

“The Aggressive and Unrelenting Pursuit of Excellence”



“ All Students Can Achieve Greatness”

WASC

## Mid-Cycle Review Report

1400 Grand Avenue

Sacramento California, 95838

Twin Rivers Unified School District

March 14-15, 2022

Accrediting Commission for Schools

Western Association of Schools and Colleges

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## **I. Student/Community Profile and Supporting Data and Findings**

Grant Union High School was established in 1932 and is the oldest and largest high school in the Twin Rivers Unified School District. Nestled in the fiercely urban community of Del Paso Heights in Sacramento California, Grant Union High School is the centerpiece of a neighborhood plagued by poverty, high criminal activity, teen pregnancy, gangs, and drop-outs. Within these meager surroundings, Grant Union High School sits as a pillar for progress, and for many, a chance at a bright educational future. Current enrollment approaches 2000 students. Declining enrollment has been a challenge district wide. We have experienced a large influx of students from Latin America (which is a high transient population). Our enrollment of South East Asian students has declined due in large part to the upward mobility of that community. Many of the families that have traditionally enrolled at Grant have relocated to more affluent areas in the greater Sacramento region. While the overall enrollment numbers have decreased district wide, in the last three years the number of graduating seniors has increased, except the year of the pandemic, we had our first drop in our graduation rate.

We were proud to offer all of our programs, academies, and CTE pathways even when we transitioned to total Distance Learning during the 2019/2020 school year. Our belief is that by engaging students in rigorous, relevant and meaningful programs like academies, clubs, and athletics, students are drawn to our school culture. Our Schoolwide Learner Outcome (SLO): “to provide a safe learning environment that prepares students for college and career pathways by developing their critical thinking and problem solving skills, interpersonal and social skills, and their perseverance to

attain their post-secondary goals” is the driving force behind all that we offer in the classroom and overall school environment.

There is a strong legacy of generations coming through the school that has established a viable population of alumni affectionately known as Pacers4Life. Their children, grandchildren and extended family are a significant number of enrolled students in every classroom throughout the campus which promotes a family atmosphere with strong community ties.

**Grant Union High School Enrollment by Subgroup**

Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported	English Learners	Foster Youth	Homeless Youth	Migrant Education	Students with Disabilities	Socioeconomically Disadvantaged
2020-21	2,088	17.39%	0.86%	15.23%	0.91%	53.26%	2.97%	4.50%	2.73%	2.16%	21.46%	0.29%	1.77%	0.00%	16.14%	92.91%
2019-20	2,002	18.30%	0.50%	14.90%	0.90%	54.10%	2.30%	4.10%	2.90%	1.80%	19.78%	0.35%	5.59%	0.00%	14.09%	92.76%
2018-19	1,987	19.30%	0.50%	15.40%	0.80%	52.50%	2.80%	4.50%	2.80%	1.40%	17.21%	0.25%	7.80%	0.00%	13.74%	83.74%

**Grant Union High School Enrollment by Gender and Grade**

Year	Gender	Total	9th Grade	10th Grade	11th Grade	12th Grade
2020-21	Female	1048	304	266	265	213
	Male	1040	313	288	249	190
	Total	2088	617	554	514	403
2019-20	Female	989	291	285	229	184
	Male	1013	303	288	237	185
	Total	2002	594	573	466	369
2018-19	Female	935	297	254	220	164
	Male	1052	310	285	227	230
	Total	1987	607	539	447	394

The diverse community profile is reflected in the student population of Grant Union High School with 53.2% Hispanic or Latino, 15.23% Asian, 17.39% African-American, 4.5% Caucasian and 3% other (mainly Pacific Islander and Native American). This beautiful diversity offers a myriad of experiences preparing our students to be socially adjusted to meet the professional standards of the world.

The largest single significant subgroup at Grant Union High School is the subgroup deemed Socioeconomically Disadvantaged, making up over 84% of the

student population. This has resulted in Grant Union High School being identified as a schoolwide Title I program and all students qualifying for free/reduced lunch. The next largest significant subgroup at Grant Union High School is the English Learner population which includes approximately 26% of our students. Grant Union High School's special education population makes up approximately 16% of the total enrollment. The combined total of these two subgroups make up 42% of our school population as we continue to be aggressive and unrelenting.

Our administrative team is comprised of Principal Darris Hinson, who is an alumni of Grant Union High School, Deputy Principal Marlisa Rodriguez, and two Vice Principals, Carl Moise, and Kim Davie, who is also an alumni of Norte Del Rio/Grant Union High School. Our staff includes 107 Teachers, 6 Counselors, 1 Athletic Director and an MTSS specialist (new position). Normally, we also have an Activities Director, but she was promoted to a vice principal within the district and her position has not yet been filled. Additionally, we have a 64 member support staff that includes office clerical, paraprofessionals, Academic Intervention Specialists, Campus Safety Specialists, custodians, and health assistants.

While our certificated staff's ethnicity does not match the overall student population, there has been a concerted effort to hire a diverse certificated and classified staff to better reflect the cultural richness of our school. To that end, people of color make up more than 50% of our certificated staff. The same can be said of our classified staff. Additionally, there are several certificated and classified staff that are graduates of Grant Union High School which gives an even deeper level of connection to the student body and community at large.

Subgroup	All Certificated Staff		
	2017-18	2018-19	2019-20
American Indian or Alaska Native	1.0%	0.9%	1.0%
African American	21.9%	25.7%	23.2%
Asian	11.4%	14.7%	16.2%
Filipino	1.0%	0.0%	0.0%
Hispanic or Latino	11.4%	11.0%	12.1%
Pacific Islander	1.0%	0.0%	0.0%
White	43.8%	45.0%	44.4%
Two or More Races	8.6%	2.8%	3.0%
Male	50.5%	51.4%	49.5%
Female	49.5%	48.6%	50.5%

**GUHS Vision:**

All Pacers will graduate with a High School diploma.

**GUHS Mission:**

We exist to inspire all students to become AGGRESSIVE and UNRELENTING in their pursuit of academic, social, artistic, athletic and career EXCELLENCE.

**TRUSD Vision:**

An unwavering focus on powerful and engaging learning that prepares students for college, career, and life success.

**TRUSD Mission:**

To inspire each student to extraordinary achievement every day.

## **TRUSD LCAP Goals:**

1. Increasing Academic Achievement/Decreasing Disproportionalities
2. College and Career Readiness
3. Improve Culture and Climate through Increased Student Engagement
4. Increase Parent Engagement
5. Provide Facilities that are Clean, Safe, and Conducive to Learning

## **GUHS Schoolwide Learner Outcome:**

“GUHS will provide a safe learning environment to prepare students for college and career pathways by developing their critical thinking, problem solving, interpersonal, and social skills with the perseverance to attain their post-secondary goals.” We align our targets for academic achievement with the overall goals of the district. Our ambition to be a school where over 50% of our students meet or exceed proficiency on SBAC in ELA and Math can be accomplished by showing yearly incremental growth over a period of time. As our progress monitoring improves at the 9th and 10th grade level we should be able to predict our challenges and areas of growth. The more efficient we are in our PLC’s will further support goals. The charge of being a 50-50 district using these data points is a district wide initiative, so the implications by comparison with other districts statewide can be quite telling for our contribution at closing the achievement gap.

