



Grant Union High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

05/20/2026 5:00 PM

Location *(Ubicación)*

Zoom


Zoom Link *(Enlace de Zoom)*

Meeting ID: 986 0718 3087
Passcode: 903104

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

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

AGENDA

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

Council Business *Asuntos del Consejo*

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

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

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>
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>

Other Business: Otros Asuntos:

ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (Resumen de Informes)
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 (Resumen de Presentación)
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i> Discuss Cell Phone Policy	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
Adjournment: Aplazamiento:	Chairperson <i>Presidente</i>	Time: Hora:

Next meeting date:

10/07/2026

5:00 PM

Fecha de próxima reunión:



Grant Union High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

03/24/2026 5:00 PM

Location *(Ubicación)*

Zoom


Zoom Link *(Enlace de Zoom)*

Meeting ID: 986 0718 3087
Passcode: 903104

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

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

AGENDA

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

Council Business *Asuntos del Consejo*

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

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

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

Document Review: *Revisión y de Documentos*

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

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

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

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

Next meeting date:

05/20/2026

5:00 PM

Fecha de próxima reunión:



Grant Union High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

01/28/2026 5:00 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

Meeting ID: 986 0718 3087

Passcode: 903104

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

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

AGENDA

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

Council Business *Asuntos del Consejo*

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

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

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

Document Review: *Revisión y de Documentos*

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

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

<p>SPSA Addendum Addendum #2</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> SPSA Addendum #2</p> <p>Person <i>Persona:</i> Kyla Taylor Second <i>Se secundó:</i> Darris Hinson In favor <i>A favor :</i> 7 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 1 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>Addendum #2 presented by Sarah Overstreet</p>
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Other Business: *Otros Asuntos:*

ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>) Last meeting was in December 10, 2025 Elections were held. Conducted a parent survey Conducted a Needs Assessment Some of the things that EL Parents are suggesting on are: *Assistance with transportation *Safe & Secure Environment *Mental Health Support *After School Activities & Sports *More support and discipline for their children
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>) None at this time
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> Finished first semester Reviewing data that go over our goals Cash for College was last night ELPAC is coming up for EL students Almost reaching SBAC and AP Test Season Elevator will be completed soon-end of February Construction at the stadium and main gym locker room has begun-should be done by the first game of the season
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: <i>Hora:</i> 5:35 PM

Next meeting date:

03/18/2026

5:00 PM

Fecha de próxima reunión:

School Plan for Student Achievement: Title I Funded Program Evaluation

Grant Union High School

Monitoring and Evaluation Template

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

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

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

Goal #2

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

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

Goal #3

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

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

Goal #4

Improve Parent and Community Involvement.

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

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

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

Goal #5

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

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

School Plan for Student Achievement: Title I Needs Assessment

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

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

Breaking Down the Walls Testimonials:

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

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

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

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

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

Grant High School

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

2024-2025

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

Grant High School

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

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

Grant High School

3/23/2026

2025-2026

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

Page 1

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

Grant High School

3/23/2026
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2024-2025

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

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

Regular Program

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

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

Grant High School

3/23/2026
11:01:40 AM

2025-2026

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

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

Regular Program

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

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

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

Viewing 519 Students Assessed

Filter Student

Overview Performance Response Frequency Matrix Achievement Gaps Reports 📄 P

Created By: (5) Administrator, Testing

Scope: Benchmark

Grade Level: 9

Subject Area: English Language Arts

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

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



Performance Bands

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

% of Students	# of Students
10.6%	55
33.1%	172
22.9%	119
33.3%	173

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

Viewing 470 Students Assessed

Filter Student

Overview Performance Response Frequency Matrix Achievement Gaps Reports 📄 P

Created By: (5) Administrator, Testing

Scope: Benchmark

Grade Level: 10

Subject Area: English Language Arts

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

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



Performance Bands

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

% of Students	# of Students
19.4%	91
33.4%	157
25.7%	121
21.5%	101

Viewing 410 Students Assessed

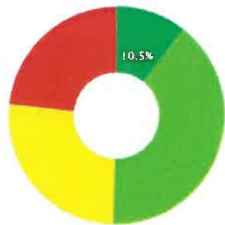
Filter Studen

- [Overview](#)
- [Performance](#)
- [Response Frequency](#)
- [Matrix](#)
- [Achievement Gaps](#)
- [Reports](#)

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

Mapped: 50.5% Map Progressed: 49.5% Average % of Items: 49.7%

- [Itembank](#)
- [Portal](#)
- [Online Testing](#)
- [Share](#)



Performance Bands

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

Viewing 553 Students Assessed

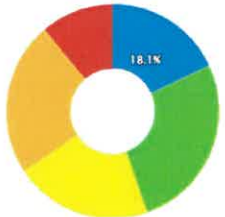
Filter Students

- [Overview](#)
- [Performance](#)
- [Response Frequency](#)
- [Matrix](#)
- [Achievement Gaps](#)
- [Reports](#)

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

Mapped: 44.7% Map Progressed: 55.3% Average % of Items: 50.6%

- [Itembank](#)
- [Custom Reports](#)
- [Online Testing](#)
- [Portal](#)
- [Share](#)



Performance Bands

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

Viewing 456 Students Assessed

Filter Studen

Overview Performance Response Frequency Matrix Achievement Gaps Reports 📄

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

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



Performance Bands

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

[Itembank](#) [Portal](#) [Online Testing](#)
[Shared](#) [Custom Reports](#)
[Help](#) [Feedback](#) [Log Out](#)

