students w/ Disabilities, African American, English Learners, Hispanic, Socioeconomically Disadvantaged, White

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Grant Union High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.34%	0.49%	0.30%	7	10	6
African American	17.24%	14.9%	15.38%	360	304	310
Asian	14.66%	17.06%	19.10%	306	348	385
Filipino	0.77%	0.88%	0.84%	16	18	17
Hispanic/Latino	55.46%	52.89%	50.55%	1,158	1079	1019
Pacific Islander	2.78%	2.94%	2.93%	58	60	59
White	4.02%	4.85%	4.96%	84	99	100
Two or More Races	2.68%	3.43%	3.77%	56	70	76
Not Reported	2.06%	2.55%	2.18%	43	52	
Total Enrollment				2,088	2040	2016

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	539	555	569
Grade 10	582	520	534
Grade 11	521	524	465
Grade 12	446	441	448
Total Enrollment	2,088	2,040	2,016

Conclusions based on this data:

1. Our Hispanic/Latino student population has decreased slightly each year for the past 3 years but continues to represent over 50% of our student population. Supports for English Learners will be maintained.
2. Our Asian subgroup has increased slightly with the inclusion of our middle eastern students being populated with this group. Supports for English learners in all languages will be a priority.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	530	594	585	21.4%	25.4%	29.0%
Fluent English Proficient (FEP)	675	569	565	35.6%	32.3%	28.0%
Reclassified Fluent English Proficient (RFEP)				3.1%		

Conclusions based on this data:

1. The percentage of EL students has steadily increased over the past 3 yrs and this subgroup represents 29% of the student population.
2. The number of FEP students has steadily decreased over the past 3 years and this subgroup represents 28% of the student population.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	447	482	437	422	446	410	419	445	410	94.4	92.5	93.8
All Grades	447	482	437	422	446	410	419	445	410	94.4	92.5	93.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2502.	2559.	2538.	8.83	16.18	12.93	19.33	28.54	25.85	22.67	25.62	24.63	49.16	29.66	36.59
All Grades	N/A	N/A	N/A	8.83	16.18	12.93	19.33	28.54	25.85	22.67	25.62	24.63	49.16	29.66	36.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.98	13.48	14.15	53.22	58.20	50.73	35.80	28.31	35.12
All Grades	10.98	13.48	14.15	53.22	58.20	50.73	35.80	28.31	35.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	9.33	20.50	17.36	36.36	52.03	47.19	54.31	27.48	35.45
All Grades	9.33	20.50	17.36	36.36	52.03	47.19	54.31	27.48	35.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.44	13.93	7.80	63.72	67.64	74.39	29.83	18.43	17.80
All Grades	6.44	13.93	7.80	63.72	67.64	74.39	29.83	18.43	17.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.74	18.20	13.66	60.86	63.60	63.17	28.40	18.20	23.17
All Grades	10.74	18.20	13.66	60.86	63.60	63.17	28.40	18.20	23.17

Conclusions based on this data:

1. GHS has had a decrease in ELA standards on the CAASPP in overall and an increase in "Standards no Met"; more support and teacher PLCs will be provided specifically to increase percentage.
2. Significant decrease in reading and writing standard met; collaboration with ELA department for increased support will be implemented.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	448	474	437	425	445	417	423	445	417	94.9	93.9	95.4
All Grades	448	474	437	425	445	417	423	445	417	94.9	93.9	95.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2482.	2478.	2497.	1.89	2.92	4.80	9.69	7.19	9.11	19.62	18.20	22.54	68.79	71.69	63.55
All Grades	N/A	N/A	N/A	1.89	2.92	4.80	9.69	7.19	9.11	19.62	18.20	22.54	68.79	71.69	63.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.31	4.49	5.28	30.97	24.94	34.29	65.72	70.56	60.43
All Grades	3.31	4.49	5.28	30.97	24.94	34.29	65.72	70.56	60.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.31	4.27	5.04	51.77	55.06	59.23	44.92	40.67	35.73
All Grades	3.31	4.27	5.04	51.77	55.06	59.23	44.92	40.67	35.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.36	3.37	5.52	60.99	55.28	58.03	36.64	41.35	36.45
All Grades	2.36	3.37	5.52	60.99	55.28	58.03	36.64	41.35	36.45