By 2021-22, TR will be a 50/50 district in SBAC results, with each school growing no less than 4% (ELA) and 7% (math) each year.

By 2021-22, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year.

By 2021-22, TR will have a 92% cohort graduation rate with each high school increasing by 2% each year or maintaining 95% or higher.

Graduation, Dropout and Completion Rates

Last updated: 9/2/2020

Source: DataQuest/CALPADS 15.1

Site	Cohort Graduation Rate			1-Year Change	% A-G			1-Year Change	Cohort Dropout Rate			1-Year Change
	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20		2017-18	2018-19	2019-20	
Grant Union High	91.2%	92.9%	90.7%	-2.2%	34.8%	39.6%	41.8%	2.2%	5.2%	4.3%	5.1%	0.8%
<b>SpEd Completion Rate</b>												
	2017-18	2018-19	2019-20	1-Year Change								
	1.6%	1.0%	0.5%	-0.5%								
Grant Union High: Race/Ethnicity	2017-18		2018-19		2019-20		1-Year Rate Change					
	Cohort Graduation Rate	Cohort Dropout Rate	Cohort Graduation Rate	Cohort Dropout Rate	Cohort Graduation Rate	Cohort Dropout Rate	Cohort Graduation Rate	Cohort Dropouts Rate				
Hispanic or Latino of Any Race	92.9	4.4	93.0	4.0	91.8	5.1	-1.2	1.1				
American Indian or Alaska Native, Not Hispanic	--	--	--	--	--	--	--	--				
Asian, Not Hispanic	92.0	2.7	100.0	0.0	93.7	3.2	-6.3	3.2				
Pacific Islander, Not Hispanic	100.0	0.0	81.8	18.2	--	--	--	--				
Filipino, Not Hispanic	100.0	0.0	--	--	--	--	--	--				
African American, Not Hispanic	87.1	8.2	89.6	9.1	92.6	4.9	3.0	-4.2				
White, Not Hispanic	87.5	12.5	93.8	0.0	57.1	14.2	-36.7	14.2				
Two or More Races, Not Hispanic	91.7	0.0	78.6	0.0	--	--	--	--				
Not Reported	83.3	16.7	--	--	--	--	--	--				
English Learners	85.3	6.9	83.3	10.3	76.7	13.7	-6.6	3.4				
Socioeconomically Disadvantaged	91.4	5.3	92.9	4.4	90.4	5.8	-2.5	1.4				
Students with Disabilities	83.6	5.5	84.2	5.3	76.4	9.1	-7.8	3.8				
Foster Youth	66.7	33.3	--	--	--	--	--	--				
Homeless	88.2	11.8	85.5	9.1	85.1	10.5	-0.4	1.4				

**1. What are the implications of the data with respect to student performance?**

With respect to our Cohort Graduation Rates, A-G Completion, and Cohort Dropout Rates, we see African American students have increased incrementally over a 3yr period in all areas, and decreased in the area of dropouts. Groups like Hispanic, Asian, and Socially Economically Disadvantaged showed some growth, but were obviously impacted by school closure during the pandemic.

It must be noted that community based programs that work with our African American students strategically continued to do so through the pandemic. We were not able to offer programs like PIQE and EBAYC who serve our Hispanic and Hmong student populations and their parents respectively. After starting the school year in full on Distance Learning we were able to re-engage with community partners like PIQE, EBAYC, and RFDC.

**2. Select 2 to 3 major preliminary learner needs based on the data.**

Our schoolwide instructional focus for the past 3yrs has been Close Reading. In that respect we found that our students struggle with literacy related to understanding and providing a comprehensive academic response across subject areas.

This also has a direct correlation to our EL students especially Lvl 1 and 2. We identified a need for teachers to use strategic instructional practices that target literacy, and offer more visual learning tools to support more than 1 learning modality.



**Career Technical Education Pathway Concentrators and Completers**

Last updated: 11/19/20

Source: CALPADS

Site	CTE Industry Sector	CTE Pathway	2017-2018		2018-2019		2019-2020	
			# Concentrators Only	# Completers	# Concentrators Only	# Completers	# Concentrators Only	# Completers
Grant Union High	Agriculture and Natural Resources	104-Forestry and Natural Resources	N/A	N/A	39	31	43	25
	Agriculture and Natural Resources	105-Ornamental Horticulture	45	34	N/A	N/A	N/A	N/A
	Arts, Media, and Entertainment	111-Design, Visual, and Media Arts	59	20	N/A	37	64	N/A
	Arts, Media, and Entertainment	112-Performing Arts	N/A	N/A	63	N/A	51	18
	Arts, Media, and Entertainment	113-Production and Managerial Arts	N/A	N/A	51	N/A	N/A	29
	Energy and Utilities	143-Energy and Power Technology	91	12	57	7	N/A	N/A
	Information and Communication Technologies	174-Software and Systems Development	N/A	N/A	22	N/A	29	3
	Business and Finance	182-Business Management	143	5	N/A	N/A	24	N/A
	Health Science and Medical Technology	198-Patient Care	8	10	31	10	22	23
	Public Services	232-Public Safety	41	56	31	32	26	N/A
<b>Total</b>			<b>376</b>	<b>136</b>	<b>286</b>	<b>117</b>	<b>251</b>	<b>96</b>

**1. What are the implications of the data with respect to student performance?**

The number of completers in each CTE Industry fluctuates from year to year. This is in part due to how students finish their 2 or 3yr commitment to their pathway. A Freshman could conceivably take their 1st course upon entering high school, and complete their senior year. Some CTE pathways do not have to be consecutive years. As a result we average about 100 completers per year.

**2. Select 2 or 3 major preliminary student learner needs based on data.**

Our school wide instructional focus for the past 3yrs has been Close Reading. In that respect we found that our students struggle with literacy related to understanding and providing a comprehensive academic response across subject areas.

This also has a direct correlation to our EL students especially Lvl 1 and 2. We identified a need for teachers to use strategic instructional practices that target literacy, and offer more visual learning tools to support more than 1 learning modality.