Viewing 428 Students Assessed

Filter Studen

Overview Performance Response Frequency Matrix Achievement Gaps Reports 📄

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

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



Performance Bands

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

[Itembank](#) [Portal](#) [Online Testing](#)
[Shared](#) [Custom Reports](#)
[Help](#) [Feedback](#) [Log Out](#)

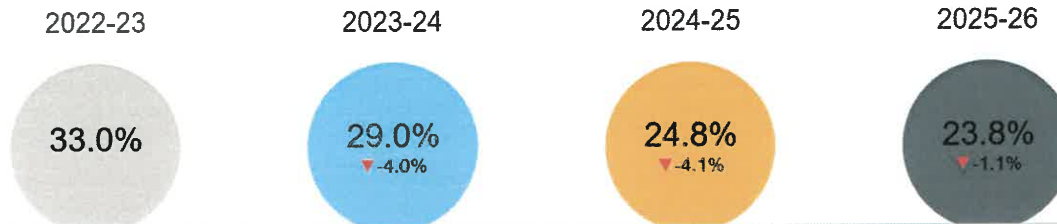


D & F Grade Percentage

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

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

D & F Percent by Year



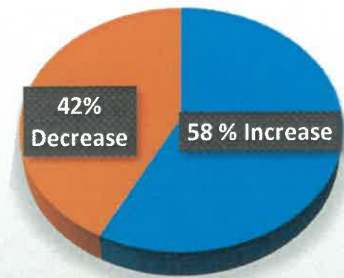
GRADUATION RATE 24-25

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

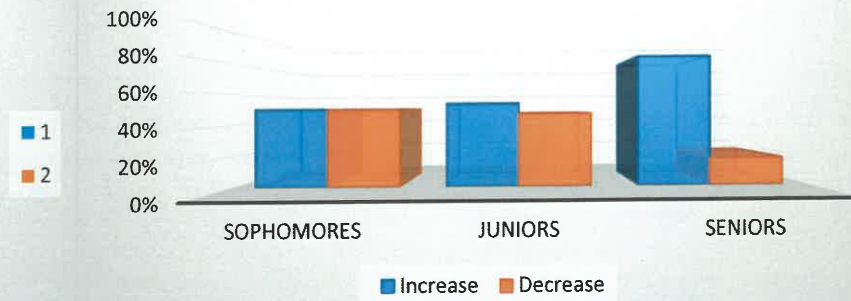
GUHS A-G Graduation Rate		
2023-2024	47.62%	2.38% increased
2024-2025	50.00%	

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

RFDC Overall



RFDC by Class



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

School Plan for Student Achievement: Title I Funded Program Evaluation

Grant Union High School

Monitoring and Evaluation Template

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

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

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

Goal #2

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

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

Goal #3

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

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

Goal #4

Improve Parent and Community Involvement.

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

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

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

Goal #5

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

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

School Plan for Student Achievement: Title I Needs Assessment

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

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

Climate of Hope Conference - Project 2100

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

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

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

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

Breaking Down the Walls Testimonials:

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

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

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

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

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

Grant High School

3/23/2026

2024-2025

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

Page 1

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

Grant High School

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

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

Grant High School

3/23/2026

2025-2026

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

Page 1

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

Grant High School

3/23/2026
11:04:29 AM

2024-2025

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

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

Regular Program

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

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

Grant High School

3/23/2026
11:01:40 AM

2025-2026

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

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

Regular Program

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

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

Viewing 519 Students Assessed

Filter Student

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

Created By: (5) Administrator, Testing
 Scope: Benchmark
 Grade Level: 9
 Subject Area: English Language Arts

43.7% 56.3% 45.2%



Performance Bands

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

Viewing 470 Students Assessed

Filter Student

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

Created By: (5) Administrator, Testing
 Scope: Benchmark
 Grade Level: 10
 Subject Area: English Language Arts

52.8% 47.2% 53.8%



Performance Bands

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

Viewing 410 Students Assessed

Filter Studen

Overview Performance Response Frequency Matrix Achievement Gaps Reports

PR

Created By: (5) Administrator, Testing

Scope: Benchmark

Grade Level: 11

Subject Area: English Language Arts

Benchmark Portal Online Testing Shared

50.5% 49.5% 49.7%



Performance Bands

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

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

Viewing 553 Students Assessed

Filter Students

Overview Performance Response Frequency Matrix Achievement Gaps Reports

PR

Description: Revision 12/13/24

Created By: (5) Administrator, Testing

Scope: Benchmark

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

Subject Area: Mathematics

Benchmark Custom Report Online Testing Portal Shared

44.7% 55.3% 50.6%



Performance Bands

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

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

Viewing 456 Students Assessed

Filter Studen

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

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

58.8% 41.2% 60.6%



Performance Bands

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

Viewing 428 Students Assessed

Filter Studen

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

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

72.7% 27.3% 64.9%



Performance Bands

Level	% of Students	# of Students
Level 5	31.8%	138
Level 4	40.9%	175
Level 3	13.8%	59
Level 2	8.9%	38
Level 1	4.7%	20



D & F Grade Percentage

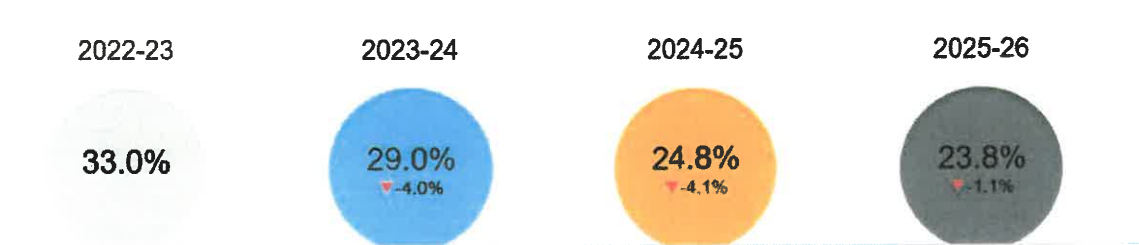
Data last updated: 1/28/2026 4:24:59 AM.
Dashboard is defaulted to exclude future terms and to display transcript grades.