Conclusions based on this data:

1. Overall achievement for students has increased in Standards Met, Nearly Met, Exceeded, and conversely decreased in Not Met; Math department has focused on student prep and participated in math conferences for student learning retention.
2. Growth in all subcategories for 23-24 CAASPP Math; we will keep implementing prep strategies and engaged learning in Math.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1504.6	1511.5	1474.6	1488.1	1496.6	1451.7	1520.7	1525.9	1497.1	151	141	136
10	1514.1	1507.6	1513.4	1500.6	1488.9	1496.8	1527.1	1525.7	1529.4	160	156	137
11	1520.3	1514.9	1515.1	1502.8	1498.5	1504.4	1537.2	1530.7	1525.3	106	147	131
12	1523.5	1514.7	1518.8	1511.2	1494.7	1512.4	1535.3	1534.1	1524.7	76	104	117
All Grades										493	548	521

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.96	9.93	1.47	21.19	22.70	18.38	40.40	35.46	22.06	32.45	31.91	58.09	151	141	136
10	7.50	7.74	5.11	26.88	25.81	30.66	36.25	29.03	32.12	29.38	37.42	32.12	160	155	137
11	6.60	6.80	11.45	36.79	27.21	19.08	23.58	29.25	29.77	33.02	36.73	39.69	106	147	131
12	10.96	12.50	11.21	24.66	22.12	24.14	28.77	25.96	25.86	35.62	39.42	38.79	73	104	116
All Grades	7.35	8.96	7.12	26.94	24.68	23.08	33.67	30.16	27.50	32.04	36.20	42.31	490	547	520

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	7.28	15.60	4.41	35.10	30.50	27.94	33.77	29.08	21.32	23.84	24.82	46.32	151	141	136
10	13.75	12.90	16.79	34.38	34.84	40.15	25.63	18.06	16.06	26.25	34.19	27.01	160	155	137
11	17.92	14.97	19.85	35.85	35.37	28.24	15.09	19.05	17.56	31.13	30.61	34.35	106	147	131
12	19.18	15.38	25.00	39.73	34.62	28.45	12.33	15.38	12.93	28.77	34.62	33.62	73	104	116
All Grades	13.47	14.63	16.15	35.71	33.82	31.35	23.88	20.66	17.12	26.94	30.90	35.38	490	547	520

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.31	2.13	0.74	14.57	18.44	8.82	35.76	36.17	19.85	46.36	43.26	70.59	151	141	136
10	5.63	1.94	2.92	15.63	19.35	18.25	36.25	33.55	35.77	42.50	45.16	43.07	160	155	137
11	2.83	3.40	3.82	19.81	12.93	11.45	36.79	37.41	28.24	40.57	46.26	56.49	106	147	131
12	2.74	5.77	3.45	19.18	20.19	8.62	38.36	27.88	34.48	39.73	46.15	53.45	73	104	116
All Grades	3.88	3.11	2.69	16.73	17.55	11.92	36.53	34.19	29.42	42.86	45.16	55.96	490	547	520

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.66	8.51	1.47	68.87	60.99	48.53	30.46	30.50	50.00	151	141	136
10	5.63	7.10	9.49	62.50	58.06	59.12	31.88	34.84	31.39	160	155	137
11	0.94	6.80	10.69	63.21	55.10	41.98	35.85	38.10	47.33	106	147	131
12	4.11	10.58	6.90	57.53	47.12	50.00	38.36	42.31	43.10	73	104	116
All Grades	2.86	8.04	7.12	63.88	55.94	50.00	33.27	36.01	42.88	490	547	520

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	39.33	52.86	21.37	35.33	23.57	34.35	25.33	23.57	44.27	150	140	131
10	53.46	46.00	39.39	20.13	24.67	33.33	26.42	29.33	27.27	159	150	132
11	50.48	40.00	42.75	20.00	32.41	26.72	29.52	27.59	30.53	105	145	131
12	50.00	46.60	53.51	19.44	14.56	15.79	30.56	38.83	30.70	72	103	114
All Grades	47.94	46.28	38.78	24.69	24.54	27.95	27.37	29.18	33.27	486	538	508