**SAT School Day Summaries**

Last updated: 11/12/2019

Source: SAT Score Reporting site from College Board

SAT School Day Results Grant Union High									
Date	12th Grade Enrollment	Number Tested	% Tested of 12th Grade Enrollment	Average Score: Evidence-Based Reading and Writing	Average Score: Math	Average Score: Total	Percent meeting Evidence-Based Reading and Writing	Percent meeting Math	Percent meeting Both
October 16th, 2019	375	294	78.4%	445	436	881	30%	12%	9%
October 10th, 2018	392	325	82.9%	446	428	874	31%	14%	13%
October 11th, 2017	377	299	79.3%	446	431	876	31%	14%	12%

**PSAT Single Year Grade Level Summaries**

Last updated: 12/05/2019

Source: PSAT Score Reporting site from College Board

PSAT Results Grant Union High										
Year	Grade	Enrollment Grade 11	Number Tested	% Tested	Average Score: Evidence-Based Reading and Writing	Average Score: Math	Average Score: Total	Percent meeting Evidence-Based Reading and Writing	Percent meeting Math	Percent meeting Both
2019-20	11	462	370	80.1%	403	410	812	22%	6%	5%
2018-19	11	445	338	76.0%	425	404	830	34%	9%	8%
2017-18	11	468	359	76.7%	426	416	842	31%	9%	8%
2019-20	10	563	447	79.4%	379	389	768	23%	7%	6%
2018-19	10	537	413	76.9%	380	378	759	22%	7%	5%
2017-18	10	482	366	75.9%	409	400	808	39%	10%	9%
2019-20	9	595	462	77.6%	366	370	736	25%	13%	10%
2018-19	9	603	510	84.6%	361	360	721	21%	11%	9%
2017-18	9	600	480	80.0%	357	360	717	18%	9%	6%

TRUSD SBAC ELA Grant Union High	Asian				Black or African American				Hispanic or Latino				Native Hawaiian or Pacific Islander			
	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change
N	70	72	67	-5	79	67	73	6	190	213	195	-18	8	-	4	-
% Exceeded/Met	57.14	52.78	55.23	2.45	26.58	25.37	38.36	12.99	28.95	47.41	47.17	-0.24	-	-	-	-
% Exceeded	21.43	16.67	22.39	5.72	6.33	1.49	12.33	10.84	6.32	15.49	15.38	-0.11	-	-	-	-
% Met	35.71	36.11	32.84	-3.27	20.25	23.88	26.03	2.15	22.63	31.92	31.79	-0.13	-	-	-	-
% Nearly Met	24.29	31.94	28.36	-3.58	26.58	22.39	26.03	3.64	30.00	27.70	27.18	-0.52	-	-	-	-
% Not Met	18.57	15.28	16.42	1.14	46.84	52.24	35.62	-16.62	41.05	24.88	25.64	0.76	-	-	-	-

White				Economically Disadvantaged				English Learner				Students with Disability				School-wide			
'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change
17	15	11	-4	330	344	314	-30	57	56	61	5	54	44	42	-2	381	395	372	-23
41.18	66.67	54.54	-12.13	33.03	47.38	46.81	-0.57	3.51	16.07	8.20	-7.87	11.12	6.82	9.52	2.70	34.12	46.58	47.58	1.00
23.53	26.67	9.09	-17.58	9.70	16.28	16.24	-0.04	0.00	3.57	0.00	-3.57	5.56	2.27	0.00	-2.27	9.97	15.19	16.40	1.21
17.65	40.00	45.45	5.45	23.33	31.10	30.57	-0.53	3.51	12.50	8.20	-4.30	5.56	4.55	9.52	4.97	24.15	31.39	31.18	-0.21
17.65	20.00	9.09	-10.91	26.97	27.03	28.03	1.00	29.82	26.79	32.79	6.00	11.11	11.36	19.05	7.69	27.56	26.33	26.08	-0.25
41.18	13.33	36.36	23.03	40.00	25.58	25.16	-0.42	66.67	57.14	59.02	1.88	77.78	81.82	71.43	-10.39	38.32	27.09	26.34	-0.75

**1. What are the implications of the data with respect to student performance?**

With respect to the implications of SBAC data in ELA we have shown incremental growth the last 3yrs schoolwide. African American, and Asian have grown incrementally over the last 3yrs, and Hispanics have shown a significant increase. English Language Learners show incremental growth but there was a drop in 2019 along with Economically Disadvantaged.

**2. Select two or three major preliminary student learner needs based on data.**

Our schoolwide instructional focus for the past 3yrs has been Close Reading. In that respect we found that our students struggle with literacy related to understanding and providing a comprehensive academic response across subject areas. Every year all departments review the SBAC results under the direction of Admin at a staff meeting. At the end of the 2018 school year, the ELA 11 team decided to focus on a more authentic SBAC growth measure. We formally requested access to our students' 8th grade and 11<sup>th</sup> grade results side by side for the previous year. We also requested access to our students' 8th grade results for the upcoming year. Our site data access did not allow us

to easily pull this information. The district data department did not send us this information. In the Fall of 2019 we again made these requests. We then chose two standards (W.1 and W.4) of focus for our first unit and set a goal of 50% mastery which mirrored our grade level SBAC proficiency goal (see study). We participated in the study in the first quarter and analyzed the results in the second quarter. Our plan was to then compare the 8<sup>th</sup> grade SBAC scores, our study scores, and the results of the current year's SBAC scores to better target growth trends. Unfortunately the district did not provide us the 8<sup>th</sup> grade scores and due to COVID the SBAC assessment was cancelled. This year we do have access to our students' 8th grade results and we are still unable to run a grade level report, we can only run a report for our individually assigned students. In addition we lose access to this data at the end of the school year when our roster changes. SBAC results arrive late in the year so we do not formally discuss them as a team until the Fall of the following year. Moving forward our site admin is working with the data department to establish a department head data role. This would solve our data access problem as a department head would have access to all students.

<https://docs.google.com/document/d/1F9XyiEUkOymh8bRXVpQdZ40F8Xn5rxwKzMeLJGCSR7U/edit?usp=sharing>

The ELA department has received professional development on weighted grading scales, illuminate/Google, My Perspectives Plus, AERIES, and Essential Standards. This also has a direct correlation to our EL students especially Lvl 1 and 2. We identified a need for teachers to use strategic instructional practices that target literacy, and offer more visual learning tools to support more than 1 learning modality.

TRUSD SBAC Math Grant Union High	Asian				Black or African American				Hispanic or Latino				Native Hawaiian or Pacific Islander			
	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change
N	72	71	67	-4	78	66	71	5	188	211	191	-20	7	-	0	-
% Exceeded/Met	20.83	23.95	29.85	5.90	7.69	4.55	8.45	3.90	6.00	10.42	13.09	2.67	-	-	-	-
% Exceeded	8.33	2.82	5.97	3.15	0.00	0.00	0.00	0.00	1.00	2.84	3.14	0.30	-	-	-	-
% Met	12.50	21.13	23.88	2.75	7.69	4.55	8.45	3.90	5.00	7.58	9.95	2.37	-	-	-	-
% Nearly Met	33.33	32.39	28.36	-4.03	12.82	13.64	14.08	0.44	20.00	20.85	25.13	4.28	-	-	-	-
% Not Met	45.83	43.66	41.79	-1.87	79.49	81.82	77.46	-4.36	73.00	68.72	61.78	-6.94	-	-	-	-

  