Filter Help

Mark Source:
 Future Terms:

Grade(s):
 Term(s):

D & F Percent by Year



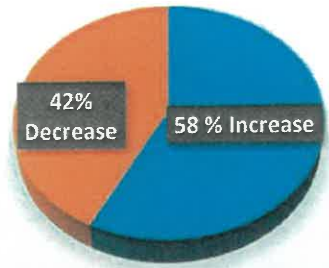
GRADUATION RATE 24-25

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

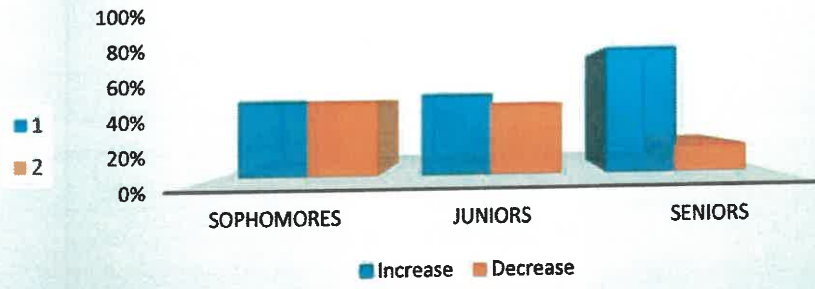
GUHS A-G Graduation Rate		
2023-2024	47.62%	2.38% increased
2024-2025	50.00%	

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

RFDC Overall



RFDC by Class



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



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	05/20/2026	

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 2026–2027 Grant Union High School SPSA was developed with input from stakeholders and aligns with the school’s overall action plan.

Our approach focuses on aligning curriculum, instruction, and materials with state standards. We prioritize strong first instruction, teacher collaboration through Professional Learning Communities (PLCs), and ongoing formative assessments to monitor student progress. To support this work, we’ve made targeted changes to improve student achievement.

Teachers in core subjects receive release time and professional development in areas such as academic intervention, cultural diversity, culturally responsive teaching, and restorative practices. They also collaborate in departments, district PD days, and PLCs to design lessons that build critical thinking skills.

The Office of Curriculum and Instruction has created benchmark assessments aligned with the SBAC, delivered through Illuminate. This platform supports online testing, helps students build 21st-century skills, and allows teachers to analyze and break down student data to guide instruction.

All teachers participate in PLCs and meet twice a month to review data and plan next steps. Additional after-school time supports teachers with multiple courses. For example, Integrated Math 1 and 2 teachers meet on Wednesdays during PLC time to coordinate across classes. The school also uses “Pacer Fundamentals” as a shared framework for lesson design and student success.

To meet school goals, teachers use a range of strategies, including direct instruction, cooperative learning, technology, Socratic seminars, inquiry-based learning, team teaching, and real-world applications. This helps meet the needs of students with different backgrounds and learning styles.

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 2026–2027 Grant Union High School SPSA was developed with input from stakeholders and aligns with the school's overall action plan.

Our approach focuses on aligning curriculum, instruction, and materials with state standards. We prioritize strong first instruction, teacher collaboration through Professional Learning Communities (PLCs), and ongoing formative assessments to monitor student progress. To support this work, we've made targeted changes to improve student achievement.

Teachers in core subjects receive release time and professional development in areas such as academic intervention, cultural diversity, culturally responsive teaching, and restorative practices. They also collaborate in departments, district PD days, and PLCs to design lessons that build critical thinking skills.

The Office of Curriculum and Instruction has created benchmark assessments aligned with the SBAC, delivered through Illuminate. This platform supports online testing, helps students build 21st-century skills, and allows teachers to analyze and break down student data to guide instruction.

All teachers participate in PLCs and meet twice a month to review data and plan next steps. Additional after-school time supports teachers with multiple courses. For example, Integrated Math 1 and 2 teachers meet on Wednesdays during PLC time to coordinate across classes. The school also uses "Pacer Fundamentals" as a shared framework for lesson design and student success.

To meet school goals, teachers use a range of strategies, including direct instruction, cooperative learning, technology, Socratic seminars, inquiry-based learning, team teaching, and real-world applications. This helps meet the needs of students with different backgrounds and learning styles.

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), and the school site teaching staff.

The SSC was a critical partner in the development of this plan. The SSC met on 09/24/25, 10/08/25, 11/19/25, 12/17/25, 01/28/26, 03/24/26, 04/20/2026, and 05/20/26 to review school data, discuss the school's needs and create our goals for the 26/27 school year.

The ELAC committee met on 9/10/25, 10/22/25, 12/10/25, 2/18/26, and 4/15/26.

The SPSA for the 26/27 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.

N/A

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.

English Learner Progress, College/Career, African American, Hispanics, Long-term English Learners, and Science.

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.