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.96	12.06	4.41	31.79	34.75	20.59	62.25	53.19	75.00	151	141	136
10	12.50	11.61	9.49	33.75	36.13	34.31	53.75	52.26	56.20	160	155	137
11	5.66	8.16	6.87	45.28	29.25	29.77	49.06	62.59	63.36	106	147	131
12	5.48	10.58	3.48	38.36	30.77	29.57	56.16	58.65	66.96	73	104	115
All Grades	7.96	10.60	6.17	36.33	32.91	28.52	55.71	56.49	65.32	490	547	519

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.71	0.00	66.23	70.92	42.65	33.77	28.37	57.35	151	141	136
10	1.88	1.29	0.73	61.25	68.39	67.15	36.88	30.32	32.12	160	155	137
11	9.43	6.12	5.34	60.38	57.14	58.78	30.19	36.73	35.88	106	147	131
12	15.07	8.65	4.31	54.79	50.00	59.48	30.14	41.35	36.21	73	104	116
All Grades	4.90	3.84	2.50	61.63	62.52	56.92	33.47	33.64	40.58	490	547	520

Conclusions based on this data:

1. Significant increase in number of 9th grade students in Level 1; EL supports will be implemented to increase level by graduation.
2. In all subcategories in ELPAC the beginning stage has increased among all grades; the higher two levels have decreased in percentage. More support is needed for English Development.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,016	91.3%	29%	0.3%
Total Number of Students enrolled in Grant Union High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	585	29%
Foster Youth	6	0.3%
Homeless	158	7.8%
Socioeconomically Disadvantaged	1,841	91.3%
Students with Disabilities	296	14.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	310	15.4%
American Indian	6	0.3%
Asian	385	19.1%
Filipino	17	0.8%
Hispanic	1,019	50.5%
Two or More Races	76	3.8%
Pacific Islander	59	2.9%
White	100	5%

Conclusions based on this data:

1. Over 90% of our student population are socioeconomically disadvantaged.

2. Hispanic students make up over 50% of our student population.
3. Our English Learners make up 29% of our student population.

School and Student Performance Data

Overall Performance







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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Graduation Rate</div> <div><p>Green</p></div>	<div>Suspension Rate</div> <div><p>Orange</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>		
<div>English Learner Progress</div> <div><p>Red</p></div>		
<div>College/Career</div> <div><p>Green</p></div>		

Conclusions based on this data:

- 1. Our highest performance level is our Graduation Rate.
- 2. Our lowest performance level is in Math and English Learner Progress.
- 3. Our strongest performance level is in ELA.

School and Student Performance Data

Academic Performance English Language Arts

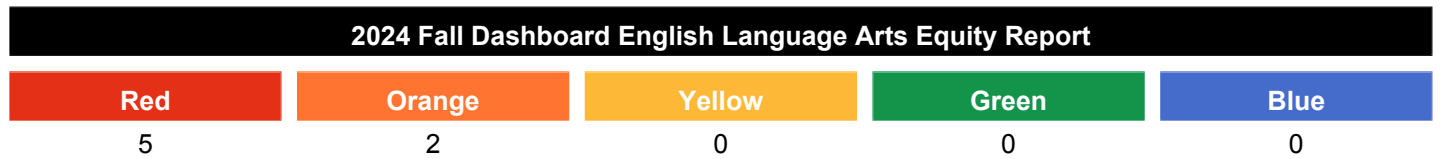
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>40.0 points below standard</div> <div>Declined 22.5 points</div> <div>388 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>118.2 points below standard</div> <div>Declined 24.6 points</div> <div>128 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>108.3 points below standard</div> <div>Declined 19.2 points</div> <div>84 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>Red</div> <div>110.1 points below standard</div> <div>Declined 28.9 points</div> <div>39 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>44.0 points below standard</div> <div>Declined 24.2 points</div> <div>353 Students</div>

Students with Disabilities  Red 154.9 points below standard Declined 28.4 points 59 Students	African American  Red 73.4 points below standard Declined 32.7 points 57 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Orange 21.7 points below standard Declined 25.0 points 95 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  Red 47.5 points below standard Declined 32.1 points 189 Students
Two or More Races  No Performance Color 1.1 points below standard Increased 44.3 points 15 Students	Pacific Islander  No Performance Color Less than 11 Students 9 Students	White  No Performance Color 69.0 points below standard Declined 26.1 points 15 Students

Conclusions based on this data:

1. Overall our students are in the middle range performance level (yellow) and had a significant increase of 54.5 points.
2. Our EL population score increased significantly by 47.1 points.
3. All subgroups increased by over 50 points with the exception of Asian at 30.2 points.