White				Economically Disadvantaged				English Learner				Students with Disability				School-wide			
'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change	'17	'18	'19	1-Year Change
17	15	11	-4	329	339	309	-30	56	55	61	6	53	44	46	2	379	390	364	-26
17.65	20.00	0.00	-20.00	10.64	14.15	14.88	0.73	1.79	1.82	1.64	-0.18	3.78	2.27	0.00	-2.27	10.82	13.33	15.11	1.78
0.00	0.00	0.00	0.00	2.74	2.65	2.91	0.26	0.00	0.00	0.00	0.00	1.89	2.27	0.00	-2.27	2.64	2.56	3.02	0.46
17.65	20.00	0.00	-20.00	7.90	11.50	11.97	0.47	1.79	1.82	1.64	-0.18	1.89	0.00	0.00	0.00	8.18	10.77	12.09	1.32
23.53	20.00	36.36	16.36	20.97	23.89	23.62	-0.27	7.14	12.73	3.28	-9.45	3.77	2.27	4.35	2.08	20.84	22.31	23.08	0.77
58.82	60.00	63.64	3.64	68.39	61.95	61.49	-0.46	91.07	85.45	95.08	9.63	92.45	95.45	95.65	0.20	68.34	64.36	61.81	-2.55

**1. What are the implications of the data with respect to student performance?**

It must be noted that overall our school wide performance on SBAC Math has been dismal. Asians have been our most effective group and have grown incrementally over the last 3yrs, while African American and Hispanic students have shown growth, but they are coming from much lower performance rates. EL students decreased in both ELA and Math. Economically Disadvantaged students make up more than 80% of our student population. We have found that as that group performs better or worse our school wide performance follows. Additionally, our data on students with disabilities SDC in particular is a challenge. SDC students at Grant Union High School take Integrated Math 1a, 1b and maybe Integrated Math 1. They are never exposed to Integrated Math 2&3 which are found throughout SBAC Math. African American and Hispanics make up more than 70% of our combined student population.

- 2. Select 2 to 3 preliminary student learner needs based on data.** Our schoolwide instructional focus for the past 3yrs has been Close Reading. The math department chair has provided professional development for math teachers on Desmos, Collaborative conversations, Growth mindset, Math Mindsets, Three read strategies for developing problem solving skills, Teamwork building strategies, Gallery walks, Google classroom, Writing Strategies for Math, Depth of Knowledge Analysis, Jam Board, Google Slides and how to run PLC for our IM1 and IM2 teacher leads.

The Math department did a deep dive and analysis of both the 8th grade and 11th grade SBAC scores in order to gain a deeper understanding of our students before they enter Grant as well as after they have been there for 3 years. Our SBAC scores are slowly improving based on the incoming 8th grade scores. Using those scores, the Math department compared actual gains from 8th to 11th and also compared them to the state average growth. Math concluded that Grant students actually grew more once students entered Grant than the state average.

This also has a direct correlation to our EL students especially Lvl 1 and 2. We identified a need for teachers to use strategic instructional practices that target literacy, and offer more visual learning tools to support more than 1 learning modality.

**ELPAC Summative Assessment Proficiency**

Last updated: 08/11/2020

Source: ELPAC Score Files 19-20 \*Testing was not fully completed in 2019-20 due to school closures from the COVID-19 pandemic. Caution should be used when

		2019-20				
Site & Proficiency Level		9th	10th	11th	12th	K-12
Grant Union High		107	72	63	44	286
	Level 4	0.93%	5.56%	1.59%	6.82%	3.15%
	Level 3	14.95%	18.06%	9.52%	25.00%	16.08%
	Level 2	44.86%	52.78%	46.03%	43.18%	46.85%
	Level 1	39.25%	23.61%	42.86%	25.00%	33.92%
		2018-19				
Site & Proficiency Level		9th	10th	11th	12th	K-12
Grant Union High		109	81	66	42	298
	Level 4	5.50%	11.11%	10.61%	9.52%	8.72%
	Level 3	23.85%	30.86%	22.73%	16.67%	24.50%
	Level 2	35.78%	25.93%	31.82%	47.62%	33.89%
	Level 1	34.86%	32.10%	34.85%	26.19%	32.89%
		2017-18				
Site & Proficiency Level		9th	10th	11th	12th	K-12
Grant Union High		79	74	60	46	259
	Level 4	8.86%	13.51%	16.67%	6.52%	11.58%
	Level 3	27.85%	25.68%	35.00%	45.65%	32.05%
	Level 2	36.71%	32.43%	25.00%	17.39%	29.34%
	Level 1	26.58%	28.38%	23.33%	30.43%	27.03%

**Students Reclassified-RFEP**

Last updated: 3/27/2020

Source: Dataquest & CALPADS

		2017-18		2018-19		2019-20		1-Year Change	
EL Reclassified RFEP in this school after prior Census Day through current Census Day		Prior Census Day 10/5/2016	Current Census Day 10/4/2017	Prior Census Day 10/4/2017	Current Census Day 10/3/2018	Prior Census Day 10/3/2018	Current Census Day 10/3/2019	#	%
Site Type	Site	#	%	#	%	#	%	#	%
High	Grant Union High	24	8.8%	3	1.0%	33	9.6%	30	8.6%

**1. What are the implications of the data with respect to student performance?**

With respect to our ELPAC assessments our data shows that not only at Grant Union High School, but districtwide, our largest percentage of students are Level 2's. 3 years ago our largest Level, including districtwide, was Level 3's. Level 4's tend to increase as the class level increases up to the Junior year. Overall, the Level 1's and Level 2's are our largest EL groups.

We have reclassified more students over the last three years, and mainstreamed Lv1 and Lv2 into the general educational program. The challenge has been the level of support offered to those students for both academic achievement and social emotional adjustment.

2. **Select 2 to 3 preliminary student learner needs based on data.** Our schoolwide instructional focus for the past 3yrs has been Close Reading. In that respect we found that our students struggle with literacy related to understanding and providing a comprehensive academic response across subject areas.

This also has a direct correlation to our EL students especially Lvl 1 and 2. We identified a need for teachers to use strategic instructional practices that target literacy, and offer more visual learning tools to support more than 1 learning modality.

AP  
Last updated: 07/15/2020  
Source: Dataquest & College Board

AP Results Grant Union High																
Year	Enrollment 9-12	# Students with at least one AP Test taken	% Students with at least one AP Test taken	# AP Courses	Total AP Course Enrollment	# Students with at least one AP Course Enrollment	% Students with at least one AP Course Enrollment	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5	Total Scores 3-5	% 3-5 Scores	# Students with at least one score of 3 or >	% Students with at least one score of 3 or >
2019-20	2,002	248	70.3%	13	493	353	17.6%	138	106	65	38	25	128	34.4%	105	42.3%
2018-19	1,987	354	86.8%	15	666	408	20.5%	296	209	104	60	28	192	27.5%	136	38.4%
2017-18	1,934	398	88.4%	16	790	450	23.3%	370	194	105	72	32	209	27.0%	138	34.7%

Subgroup	AP Passage Rate		
	2017-18	2018-19	2019-20
African American	12.7%	22.7%	28.0%
Asian	15.2%	14.8%	22.0%
Hispanic or Latino	36.8%	35.4%	44.7%
Pacific Islander	40.0%	33.3%	0.0%
White	20.0%	5.3%	0.0%
Two or More Races	22.2%	32.0%	37.5%
Socioeconomically Disadvantaged	29.0%	30.0%	36.8%
Male	28.5%	29.9%	32.6%
Female	25.6%	26.3%	36.8%
Grant Union High	27.0%	27.7%	34.4%
Total Number of Exams	768	601	337