English Learner, Long-Term English Learner, African American, Students with Disabilities, and Foster Youth

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.49%	0.30%	0.15%	10	6	3
African American	14.9%	15.38%	15.75%	304	310	313
Asian	17.06%	19.10%	19.02%	348	385	378
Filipino	0.88%	0.84%	1.01%	18	17	20
Hispanic/Latino	52.89%	50.55%	49.77%	1079	1019	989
Pacific Islander	2.94%	2.93%	3.47%	60	59	69
White	4.85%	4.96%	5.08%	99	100	101
Two or More Races	3.43%	3.77%	4.08%	70	76	81
Not Reported	2.55%	2.18%	1.66%	52	44	33
Total Enrollment				2040	2016	1987

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	555	569	576
Grade 10	520	534	500
Grade 11	524	465	465
Grade 12	441	448	446
Total Enrollment	2,040	2,016	1,987

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 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.
3. Slight increase in our African American student population.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	594	585	578	29.1%	29.0%	29.1%
Fluent English Proficient (FEP)	569	565	540	27.9%	28.0%	27.2%

Conclusions based on this data:

1. The percentage of EL students has maintained as 29% of the student population.
2. The number of FEP students has slightly decreased by less than 1%; being 27% 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	482	437	423	446	410	388	445	410	387	92.5	93.8	91.7
All Grades	482	437	423	446	410	388	445	410	387	92.5	93.8	91.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2559.	2538.	2554.	16.18	12.93	12.66	28.54	25.85	33.85	25.62	24.63	24.29	29.66	36.59	29.20
All Grades	N/A	N/A	N/A	16.18	12.93	12.66	28.54	25.85	33.85	25.62	24.63	24.29	29.66	36.59	29.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.48	14.15	17.57	58.20	50.73	55.81	28.31	35.12	26.61
All Grades	13.48	14.15	17.57	58.20	50.73	55.81	28.31	35.12	26.61

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	20.50	17.36	16.84	52.03	47.19	53.63	27.48	35.45	29.53
All Grades	20.50	17.36	16.84	52.03	47.19	53.63	27.48	35.45	29.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.93	7.80	11.37	67.64	74.39	69.77	18.43	17.80	18.86
All Grades	13.93	7.80	11.37	67.64	74.39	69.77	18.43	17.80	18.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	18.20	13.66	12.66	63.60	63.17	64.86	18.20	23.17	22.48
All Grades	18.20	13.66	12.66	63.60	63.17	64.86	18.20	23.17	22.48

Conclusions based on this data:

1. GHS has had an increase in ELA standards met on the CAASPP and an decrease in "Standards not Met"; more support and teacher PLCs will be provided specifically to increase percentage.
2. Significant increase in reading and writing standard met; collaboration with ELA department for increased support will be continued.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	474	437	422	445	417	398	445	417	398	93.9	95.4	94.3
All Grades	474	437	422	445	417	398	445	417	398	93.9	95.4	94.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2478.	2497.	2518.	2.92	4.80	7.54	7.19	9.11	16.58	18.20	22.54	18.34	71.69	63.55	57.54
All Grades	N/A	N/A	N/A	2.92	4.80	7.54	7.19	9.11	16.58	18.20	22.54	18.34	71.69	63.55	57.54

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.49	5.28	9.80	24.94	34.29	30.90	70.56	60.43	59.30
All Grades	4.49	5.28	9.80	24.94	34.29	30.90	70.56	60.43	59.30

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.27	5.04	8.79	55.06	59.23	52.01	40.67	35.73	39.20
All Grades	4.27	5.04	8.79	55.06	59.23	52.01	40.67	35.73	39.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.37	5.52	6.78	55.28	58.03	58.54	41.35	36.45	34.67
All Grades	3.37	5.52	6.78	55.28	58.03	58.54	41.35	36.45	34.67

Conclusions based on this data:

- Overall achievement for students has increased in Standards Exceeded and Standards Met, and conversely decreased in Nearly Met and Not Met; Math department has focused on student prep and participated in math conferences for student learning retention.
- Growth in all subcategories for 24-45 CAASPP Math in Above Standards.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1511.5	1474.6	1482.2	1496.6	1451.7	1461.0	1525.9	1497.1	1502.9	141	136	156
10	1507.6	1513.4	1495.7	1488.9	1496.8	1470.7	1525.7	1529.4	1520.2	156	137	124
11	1514.9	1515.1	1524.2	1498.5	1504.4	1506.7	1530.7	1525.3	1541.3	147	131	117
12	1514.7	1518.8	1517.0	1494.7	1512.4	1504.8	1534.1	1524.7	1528.7	104	117	118
All Grades										548	521	515

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	9.93	1.47	3.25	22.70	18.38	14.29	35.46	22.06	28.57	31.91	58.09	53.90	141	136	154
10	7.74	5.11	5.65	25.81	30.66	19.35	29.03	32.12	29.84	37.42	32.12	45.16	155	137	124
11	6.80	11.45	8.62	27.21	19.08	24.14	29.25	29.77	31.90	36.73	39.69	35.34	147	131	116
12	12.50	11.21	11.21	22.12	24.14	20.69	25.96	25.86	28.45	39.42	38.79	39.66	104	116	116
All Grades	8.96	7.12	6.86	24.68	23.08	19.22	30.16	27.50	29.61	36.20	42.31	44.31	547	520	510

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	15.60	4.41	7.79	30.50	27.94	24.03	29.08	21.32	25.32	24.82	46.32	42.86	141	136	154
10	12.90	16.79	8.06	34.84	40.15	27.42	18.06	16.06	25.00	34.19	27.01	39.52	155	137	124
11	14.97	19.85	18.97	35.37	28.24	27.59	19.05	17.56	21.55	30.61	34.35	31.90	147	131	116
12	15.38	25.00	17.24	34.62	28.45	29.31	15.38	12.93	19.83	34.62	33.62	33.62	104	116	116
All Grades	14.63	16.15	12.55	33.82	31.35	26.86	20.66	17.12	23.14	30.90	35.38	37.45	547	520	510