School and Student Performance Data

Academic Performance Mathematics

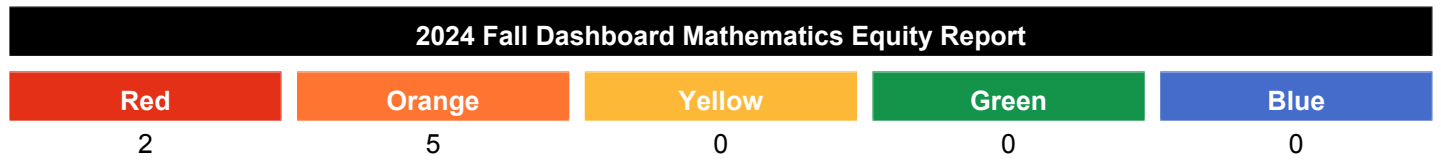
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>128.5 points below standard</div> <div>Increased 14.6 points</div> <div>393 Students</div>	<div>English Learners</div> <div> Orange</div> <div>180.8 points below standard</div> <div>Increased 24.7 points</div> <div>133 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>175.7 points below standard</div> <div>Increased 33.8 points</div> <div>84 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> Orange</div> <div>188.0 points below standard</div> <div>Increased 12.8 points</div> <div>42 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>131.5 points below standard</div> <div>Increased 11.8 points</div> <div>357 Students</div>

Students with Disabilities  Red 235.9 points below standard Declined 34.2 points 59 Students	African American  Red 178.8 points below standard Declined 27.7 points 56 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Orange 117.2 points below standard Increased 6.8 points 97 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  Orange 123.6 points below standard Increased 23.6 points 191 Students
Two or More Races  No Performance Color 135.0 points below standard Increased 25.9 points 15 Students	Pacific Islander  No Performance Color Less than 11 Students 9 Students	White  No Performance Color 148.1 points below standard Maintained 0.7 points 15 Students

Conclusions based on this data:

1. Asian students increased their performance level by 6.8 points; this category also includes middle eastern students.
2. Hispanic students increased by 23.6 points and African American students have decreased by 27.7 points.
3. EL students performance has increased significantly from last year in both long term and overall.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
29.3% making progress.	34.2% making progress.
Number Students: 460 Students	Number Students: 325 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.5%	42%	2.8%	26.5%

Conclusions based on this data:

1. 26% of our EL students made progress towards proficiency by progressing at least one level.
2. 42% of our EL students maintained their present levels.
3. The overall performance level for our EL students is low or only maintained, therefore we need to provide more language supports for our EL students in all core content areas.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

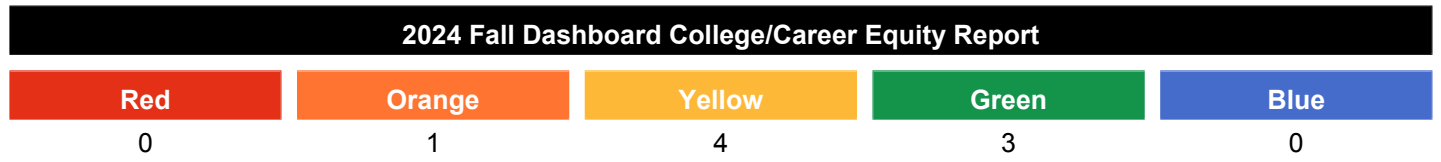
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>39.5 Prepared</div> <div>Increased 9.8</div> <div>448 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>22.1 Prepared</div> <div>Increased 9.6</div> <div>140 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Yellow</div> <div>28.1 Prepared</div> <div>Increased 12.1</div> <div>89 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>Yellow</div> <div>16.7 Prepared</div> <div>Increased 2.4</div> <div>78 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>38.5 Prepared</div> <div>Increased 9.3</div> <div>426 Students</div>