Subject	Score Level	2016	2017	2018	2019	2020
Biology	1			5	5	
Biology	2			3	18	
Biology	3			2	8	
Biology	4				1	
Biology	5					
Biology	Total Exams			10	32	
Biology	Mean Score			1.7	2.16	
Calculus AB	1	22	21	22	8	11
Calculus AB	2	1	1	1	1	7
Calculus AB	3		1	3		3
Calculus AB	4		2	3	2	
Calculus AB	5			1		
Calculus AB	Total Exams	23	25	30	11	21
Calculus AB	Mean Score	1.04	1.36	1.67	1.64	1.62
Calculus BC	1	11	26	3	10	1
Calculus BC	2	2	9	3	6	5
Calculus BC	3	1	3			
Calculus BC	4	1			1	1
Calculus BC	5				1	
Calculus BC	Total Exams	15	38	6	18	7
Calculus BC	Mean Score	1.47	1.39	1.5	1.72	2.14
Calculus BC: AB Subscore	1	10	27	1	8	
Calculus BC: AB Subscore	2		8	3	6	
Calculus BC: AB Subscore	3	2		1	1	
Calculus BC: AB Subscore	4	2	3	1	1	
Calculus BC: AB Subscore	5	1			2	
Calculus BC: AB Subscore	Total Exams	15	38	6	18	
Calculus BC: AB Subscore	Mean Score	1.93	1.45	2.33	2.06	
Comparative Government and Politics	1					
Comparative Government and Politics	2					
Comparative Government and Politics	3					
Comparative Government and Politics	4				1	
Comparative Government and Politics	5					
Comparative Government and Politics	Total Exams				1	
Comparative Government and Politics	Mean Score				4	

Comparative Government and Politics	Total Exams					1
Comparative Government and Politics	Mean Score					4
Computer Science A	1	6				
Computer Science A	2	1				
Computer Science A	3	1				
Computer Science A	4					
Computer Science A	5					
Computer Science A	Total Exams	8				
Computer Science A	Mean Score	1.38				
English Language and Composition	1	29	29	31	24	16
English Language and Composition	2	36	31	34	35	21
English Language and Composition	3	6	10	12	9	6
English Language and Composition	4		5	5	5	
English Language and Composition	5					
English Language and Composition	Total Exams	71	75	82	73	43
English Language and Composition	Mean Score	1.68	1.88	1.89	1.93	1.77
English Literature and Composition	1	22	40	28	13	2
English Literature and Composition	2	45	35	32	16	
English Literature and Composition	3	10	11	4	5	2
English Literature and Composition	4	1		1	2	
English Literature and Composition	5	1				
English Literature and Composition	Total Exams	79	86	65	36	4
English Literature and Composition	Mean Score	1.91	1.66	1.66	1.89	2
Environmental Science	1	14	7	23	4	5
Environmental Science	2	5	8	6	3	2
Environmental Science	3	2	2	2	3	
Environmental Science	4	2	2	1	2	4
Environmental Science	5					
Environmental Science	Total Exams	23	19	32	12	11
Environmental Science	Mean Score	1.65	1.95	1.41	2.25	2.27
European History	1	39	34	37	36	36
European History	2	32	33	46	36	33
European History	3	10	18	15	14	13
European History	4	2		8	3	2
European History	5		1	2		1



European History	Total Exams	83	86	108	89	85
European History	Mean Score	1.7	1.85	2	1.82	1.81
Human Geography	1		16	15	16	7
Human Geography	2		7	8	5	4
Human Geography	3		8	5	6	5
Human Geography	4		3	2	3	3
Human Geography	5		1		1	
Human Geography	Total Exams		35	30	31	19
Human Geography	Mean Score		2.03	1.8	1.97	2.21
Macroeconomics	1	24	30	34	40	10
Macroeconomics	2	16	12	4	8	7
Macroeconomics	3	8	9	2	3	
Macroeconomics	4	1	3	4	2	
Macroeconomics	5				1	
Macroeconomics	Total Exams	49	54	44	54	17
Macroeconomics	Mean Score	1.71	1.72	1.45	1.44	1.41
Microeconomics	1					
Microeconomics	2				1	
Microeconomics	3					
Microeconomics	4					
Microeconomics	5					
Microeconomics	Total Exams				1	
Microeconomics	Mean Score				2	
Physics 1	1		8	12	10	2
Physics 1	2		4	3		3
Physics 1	3		1	1		
Physics 1	4					
Physics 1	5					
Physics 1	Total Exams		13	16	10	5
Physics 1	Mean Score		1.46	1.31	1	1.6
Physics C: Electricity and Magnetism	1					
Physics C: Electricity and Magnetism	2	1				
Physics C: Electricity and Magnetism	3					
Physics C: Electricity and Magnetism	4					

Physics C: Electricity and Magnetism	5					
Physics C: Electricity and Magnetism	Total Exams	1				
Physics C: Electricity and Magnetism	Mean Score	2				
Physics C: Mechanics	1	1				
Physics C: Mechanics	2					
Physics C: Mechanics	3	1				
Physics C: Mechanics	4					
Physics C: Mechanics	5					
Physics C: Mechanics	Total Exams	2				
Physics C: Mechanics	Mean Score	2				
Psychology	1		26	19	21	
Psychology	2	2	5	2	4	
Psychology	3	1	8	8	5	
Psychology	4			6	2	
Psychology	5			1	2	
Psychology	Total Exams	3	39	36	34	
Psychology	Mean Score	2.33	1.54	2.11	1.82	
Spanish Language and Culture	1					
Spanish Language and Culture	2	4	4	3	2	1
Spanish Language and Culture	3	8	25	27	17	5
Spanish Language and Culture	4	28	31	24	24	21
Spanish Language and Culture	5	32	16	26	16	23
Spanish Language and Culture	Total Exams	72	76	80	59	50
Spanish Language and Culture	Mean Score	4.22	3.78	3.91	3.92	4.32
Spanish Literature and Culture	1					1
Spanish Literature and Culture	2		1			4
Spanish Literature and Culture	3		1	2		6
Spanish Literature and Culture	4	1				4
Spanish Literature and Culture	5					2
Spanish Literature and Culture	Total Exams	1	2	2		17
Spanish Literature and Culture	Mean Score	4	2.5	3	3.12	
Statistics	1	20	23	52	34	7
Statistics	2	1		4	2	
Statistics	3		1	1	2	