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	2.13	0.74	0.65	18.44	8.82	8.44	36.17	19.85	25.97	43.26	70.59	64.94	141	136	154
10	1.94	2.92	5.65	19.35	18.25	15.32	33.55	35.77	28.23	45.16	43.07	50.81	155	137	124
11	3.40	3.82	7.76	12.93	11.45	11.21	37.41	28.24	37.93	46.26	56.49	43.10	147	131	116
12	5.77	3.45	4.31	20.19	8.62	13.79	27.88	34.48	31.03	46.15	53.45	50.86	104	116	116
All Grades	3.11	2.69	4.31	17.55	11.92	11.96	34.19	29.42	30.39	45.16	55.96	53.33	547	520	510

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	8.51	1.47	5.19	60.99	48.53	37.66	30.50	50.00	57.14	141	136	154
10	7.10	9.49	4.03	58.06	59.12	50.81	34.84	31.39	45.16	155	137	124
11	6.80	10.69	12.07	55.10	41.98	43.97	38.10	47.33	43.97	147	131	116
12	10.58	6.90	6.09	47.12	50.00	43.48	42.31	43.10	50.43	104	116	115
All Grades	8.04	7.12	6.68	55.94	50.00	43.61	36.01	42.88	49.71	547	520	509

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	52.86	21.37	33.77	23.57	34.35	27.27	23.57	44.27	38.96	140	131	154
10	46.00	39.39	34.17	24.67	33.33	27.50	29.33	27.27	38.33	150	132	120
11	40.00	42.75	47.37	32.41	26.72	24.56	27.59	30.53	28.07	145	131	114
12	46.60	53.51	53.15	14.56	15.79	20.72	38.83	30.70	26.13	103	114	111
All Grades	46.28	38.78	41.28	24.54	27.95	25.25	29.18	33.27	33.47	538	508	499

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	12.06	4.41	3.90	34.75	20.59	26.62	53.19	75.00	69.48	141	136	154
10	11.61	9.49	12.10	36.13	34.31	32.26	52.26	56.20	55.65	155	137	124
11	8.16	6.87	8.62	29.25	29.77	36.21	62.59	63.36	55.17	147	131	116
12	10.58	3.48	6.03	30.77	29.57	33.62	58.65	66.96	60.34	104	115	116
All Grades	10.60	6.17	7.45	32.91	28.52	31.76	56.49	65.32	60.78	547	519	510

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.71	0.00	0.00	70.92	42.65	53.25	28.37	57.35	46.75	141	136	154
10	1.29	0.73	0.81	68.39	67.15	56.45	30.32	32.12	42.74	155	137	124
11	6.12	5.34	5.17	57.14	58.78	62.93	36.73	35.88	31.90	147	131	116
12	8.65	4.31	5.22	50.00	59.48	63.48	41.35	36.21	31.30	104	116	115
All Grades	3.84	2.50	2.55	62.52	56.92	58.55	33.64	40.58	38.90	547	520	509

Conclusions based on this data:

1. Increase in EL levels 1 and 2 for all grades.
2. More support for English Learners and Long-Term English Learners to support growth in development to higher EL levels.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1987	92%	29.1%	0.4%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	578	29.1%
Foster Youth	8	0.4%
Homeless	203	10.2%
Socioeconomically Disadvantaged	1829	92%
Students with Disabilities	324	16.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	313	15.8%
American Indian	3	0.2%
Asian	378	19%
Filipino	20	1%
Hispanic	989	49.8%
Two or More Races	81	4.1%
Pacific Islander	69	3.5%
White	101	5.1%

Conclusions based on this data:

- 92% of our student population are socioeconomically disadvantaged.

2. Hispanic students make up about 50% of our student population.

3. Our English Learner population continues to be 29%.

School and Student Performance Data

Overall Performance

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Yellow

English Learner Progress



Red

College/Career



Orange

Conclusions based on this data:

1. Our highest performance level continues to be our Graduation rate.
2. Our lowest performance level is in English Learner Progress.
3. Performance levels are equivalent in Math and English Language Arts.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>27 points below standard</p> <p>Increased 13.1 points</p> <p>376 Students</p>	<p>English Learners</p> <p>Orange</p> <p>74.9 points below standard</p> <p>Increased 43.4 points</p> <p>126 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>66.7 points below standard</p> <p>Increased 41.6 points</p> <p>73 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>Orange</p> <p>63.5 points below standard</p> <p>Increased 46.6 points</p> <p>46 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>34.7 points below standard</p> <p>Increased 9.4 points</p> <p>353 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>125.1 points below standard</p> <p>Increased 29.8 points</p> <p>59 Students</p>	<p>African American</p>  <p>Red</p> <p>87.6 points below standard</p> <p>Declined 14.2 points</p> <p>56 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Yellow</p> <p>0.3 points below standard</p> <p>Increased 21.5 points</p> <p>73 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>20.3 points below standard</p> <p>Increased 27.2 points</p> <p>195 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>58.3 points below standard</p> <p>Declined 57.1 points</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>97 points below standard</p> <p>14 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>58.5 points below standard</p> <p>Increased 10.5 points</p> <p>19 Students</p>

Conclusions based on this data:

1. Overall our students are in the middle range performance level (yellow) and had a significant increase of 13.1 points.
2. Our EL population and Long-term EL student population performance has increased by more than 40 points.
3. All subgroups increased except our African American subgroup.