Students with Disabilities  Yellow 14.3 Prepared Increased 7.6 70 Students	African American  Orange 26.5 Prepared Declined 5.5 68 Students	American Indian  No Performance Color Less than 11 Students 0 5 Students
Asian  Green 42.7 Prepared Increased 6.5 82 Students	Filipino  No Performance Color Less than 11 Students 0 3 Students	Hispanic  Green 46.4 Prepared Increased 16.6 224 Students
Two or More Races  No Performance Color 21.4 Prepared Increased 6 14 Students	Pacific Islander  No Performance Color 30 Prepared 0 20 Students	White  No Performance Color 23.8 Prepared Increased 14.7 21 Students

Conclusions based on this data:

1. Increase in College/Career Readiness Academic preparedness for all subgroups excluding African American students.
2. African American students only decreased slightly; after school programs are maintaining readiness.

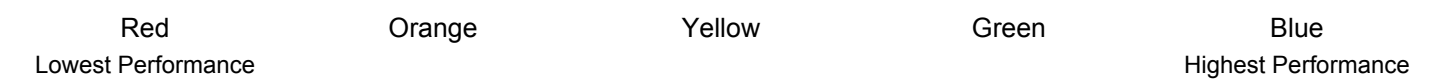
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- No data to analyze.
- Based on our student records database; Absence rates have been maintained at 90%

School and Student Performance Data

Academic Engagement Graduation Rate

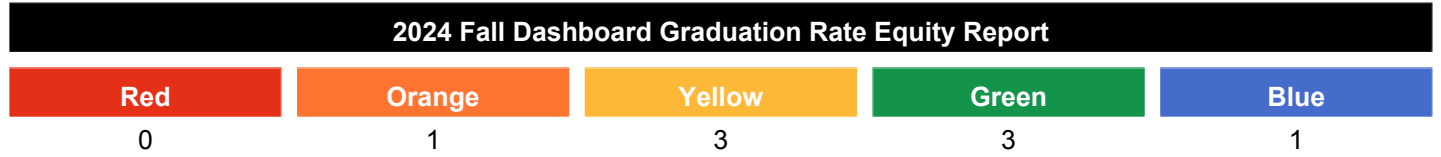
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>91.6% graduated</div> <div>Increased 1.1%</div> <div>452 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>86.1% graduated</div> <div>Maintained 0.7%</div> <div>144 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>87.8% graduated</div> <div>Declined 5.6%</div> <div>90 Students</div>
<div>Foster Youth</div> <div> No Performance Color Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div> Green</div> <div>92.4% graduated</div> <div>Increased 6.7%</div> <div>79 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>91.6% graduated</div> <div>Increased 1.3%</div> <div>430 Students</div>

Students with Disabilities  Yellow 74.6% graduated Increased 3% 71 Students	African American  Green 91.2% graduated Increased 2.3% 68 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  Blue 96.5% graduated Increased 2.3% 85 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 90.7% graduated Declined 1.5% 225 Students
Two or More Races  No Performance Color 92.9% graduated Maintained 0.5% 14 Students	Pacific Islander  No Performance Color 95% graduated 20 Students	White  No Performance Color 81% graduated Increased 12.8% 21 Students

Conclusions based on this data:

1. GHS has had slight increase in graduation rates overall.

School and Student Performance Data

Conditions & Climate Suspension Rate

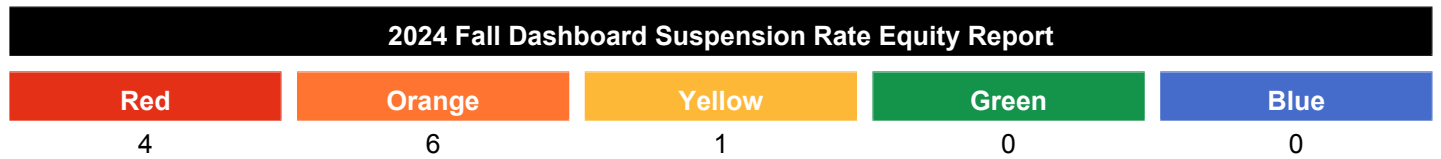
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>9.9% suspended at least one day</div> <div>Increased 1.2%</div> <div>2258 Students</div>	<div>English Learners</div> <div> Orange</div> <div>6.6% suspended at least one day</div> <div>Maintained 0.2%</div> <div>681 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>7.6% suspended at least one day</div> <div>Increased 1%</div> <div>421 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>47.1% suspended at least one day</div> <div>Increased 15.8%</div> <div>17 Students</div>	<div>Homeless</div> <div> Yellow</div> <div>11.4% suspended at least one day</div> <div>Declined 2.2%</div> <div>263 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>10.3% suspended at least one day</div> <div>Increased 1.4%</div> <div>2078 Students</div>