Statistics	4					
Statistics	5					
Statistics	Total Exams	21	24	57	38	7
Statistics	Mean Score	1.05	1.08	1.11	1.16	1
United States Government and Politics	1	26	39	31	33	16
United States Government and Politics	2	18	11	12	16	7
United States Government and Politics	3	2	1	6	4	4
United States Government and Politics	4			1	1	1
United States Government and Politics	5	1				
United States Government and Politics	Total Exams	47	51	50	54	28
United States Government and Politics	Mean Score	1.55	1.25	1.54	1.5	1.64
United States History	1	30	50	54	25	18
United States History	2	15	10	19	17	7
United States History	3	3	5	2	13	8
United States History	4	2	3	6	2	1
United States History	5		2			
United States History	Total Exams	50	70	81	57	34
United States History	Mean Score	1.54	1.53	1.51	1.86	1.76
World History: Modern	1	2		4	8	5
World History: Modern	2	3	2	11	29	11
World History: Modern	3	11	9	12	8	22
World History: Modern	4	5	7	10	4	5
World History: Modern	5	1	1	2	3	1
World History: Modern	Total Exams	22	19	39	52	44
World History: Modern	Mean Score	3	3.37	2.87	2.33	2.68

**1. What are the implications of the data with respect to student performance?**

Overall our diverse offerings in AP have shown incremental growth over the last 3yrs among all sub-groups. We noticed a significant decrease in the total number of exams given over the last 3 years, which can be correlated with the increase of students in Dual Enrollment classes that offer college credit. Historically our most successful AP students have come from AP Spanish, AP Euro, and AP World. The students that have remained in AP courses take the exam more seriously. We pay for our students to take all AP exams so they can focus on performance. Also, we believe all students should have access to higher level courses regardless of socio-economic status.

**2. Select 2 to 3 preliminary student learner needs based on the data.**

Our schoolwide instructional focus for the past 3yrs has been Close Reading. In that respect we found that our students struggle with literacy related to understanding and providing a comprehensive academic response across subject areas. AP students experience the same challenges.

This also has a direct correlation to our EL students especially Lvl 1 and 2. We identified a need for teachers to use strategic instructional practices that target literacy, and offer more visual learning tools to support more than 1 learning modality.

## **II. Significant School Changes and Developments**

There have been significant changes and developments at Grant Union High School. Indeed, trends in both the state and nation have fostered anything but business as usual. We have powered forward addressing the critical areas stated by WASC in the midst of a global pandemic by developing an academic program fully developed in the virtual realm. Distance Learning was the most significant change in education with the continued implementation of Common Core Standards and carrying out the mandates of the Local Control Accountability Plan (LCAP) still directing our path. Fortunately, our site continues its ongoing adaptation process to new systems with mandates that coalesce our overall practices with the desired outcomes of our action plan that will align with the core values and focus of the Twin Rivers Unified School District.

### **MTSS Intervention Specialist**

The MTSS Intervention Specialist is a new position throughout the Twin River Unified School District. The specialist works with systems and structures that are in place, the intentional redesign of old systems and structures, and the design of new systems and structures to best accelerate the learning of 9th grade students who do not respond adequately to core curriculum and are considered at risk for failure. The MTSS Intervention Specialist integrates a data collection and assessment system, including universal screening, diagnostics and progress monitoring, to inform decisions appropriate for Tier 1 and Tier 2 interventions. All 9th grade students are assessed

using the *I-Ready* reading diagnostic. Students reading below level 9 are provided with computer-based interactive and individual sets of lessons to mitigate their reading weaknesses. The MTSS Specialist produces and conducts “Academic Support and Acceleration” every Wednesday in each 9th grade ELA class to develop teachers and students. During this session, students that are below level 9 use the *I-Ready* intervention program’s lessons to support their learning and students that are at or above level complete an *Extension Lesson* that accelerates their learning in real world contexts. The MTSS Specialist utilizes the *Data Chat* (monthly and for diagnostic 1, 2, and 3), *Goal Setting* (monthly), and *Reflecting* (weekly) processes to guide students in the ownership of their own cognitive practices in and outside of school and evaluates the effectiveness of the intervention(s) in a multi-tiered system of service delivery. The Specialist also identifies and recommends appropriate research-based interventions for improving student learning across content areas and uses school-wide and classroom research-based positive behavioral supports for achieving important social and learning outcomes. The MTSS Specialist implements a collaborative approach with the high school MTSS team across the district, site-based administrators, counselors, and teachers to analyze student data and work together in the intervention process.

## **Distance Learning**

For the 2020-2021 school year Twin Rivers Unified officially launched a full on Distance Learning Educational Program. Every student in the TRUSD was given Chromebooks in April of 2020. To that end, Grant Union High School teachers successfully established google classrooms for every course offered on our master schedule to offer both synchronous and asynchronous instruction. Students were able

to access websites, articles, online assessments (i.e. illuminate, practice assessments - SBAC, etc.) and other resources to help support their academic advancement. Additionally, the Zoom platform enables our teachers to provide real time direct instruction, and additional intervention and enrichment. We enrolled and served over 2000 students during the Distance Learning format. Our district is committed to ensuring 1:1 Chromebook devices for every student district wide moving forward. The implications of every student having access to technology and wifi is a bold step in the right direction.

### **Deputy Principal**

We are now in the third year of working with our district appointed Deputy Principal. The role of Deputy Principal (DP), under the direction of the Executive Director of Secondary Education and in partnership with the Principal, focuses on the operational leadership of the site. This includes overseeing programs, managing site operations and supervision of personnel. The DP assures a safe and positive learning environment for the students and staff. The DP also provides administrative assistance to the Principal to ensure the smooth and efficient operation of the school in order to increase the effectiveness of the school's program for students and staff. Essential Duties and Responsibilities (may include but not limited to the following): In absence of the Principal, assumes the responsibility for functions of that office. In partnership with the Principal, oversees and directs Vice Principals. Plans, organizes, controls and directs instructional activities, extracurricular events, special programs and school site operations. The DP confers with District office personnel regarding staff, programs, students, finances and legal requirements. Implements and modifies the school's

mission, goals, objectives and programs as needed. Interviews, selects, directs, evaluates and supervises certificated and classified personnel; assigns Vice Principals, faculty, Counselors and other staff as appropriate to meet school objectives. Directs and participates in a planned program of formal and informal classroom visitations and observations; recommends discipline, reassignment or termination action as appropriate; documents evidence of substandard performance. Enforces applicable state and District codes, policies and laws; administers District and school site discipline and intervention policies and safety programs. Plans and directs the business operations of the school; develops and administers site budgets; assures proper allocation of funds for instructional and non-instructional equipment and materials. Directs the evaluation and revision of curricular and instructional programs in cooperation with appropriate District administrators; communicates with teachers to assure instructional programs meet student needs and District requirements. Analyzes data, develops and implements plans for instructional improvement growing out of program assessment. Establishes, coordinates and maintains communication with community and parent groups, law enforcement and other officials. Prepares and writes correspondence, bulletins and other communications on behalf of the school; arranges for school-level public relations and publicity for special events and achievements as appropriate.

The Deputy Principal(DP) has been a positive experience at Grant. The DP has implemented systems and structures to increase the organizational efficiency and effectiveness of the school. This includes sending out weekly communication to all staff so everyone is aware of upcoming events, district and site deadlines and sharing

information from district and site departments. All information is streamlined in one weekly document. The DP works with the custodial staff to address all facility and maintenance issues. They meet regularly to review any outstanding work orders and address concerns that affect the working environment for staff and/or the learning environment for students. The DP coordinates all safety practices and procedures which include updating the Site Safety Management Plan, executing all monthly safety drills and working with the Campus Safety Specialist team to ensure they are monitoring the campus and de-escalating any potential student behavior issues.