School and Student Performance Data

Academic Performance Mathematics

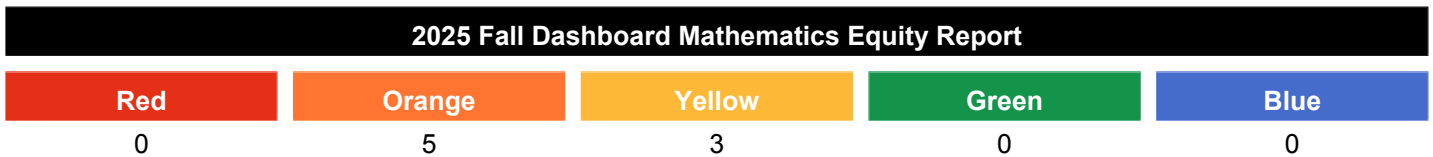
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>105.5 points below standard</p> <p>Increased 23 points</p> <p>382 Students</p>	<p>English Learners</p> <p>Orange</p> <p>135.6 points below standard</p> <p>Increased 45.3 points</p> <p>131 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>134.9 points below standard</p> <p>Increased 40.8 points</p> <p>72 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>Orange</p> <p>140.5 points below standard</p> <p>Increased 47.5 points</p> <p>50 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>110.8 points below standard</p> <p>Increased 20.6 points</p> <p>358 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>166.2 points below standard</p> <p>Increased 69.7 points</p> <p>59 Students</p>	<p>African American</p>  <p>Orange</p> <p>130.3 points below standard</p> <p>Increased 48.6 points</p> <p>57 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Yellow</p> <p>99.7 points below standard</p> <p>Increased 17.5 points</p> <p>76 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>105.3 points below standard</p> <p>Increased 18.3 points</p> <p>196 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>169.8 points below standard</p> <p>Declined 34.8 points</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>91.6 points below standard</p> <p>14 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>153.6 points below standard</p> <p>Declined 5.4 points</p> <p>20 Students</p>

Conclusions based on this data:

1. Overall the performance level of students increased by 23 points.
2. African American students have significantly increased by 48 points.
3. EL students performance has increased significantly from last year in both long term and overall by more than 40 points in each.

School and Student Performance Data

Academic Performance Science

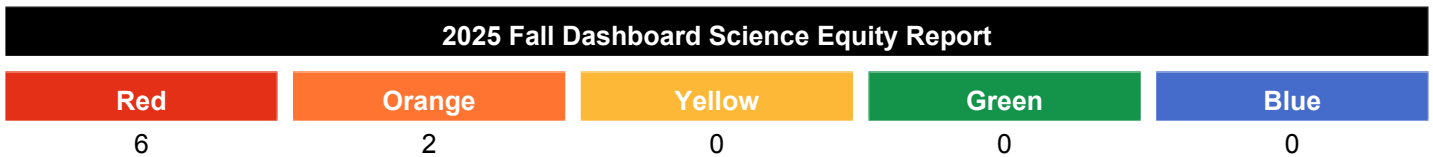
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
<p>Orange</p> <p>35.1 science points</p> <p>Declined 3.8 points</p> <p>383 Students</p>	<p>Red</p> <p>30.4 science points</p> <p>Maintained -0.8 points</p> <p>133 Students</p>	<p>Red</p> <p>29.5 science points</p> <p>Declined 2.2 points</p> <p>70 Students</p>
Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Red</p> <p>25.3 science points</p> <p>Declined 9.8 points</p> <p>47 Students</p>	<p>Red</p> <p>34.7 science points</p> <p>Declined 3.8 points</p> <p>359 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>29.6 science points</p> <p>Maintained 1.4 points</p> <p>67 Students</p>	<p>African American</p>  <p>Red</p> <p>26.9 science points</p> <p>Declined 4.1 points</p> <p>60 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>39.8 science points</p> <p>Declined 2.4 points</p> <p>80 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>35.9 science points</p> <p>Declined 2.6 points</p> <p>195 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>29.2 science points</p> <p>12 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>39.2 science points</p> <p>Increased 3.3 points</p> <p>17 Students</p>

Conclusions based on this data:

1. Performance in Science has had an overall declination.
2. Support will be given to enrich academic performance in this area.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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.

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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.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 29.9 making progress. Number Students: 445 Students	Long-Term English Learner Progress  Red 33.1 making progress. Number Students: 296 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.

2025 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
24.7%	45.3%	0.7%	29.3%

Conclusions based on this data:

- 29% of our EL students made progress towards proficiency by progressing at least one level; 3 % higher than previous year.
- 45% of our EL students maintained their present levels; 3% higher than previous year.
- The overall performance level for our EL and Long-Term EL students is in the lowest levels; more support will be given.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

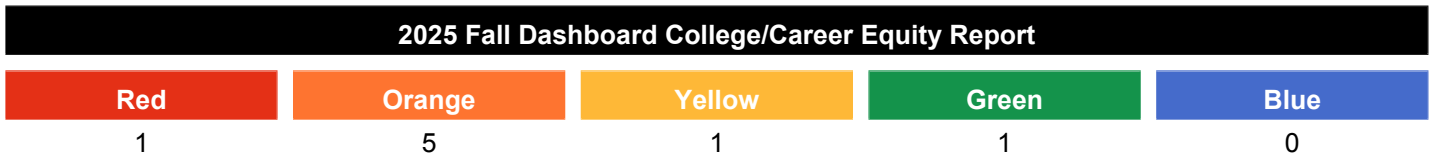
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>Prepared 39.6%</p> <p>Declined 2.1%</p> <p>434 Students</p>	<p>English Learners</p> <p>Orange</p> <p>Prepared 23.5%</p> <p>Maintained 0.6%</p> <p>149 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>Prepared 29.5%</p> <p>Maintained 1.5%</p> <p>88 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>Orange</p> <p>Prepared 18.9%</p> <p>Maintained -1.6%</p> <p>95 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>Prepared 38.7%</p> <p>Maintained -1.9%</p> <p>408 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>Prepared 8.5%</p> <p>Declined 5.8%</p> <p>59 Students</p>	<p>African American</p>  <p>Orange</p> <p>Prepared 25.4%</p> <p>Declined 2.6%</p> <p>71 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Green</p> <p>Prepared 57.3%</p> <p>Increased 14.6%</p> <p>103 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>Prepared 37.2%</p> <p>Declined 11%</p> <p>196 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Prepared 52.9%</p> <p>Increased 17.2%</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Prepared 28.6%</p> <p>Maintained</p> <p>21 Students</p>

Conclusions based on this data:

1. Decrease in College/Career Readiness Academic preparedness for all subgroups excluding Asian students.
2. Hispanic students preparedness has declined by 11%; more support to be given.