Students with Disabilities  Red 14% suspended at least one day Increased 0.5% 336 Students	African American  Orange 20.2% suspended at least one day Declined 0.6% 362 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
Asian  Orange 4.6% suspended at least one day Increased 2.3% 409 Students	Filipino  No Performance Color 5.6% suspended at least one day Increased 0.3% 18 Students	Hispanic  Orange 7.7% suspended at least one day Increased 0.8% 1143 Students
Two or More Races  Red 15.8% suspended at least one day Increased 5.4% 133 Students	Pacific Islander  Red 15.4% suspended at least one day Increased 6% 65 Students	White  Orange 9.9% suspended at least one day Maintained 0.1% 121 Students

Conclusions based on this data:

1. Our suspension rate has only slightly increased by 1.2%
2. Declinaiton of suspension rate among African American students.
3. Although foster youth students are in the same performance level as all students combined, there was a significant increase in the number of suspensions for this subgroup compared to other subgroups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Academic Achievement & Decrease Disproportionalities

Increase Academic Achievement

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.

Grant Union High School will increase students that Meet/Exceed Standards by 10% on the SBAC ELA

Grant Union High School will increase students that Meet/Exceed Standards by 10% on the SBAC in Math

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to SBAC ELA scores it is noted that there is an increase in the number of students performing in the lowest bank of standard not met from 30% to 37% over the two year span. During the same timeframe, there is a slight decrease in the percentage of students meeting standards, 26% to 25%, and a decrease of students exceeding standards from 16% to 13%.

For SBAC Math Scores, there is an increase in all Exceeding, Met, and Nearly Met standards by more than 2% in each. There has been a significant decrease in Not Met standards from 72% to 64%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA/Math, Grads and A-G Rates, and ELPAC	45% ELA SBAC	55% ELA SBAC
	15% Math SBAC 92.9 Grad Rate	25% Math SBAC 95% Grad Rate
	CA Dashboard Baseline data year	Increase of 5% on ELPAC

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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. 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.	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	30,000 Title I Basic 5800: Professional/Consulting Services And Operating Expenditures Title I Basic 1000-1999: Certificated Personnel Salaries Collaboration Time Salaries Title I Basic 3000-3999: Employee Benefits Collaboration Time Benefits
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.	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	2,000 Title I Basic 5000-5999: Operating Expenditures
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.	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	130,365 Title I Basic 2000-2999: Classified Personnel Salaries Position Control 91,282 Title I Basic 3000-3999: Employee Benefits Position Control Benefits
1.4			
1.5			
1.7			
1.8			
1.9			
1.10			
1.11			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Partnerships with community organizations for tutoring and overall improvement with test scores and GPAs

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The number of participants in the after school programs for tutoring with our community partners (namely RFDC) as well as the programs with UC Davis.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be an decrease in budgeted amounts for afterschool/enrichment programs and increase of an extra classified AIS position to support student success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Ensure All Students Graduate College & Career Ready

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all Students Graduate College & Career Ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The data shows 39.5% of seniors were deemed prepared on the EAP College/Career indicators. This is an increase of 9.8% from the previous year.

There is an increase in students taking ARC Dual Enrollment. This has caused a slight decrease in students taking AP classes and the resulting exams.