There are several duties that overlap between the Principal and DP. However, by adding the DP role with a focus on managing what occurs outside of the classroom, this has allowed the Principal to focus on current instructional practices and student achievement. The Principal has been able to conduct more classroom walkthroughs and attend more PLC and department meetings.

### **Grant Union High School's/ American River College Dual Enrollment Program**

GUHS/American River College Dual Enrollment program has expanded each year since it began in the 2018-2019 school year. The program began with 35 seniors participating in 4 college courses. We now have over 75 students participating in the 16 different courses available. We believe this increase is due to the expansion of the course offerings and the inclusion of underclassmen. Currently, there are college courses available to all grade levels (9-12) and the GPA requirement changed from 2.7 to 2.0. The enrollment numbers in 2019/20 were approximately 100 students. This year the enrollment numbers are down, we have approximately 78 students enrolled.



We believe this is attributed to Covid-19 and students needing more support than was provided through distance learning.

Classes are semester-long courses, and students receive 10 high school credits and 3 college credits for passing each course. These courses must be passed with a C or better to receive college credit. These college credits are transferable to University of California (UC), California State University (CSU) and Community Colleges.

### **Five Star Students**

5 Star Students is a program to increase student, staff, and community engagement, and also taking school involvement to the next level. The program tracks student involvement in school activities and events with web, mobile and barcode scanning technology. Students earn points for participation in school events and activities. Participants use those points towards various incentives. To fully utilize the program, participants download the app to their smartphones. The program allows us to print reports. It also helps by identifying students who are uninvolved and help to get them engaged.

At Grant, we have been using 5 Star over the last 5 years. We utilize 5 Star for participation in events, activities, surveys, and voting. Our Activities Director, several club advisors, leaders of parent involvement groups, and leadership students, have manager access to 5 Star. All students are in the system by ID number, first name, last name, grade level, and gender. This allows for school spirit and pride. Participants accumulate points and can redeem them for spirit items of their choice. 5 Star has been a great tool for fun and friendly staff competition. Our staff is divided into two teams, the

blue team and the gold team. 5 Star has ensured that our students have the best high school experience.

## **PBIS Rewards**

PBIS Rewards is a schoolwide management system that assists schools in their Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. And with added features like referral tracking, Check-In/Check-Out, and a teacher rewards system, PBIS Rewards helps to foster accountability and fidelity within our school system. Grant is in the process of training the PBIS team, which consists of a vice-principal, 4 teachers, a classified staff member and a community member. Once the training is complete, the PBIS team will work together to provide Professional Development to the rest of the staff. We will work as a team to incorporate the program at our site by September 2022. PBIS Rewards will be used alongside our 5 Star Program that is already in place.

## **Curriculum and Assessment**

Our teachers have spent considerable time in their respective Professional Learning Communities (PLCs) creating unit development plans. Districtwide, teachers representing their respective core subject areas were given release time and professional development that supported in giving them the ability to deconstruct Common Core State Standards and build units that align and calibrate instruction. Math, English Language Arts, Science and Social Science teachers met with teachers from the same departments (districtwide) on district professional development days and in

PLCs to create lessons and units that concentrate on increasing students' ability to think critically. Additionally, the office of curriculum and instruction created benchmark exams for each unit that mirror the SBAC statewide assessment. The Benchmarks were created through Illuminate, a computerized software that allows students to develop 21st century skills while demonstrating their knowledge through online assessments. Educators also have an efficient way to analyze student performance on given assessments and to easily disaggregate data to inform instruction. The computerized exams on Illuminate align with the SBAC.

Every department at Grant Union High School sent teachers to district facilitated training with the purpose of establishing PLCs. Teachers learned about the vision, goals and other pertinent dynamics that are critical in establishing an efficient and successful PLC. At Grant Union High School, all teachers are expected to meet in PLCs at least twice a month to discuss student learning data as well as strategies for improving overall student performance and achievement. Additional time after school is funded to assist teachers who have multiple preps within their subject area. For example, our Math Integrated 1 and Math Integrated 2 teachers meet during our designated built in PLC time on Wednesdays and after school on Tuesdays. This model was created in order to support teachers who teach in an academy or who teach in both subject areas. While our PLC's would not be classified as high functioning on the spectrum, we know the model has been very effective in helping teachers experience continuous improvement. There are some departments that are further along than others using the PLC format to analyze data, develop lessons, and impact academic performance. Our goal is to steady the course until the functionality of every PLC school wide is equitable.

We have implemented other A-G approved courses like Hmong Native Speakers, Hmong 1 and 2, AP World History, AP Psychology, AP Human Geography, AP Spanish Literature, Advance Theater and Stage Production, Intermediate and Advanced Band, and Intermediate and Advanced Music Production. To that end we continue to build our course offerings based on student request and student need. If a teacher is interested in bringing a course to teach there has to be enough students to fill a section before we will move forward. The course has to be approved by UC Doorways for A-G, because we want to ensure the course has value and sustainability for our students' benefits.

### **Special Projects**

December 2021 we broke ground on a brand new School Community Sports Complex. The project is set to be completed Fall 2022. The sports complex will serve as a hub for community and school to train, compete, and promote a healthy lifestyle for all stakeholders at Grant Union High School. We secured funding for the 2nd Phase of our Pacer Promenade Project through our GEO Academy. The Promenade is a student-designed eco-friendly social area that connects the Main and West Campuses. Construction of the 2nd phase was completed in 2019. Completion of our Olympic size competitive swimming pool was completed in 2017. Our Main Gym floors were also upgraded that gave this location an added décor to the physical appearance but also made for a more viable playing surface for our athletic programs who utilize this area for their competitive play and their respective opponents. In addition, a Career Center was established on the Main Campus where 20 computers are available for student/parent use. We equipped every classroom a Smart TV to be used as an additional resource for

students' learning. Having a Smart TV in every classroom gives us the opportunity to connect our entire school to learning, presentations, and information.

These special projects offer our students a better opportunity to engage in the full school program. They give them a sense of pride whether we are hosting other schools for events, or planning activities to be enjoyed by our student body. The campus is a more welcoming and safe place for students to be engaged and learn.

### **Technology**

In order to meet the growing need for technology, and support our newly implemented Distance Learning Education, our superintendent initiated a campaign to have one computer for every student districtwide. Technology is a focus of the TRUSD Leadership Teams and Cabinet Members that ensures all sites have ample access to technology and the internet. In alignment with the district's core values and beliefs, Grant Union High School in partnership with the district ensures that every student enrolled has a chromebook for learning. Students can access websites, articles, online assessments (i.e. Illuminate, practice assessments (SBAC), etc.) and other resources to help support their academic advancement while at Grant.