School and Student Performance Data

Academic Engagement Graduation Rate

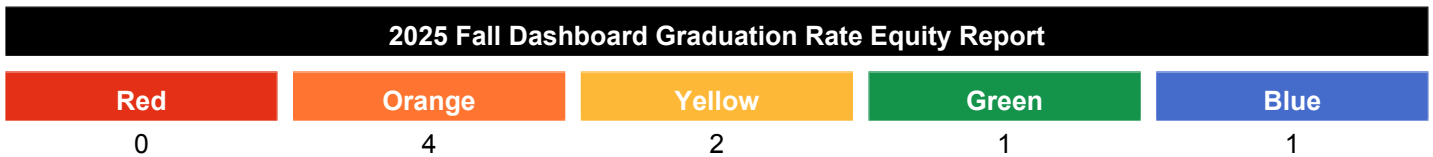
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>90.9% graduated</p> <p>Maintained -0.7%</p> <p>439 Students</p>	<p>English Learners</p>  <p>Yellow</p> <p>86.3% graduated</p> <p>Maintained 0.2%</p> <p>153 Students</p>	<p>Long-Term English Learners</p>  <p>Green</p> <p>94.5% graduated</p> <p>Increased 6.7%</p> <p>91 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Homeless</p>  <p>Orange</p> <p>79.4% graduated</p> <p>Declined 13%</p> <p>97 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>90.6% graduated</p> <p>Declined 1.1%</p> <p>413 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>75.4% graduated</p> <p>Maintained 0.8%</p> <p>61 Students</p>	<p>African American</p>  <p>Orange</p> <p>90.1% graduated</p> <p>Declined 1%</p> <p>71 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>95.2% graduated</p> <p>Declined 1.3%</p> <p>104 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>88.4% graduated</p> <p>Declined 2.3%</p> <p>198 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>88.9% graduated</p> <p>Declined 4%</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Increased 5%</p> <p>11 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>85.7% graduated</p> <p>Increased 4.8%</p> <p>21 Students</p>

Conclusions based on this data:

1. Overall graduation rate of 91% has been maintained.
2. Declinations in specific subgroups has been less than 4%

School and Student Performance Data

Conditions & Climate Suspension Rate

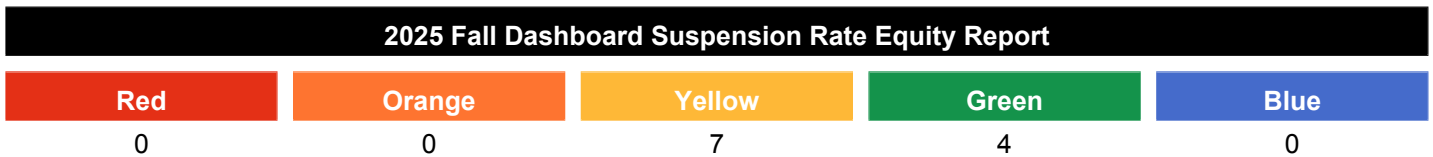
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>6.2% suspended at least one day</p> <p>Declined 3.7%</p> <p>2230 Students</p>	<p>English Learners</p> <p>Green</p> <p>5.6% suspended at least one day</p> <p>Declined 1.1%</p> <p>666 Students</p>	<p>Long-Term English Learners</p> <p>Green</p> <p>4.9% suspended at least one day</p> <p>Declined 2.7%</p> <p>386 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>17.6% suspended at least one day</p> <p>Declined 29.4%</p> <p>17 Students</p>	<p>Homeless</p> <p>Yellow</p> <p>8.1% suspended at least one day</p> <p>Declined 3.3%</p> <p>307 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>6.5% suspended at least one day</p> <p>Declined 3.8%</p> <p>2075 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>8% suspended at least one day</p> <p>Declined 6%</p> <p>361 Students</p>	<p>African American</p>  <p>Yellow</p> <p>10.2% suspended at least one day</p> <p>Declined 9.9%</p> <p>361 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>4.4% suspended at least one day</p> <p>Maintained -0.2%</p> <p>409 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>8.7% suspended at least one day</p> <p>Increased 3.1%</p> <p>23 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>5.4% suspended at least one day</p> <p>Declined 2.3%</p> <p>1096 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>9.3% suspended at least one day</p> <p>Declined 6.5%</p> <p>129 Students</p>	<p>Pacific Islander</p>  <p>Yellow</p> <p>6.5% suspended at least one day</p> <p>Declined 8.9%</p> <p>77 Students</p>	<p>White</p>  <p>Green</p> <p>4.6% suspended at least one day</p> <p>Declined 5.3%</p> <p>131 Students</p>

Conclusions based on this data:

1. Our suspension rate has only slightly decreased overall by 3.7%
2. Significant declination of suspension rate among African American students by 9.9%

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.

ELA (SBAC):
 Students meeting standards increased by 8%, while those not meeting standards decreased by 7%. Other levels remained stable.

Math (SBAC):
 Students exceeding standards increased by 3% and meeting standards by 7%. "Nearly Met" decreased by 4%, and "Not Met" decreased by 6%, with a notable drop from 64% to 58%.