76% of the student population is involved in a special program like academies, AVID, ARC, AP, or athletics. There is still room to grow programs and engage more students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate, Dual/Concurrent Enrollment, AP Passage	91.2% Graduation Rate	93% Graduation Rate
	34% AP Passage Rate	40% AP Passage Rate
	10% enrolled in dual/concurrent	15% enrolled in dual/concurrent

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Instructional materials and supplies will be purchased to support student learning and success.	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	48,916.00 Title I Basic 4000-4999: Materials and Supplies Novels and Planners

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.	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	40,000.00 Title I Basic 5000-5999: Operating Expenditures 9,674 Title I Basic 1000-1999: Certificated Personnel Salaries 326 Title I Basic 3000-3999: Employee Benefits
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).	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	82,213 Title I Basic 1000-1999: Certificated Personnel Salaries 2.3 - Salary Position Control - AVID Teachers 40,951 Title I Basic 3000-3999: Employee Benefits 2.3 - Benefits Position Control - AVID Teachers 2,035 Title I Basic 1000-1999: Certificated Personnel Salaries 2.3 - Substitutes Salary for Position Control - AVID Teachers 69 Title I Basic 3000-3999: Employee Benefits 2.3 - Substitutes Benefits for Position Control - AVID Teachers
2.4	Funding will be provided to pay an additional 0.2 FTE for a Counselor in order to improve Counselor to student ratio.	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	23,413.00 Title I Basic 1000-1999: Certificated Personnel Salaries Position Control 9745.00 Title I Basic 3000-3999: Employee Benefits
2.5	Increase Academic Achievement and Decrease Disproportionalities within all Socioeconomic students by purchasing computers and computer accessories.	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	20,057.00 Title I Basic 4000-4999: Materials and Supplies
2.6			

2.7			
2.8			
2.9			
2.10			
2.11			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Supplemental materials were purchased for all students, including student athletes and AP students. AVID strategies were implemented school wide to support all students success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal budgets were allocated well to support Teacher professional development and materials to suppliment student needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increase in the budget for materials and professional developments; also language change for computers and computer accessories.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve Culture and Climate through Increased Student Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 – Improve Culture and Climate through Increased Student Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

At present 76% of the overall student body is connected to a special program like the academies, AVID, AP, clubs, etc... Our continued work with high leverage intervention, dual enrollment, and on-line course offering will engage more students demonstrated through attendance and completion metrics. Through alternative means of correction, our suspension rates have decreased by 3%. Attendance rates have maintained a 90% rate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE Pathways Academies Enrollment, Suspensions Attendance Surveys GPA	75% of our student body is connected to a special program	80% of students will be connected to a special program on campus (i.e academy, athletics, AVID, AP, Club...) 300 total days of out of school suspension

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	To increase student engagement through culture and climate, we will host culturally proficient events	All Students. English Learners. Foster Youth.	10,000 Title I Basic

	including but not limited to assemblies, workshops, professional development, and student/parent leadership development.	Low Income. Schoolwide.	5000-5999: Operating Expenditures
3.2	Provide materials for culturally relevant resource center including, but not limited to: technology, consumable workbooks, and workstations.	All Students. English Learners. Foster Youth. Low Income, Schoolwide	2,000 Title I Basic 4000-4999: Materials and Supplies
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.	All Students, English Learners, Foster Youth, Low Income, Schoolwide	5,000 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Addendum #1 added for implementation of increased student engagement through culturally relevant events.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adding a actionable goal for parent, student, staff, and community member collaboration.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Parent Engagement

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Aligned with our schoolwide action plan is the need for the school community (staff, students, parents, and community members) to translate the revised Schoolwide Learning Outcomes (SLOs) into measurable, identifiable student outcomes to be shared with all stakeholders. Schoolwide Learner Outcomes should reach across curriculum to help students garner the skill to reach proficiency in any subject area. Schoolwide expectations both academic and socio emotional will be communicated to parents. At present the school needs to re-engage families for on campus activities everyday. There will not be a virtual option for instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grant will host events to increase parent involvement. These include, but are not limited to, Back to School Night, Parent orientations and activities, College Night, Union Trade Faires, and Open House/Recruitment Fair	To host 4+ Events during the 25-26 school year.	4+ Events

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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	All Students, including English Learners. Foster Youth. Low Income. Schoolwide.	4000 Title I Parent and Family Engagement

	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.		5000-5999: Operating Expenditures
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.	Parents, All Students, Low income, EL, Sped ED, schoolwide	11456 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Food and Light Refreshments
4.3			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Funds used for Union Job Fair, WASC parent night, and Open House/ Recruitment Fair for 23-24 school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds unused for more events for the parents and community.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Collaboration with other staff for more parent oriented events; leading to 2 to 3 times a year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide Facilities that are Clean, Safe, and Conducive to Student Learning

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5 - Provide Facilities that are Clean, Safe, and Conducive to Learning

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the analysis of the CA Dashboard Grant Union High School has been labeled as green in college and career readiness and orange in suspension data. It also shows a 1.2% increase.

Attendance maintains a 90% rate and academic performance has increased in Mathematics and College/Career Readiness.

Qualitative data has been accessed to improve safety and readiness in emergency situations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Catapult Site Safety drill which include fire, lockdown and earthquake (duck/cover) drills will be conducted regularly.	Monthly fire drills, four lockdown drills and 4 earthquake drills will be conducted during the school year.	100% of required drills will be conducted and documented.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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.	All students and staff	2,000 Title I Basic 4000-4999: Materials and Supplies
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.	All students and staff	15,000 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Radios bought for school wide communication during safety events.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Allocation of funds for this goal with two actionable goals to support and increase student safety at athletic and student body sponsored events.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$580,502.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$580,502.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Basic	\$565,046.00
Title I Parent and Family Engagement	\$15,456.00

Subtotal of additional federal funds included for this school: \$580,502.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$580,502.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Basic	565,046.00
Title I Parent and Family Engagement	15,456.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	117,335.00
2000-2999: Classified Personnel Salaries	130,365.00
3000-3999: Employee Benefits	142,373.00
4000-4999: Materials and Supplies	84,429.00
5000-5999: Operating Expenditures	76,000.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	117,335.00
2000-2999: Classified Personnel Salaries	Title I Basic	130,365.00
3000-3999: Employee Benefits	Title I Basic	142,373.00
4000-4999: Materials and Supplies	Title I Basic	72,973.00
5000-5999: Operating Expenditures	Title I Basic	72,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic	30,000.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	11,456.00
5000-5999: Operating Expenditures	Title I Parent and Family Engagement	4,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

Total Expenditures
253,647.00
277,399.00
17,000.00
15,456.00
17,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Darris Hinson	Principal
Diane Roberts	Classroom Teacher
Quinn Cataldi	Classroom Teacher
Janie Mitchell	Classroom Teacher
Arthur Jones	Other School Staff
Dawn Belli-Herrera	Parent or Community Member
Melissa Sangabriel	Parent or Community Member
Kyla Taylor	Parent or Community Member
Maximina Monroy	Parent or Community Member
Giovanni Ceron	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/28/2025.

Attested:



Principal, DARRIS HINSON on 06-03-2025



SSC Chairperson, Kyla Taylor on 06-04-2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Teachers, Parents, and Students – Unrelenting Pursuit of Excellence

In the Classroom

Grant Union High School teachers recognize the value of providing a quality education to every student.

Teachers will:

- ⇒ Deliver instruction to meet the diverse needs of all learners.
- ⇒ Offer timely feedback to both students and parents.
- ⇒ Utilize Aeries/Parent Square to keep students and parents informed about academic progress.
- ⇒ Foster a positive and safe classroom environment for all students.
- ⇒ Create opportunities for students to engage in challenging and meaningful tasks.
- ⇒ Collaborate with colleagues and parents to ensure comprehensive support for all students.

At Home

Grant Union High School Parents can support student success:

- ⇒ **Support my child in completing homework by providing a quiet study space.**
- ⇒ **Regularly communicate with my child's teachers through Aeries/Parent Square and keep contact information updated while staying informed about academic progress.**
- ⇒ **Attend events, meetings, and parent engagement opportunities at Grant Union High School to the best of my ability.**
- ⇒ **Encourage and promote efforts to maintain a safe school environment.**
- ⇒ **Ensure my child attends school consistently and arrives on time.**

Students

Students at Grant Union High School will commit to their success in school by promising to do the following:

- ⇒ Go to class on time, every day.
- ⇒ Respect myself and others.
- ⇒ Follow all school and classroom rules.
- ⇒ Complete assignments and homework on time, doing my best.
- ⇒ Spend time reading and reviewing class notes at home.

Principal Signature

SSC Chairperson Signature

Print Name of Principal

Print Name of SSC Chairman

Date

Date