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	47% ELA SBAC 24% Math SBAC 91% Grad Rate CA Dashboard Baseline data year	55% ELA SBAC 35% Math SBAC 95% Grad Rate 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	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. To also increase graduation rate for all students.	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	38,000.00 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	Tutoring and academic enrichment will be provided by community partners for English Learners to increase EL levels and improve English performance.	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	25,000.00 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.	135,623.00 Title I Basic 2000-2999: Classified Personnel Salaries Position Control 100,354.00 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: 2025-26

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.

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 39.6% of seniors were deemed prepared on the EAP College/Career indicators. This is a maintenance from the previous year.

There is a significant 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% Graduation Rate	95% Graduation Rate
	55.85% AP Passage Rate	70% AP Passage Rate
	9.2% enrolled in dual/concurrent	12% 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.	40,000 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 programs, student leadership and achievement, a Student Support Teacher will be provided.	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	85,502.00 Title I Basic 1000-1999: Certificated Personnel Salaries 2.3 - Salary Position Control - AVID Teachers 56,019 Title I Basic 3000-3999: Employee Benefits 2.3 - Benefits Position Control - AVID Teachers
2.4	Increase Academic Achievement and Decrease Disproportionalities within all Socioeconomic students by purchasing computers, computer accessories, software, and technology platforms.	All students including English Learners, Foster Youth, students who are socioeconomically disadvantaged and students with disabilities.	10,000.00 Title I Basic 4000-4999: Materials and Supplies
2.5			
2.6			
2.7			
2.8			
2.9			
2.10			
2.11			

Annual Review

SPSA Year Reviewed: 2025-26

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 supplement 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.

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

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, Athletics, 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 3.7%. 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	76% 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.	16,000.00 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 climate and culture activities to increase student participation.	All Students. English Learners. Foster Youth. Low Income, Schoolwide	5,000.00 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	8,000.00 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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 #2 added for implementation of increased student engagement through climate relevant workshop.

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.	5,000.00 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	11,201.00 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Food and Light Refreshments
4.3			

Annual Review

SPSA Year Reviewed: 2025-26

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 Parent College nights, information nights, orientation, and Open House/ Recruitment Fair for 25-26 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 implementation of alternative means of correction to improve suspension rates and improve the climate/culture of the campus.	All students and staff	3,000.00 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	19,781.00 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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.

PD for all safety staff.

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

Goal rewritten for materials.

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	\$608,480
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$608,480.00
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	\$592,279.00
Title I Parent and Family Engagement	\$16,201.00

Subtotal of additional federal funds included for this school: \$608,480.00

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: \$608,480.00

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	592,279.00
Title I Parent and Family Engagement	16,201.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	95,176.00
2000-2999: Classified Personnel Salaries	135,623.00
3000-3999: Employee Benefits	156,699.00
4000-4999: Materials and Supplies	69,201.00
5000-5999: Operating Expenditures	113,781.00
5800: Professional/Consulting Services And Operating Expenditures	38,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	95,176.00
2000-2999: Classified Personnel Salaries	Title I Basic	135,623.00
3000-3999: Employee Benefits	Title I Basic	156,699.00
4000-4999: Materials and Supplies	Title I Basic	58,000.00
5000-5999: Operating Expenditures	Title I Basic	108,781.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic	38,000.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	11,201.00
5000-5999: Operating Expenditures	Title I Parent and Family Engagement	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	298,977.00
Goal 2	241,521.00
Goal 3	29,000.00
Goal 4	16,201.00
Goal 5	22,781.00

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
Quinn Cataldi	Classroom Teacher
Janie Mitchell	Classroom Teacher
Anthony Malisaukas	Classroom Teacher
Sarah Overstreet	Other School Staff
Dawn Belli-Herrera	Parent or Community Member
Melissa San Gabriel	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 .

Attested:

Principal, DARRIS HINSON on

SSC Chairperson, Kyla Taylor on

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

BOARD POLICY (BP 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

Policy Statement

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

Applicability

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

Authority of School Staff

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

Exceptions

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

Liability

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

ADMINISTRATIVE REGULATION (AR 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

1. Definitions

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

2. Standard: “Off and Away”

“Off and away” means:

- Device is powered off, on silent, or in “Do Not Disturb” mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff

3. Applicability

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

4. Elementary and K–8 Expectations

Grades TK–6 (Elementary)

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
 - Before school
 - Instructional time
 - Recess
 - Lunch
- No student use is permitted during the school day unless:
 - Explicitly authorized by staff for instructional purposes
 - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

Grades 7–8 (Middle School)

- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
 - Passing periods
 - Lunch
- Use is permitted only:
 - With staff authorization for instructional purposes
 - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

5. Secondary Expectations (Grades 9–12)

- Devices must be off and away during instructional time.
- Use may be permitted:
 - Before school
 - Passing periods
 - During lunch
- Teachers may authorize use for instructional purposes when:
 - Clearly aligned to instructional objectives
 - Structured and time-bound
 - Actively monitored and supervised

6. Classroom Expectations

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
 - Authorized by the teacher
 - Used for instructional purposes

7. Permitted Use / Exceptions

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

8. Prohibited Conduct

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

9. Staff Authority and Response to Misuse

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

10. Handling, Storage, and Care of Devices

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
 - Storage
 - Documentation
 - Logging devices in and out
 - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

11. Search of Devices

Personal electronic devices shall not be searched except in accordance with law and district policy.

12. Privacy and Safety

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

13. Emergency Procedures

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

14. Access and Equity

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

15. Site Implementation

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

16. Communication and Review

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.