### **Intervention Programs and Student Accountability**

The intervention programs at Grant Union High School have evolved. First, an in season mandatory early out study hall was established where all athletic teams who were in season were required to attend study hall on early out days for an hour. Upon completing the session, they were provided with a meal in our cafeteria through the

district sponsored supper program, prior to attending practices or games. This program was established and currently being implemented with two of our largest athletic programs (Football and Basketball). With more athletic teams to follow in the upcoming school year, where they participate in mandatory study hall and college readiness consultation. The goal of the program is to increase the percentage of student/athletes who are A-G eligible as well as meet the criteria of the NCAA Clearinghouse eligibility requirements. Students have weekly monitoring of their grades and current academic standing by a liaison who is a veteran teacher who has demonstrated evidence of a history of high student engagement and academic performance. Student/Athletes who are already in good academic standing are encouraged to help their peers when opportunities present themselves.

Players are first student-athletes who should be striving for a 4.0 GPA - doing their absolute best to achieve the highest GPA possible. However, there are academic minimum standards that allow students to participate in sports according to CIF Sac Joaquin Eligibility Requirements, Twin Rivers Unified School District Extracurricular and Co-Curricular Eligibility, and Grant Union High School:

1. All players must have a minimum 2.0 GPA from the previous grading period

(NCAA Division 1 – 2.3 GPA in core courses only). 2.0 GPA is not the “goal”.

2. All players must maintain a minimum 2.0 GPA while participating in the selected sport.

3. All players must have a combination of a minimum 2.0 GPA **AND** pass a minimum of 4/6 classes (20 credits) in order for the students to be on track for graduation.
4. The players must complete periodic grade/citizenship checks from all classes in a timely fashion which will also require the review and the signature of the parent/guardian.
5. Players will be required to attend mandatory study hall if any course grade is C- or below **AND/OR** if there are any missing assignments in any course.
6. Probationary Periods and Waiver considerations will be determined by the Athletic Director and the Administration.

Student Athletes are required to sign weekly updates on grade performance. Our Academic coaches make sure to reach every student in season and they are notified that they have mandatory study hall for that week.

We have found that even though study hall is mandatory for students who fall under our academic standards it has become a habit for entire teams, causing a major reduction in academically ineligible student athletes. Also, athletes tutor each other which helps them bond as a team.

Another intervention that has made a significant impact for students has been the implementation of the **Local Control and Accountability Plan**. The Local Control and Accountability Plan (LCAP) provides resources to support schools with high populations of low socioeconomic students, English Language Learners and Foster Youth. The LCAP funding initiative accessed by our district allows Grant Union High School to

address our populations that need more resources as well as help fund frameworks that strengthen our implementation of common core standards.

Additionally, we have implemented several successful programs, one being **Restorative Justice**. All staff which includes administration, teachers, and counselors have been trained to use Restorative Justice strategies to address student disciplinary issues. We have placed a stronger focus on facilitating positive relationships with students schoolwide. Utilizing restorative justice practices in addition to receiving professional development in CHAMPS (Discipline in the Secondary Classroom) has improved student behavior, decreased suspensions and has fostered a safer learning environment. Since 2014, the number of out of school suspensions have decreased significantly. Students receive disciplinary measures alternative to suspension and in some cases have an opportunity to better reflect on their actions. More ways are offered to be proactive to redirect student behavior that will allow for them to learn to make better choices.

We have experienced increasing numbers of foster youth, and homeless students enrolled at Grant Union High School over the past 3yrs. Our chronic absenteeism rate has risen simultaneously. This coupled with the pandemic has had an adverse effect on student attendance.

**Suspension Rates**

Last updated: 11/19/20

Source: DataQuest & CALPADS

Site	Suspensions Rates (All Students for Out-of-School and In-School)							
	2017-18		2018-19		2019-20		1-Year Change	
	Suspension Rate	Expulsion Rate	Suspension Rate	Expulsion Rate	Suspension Rate	Expulsion Rate	Suspension Rate	Expulsion Rate
Grant Union High	5.8	0.14	6.9	0.09	5.0	0.00	-1.9	-0.09



Subgroup	Suspension Rate		
	2017-18	2018-19	2019-20*
African American	13.4%	12.9%	10.1%
Asian	0.6%	2.2%	1.6%
Filipino	5.6%	0.0%	0.0%
Hispanic or Latino	3.5%	5.6%	4.1%
Pacific Islander	9.3%	8.2%	9.8%
White	4.0%	8.1%	6.0%
Two or More Races	13.5%	10.8%	1.6%
English Learners	2.4%	5.6%	4.6%
Homeless Youth	11.6%	10.4%	6.9%
Socioeconomically Disadvantaged	5.8%	7.1%	5.1%
Students with Disabilities	9.3%	11.3%	7.0%
Male	6.9%	8.5%	5.9%
Female	4.5%	5.2%	4.1%
Grant Union High	5.8%	6.9%	5.0%

\*The 2019–2020 school year to reflect the data collected between July 2019 through February 2020, a partial school year due to the COVID-19 crisis.

Site Name	Chronic Absenteeism Rate		
	2016-17	2017-18	2018-19
Grant Union High	13.0%	10.7%	14.6%

Subgroup	Chronic Absenteeism Rate		
	2017-18	2018-19	2019-20*
African American	14.3%	20.0%	21.4%
Asian	3.8%	4.1%	5.7%
Filipino	16.7%	0.0%	10.0%
Hispanic or Latino	10.1%	13.7%	17.8%
Pacific Islander	12.5%	25.4%	13.7%
White	23.6%	26.3%	28.0%
Two or More Races	12.9%	24.6%	20.6%
English Learners	10.6%	16.4%	18.5%
Homeless Youth	28.3%	31.9%	31.6%
Socioeconomically Disadvantaged	11.0%	15.2%	17.5%
Students with Disabilities	14.3%	22.0%	23.9%
Male	10.7%	14.8%	17.3%
Female	10.7%	14.4%	17.1%
Grant Union High	10.7%	14.6%	17.2%

\*The 2019–2020 school year to reflect the data collected between July 2019 through February 2020, a partial school year due to the COVID-19 crisis.

**The WIN Academy (Pursuit of Excellence)** is another unique intervention opportunity for students to make up missed days of school, make up missing assignments, and receive tutoring for any of their classes. Certificated teachers are available to help and assist in our Pacers success. Students are to attend on Saturday then they will check in at 8 AM. Teachers can use it to check in with students one-on-one, quiet independent work time, whole group instruction, small group instruction, and so on. Some students might even want to attend to read and work

quietly in your room. With the 1<sup>st</sup> semester grades being due soon, this is a perfect opportunity to help the students who are borderline.

### **Grant Tardy Policy: Detention**

As part of Grant Union High School tardy policy. Any student who has accumulated 5 or more tardies for the week, the student must serve detention on the following Wednesday from 12:45-1:45. There will be a late bus provided at 2:00 p.m. Students must be on time and prepared to work. If late, they will not be allowed to enter the cafeteria.

Rationale: Tardiness is unacceptable because:

1. Tardiness reduces the instructional time of the student who is late.
2. A student's tardiness interrupts the class he or she is coming into, resulting in a loss of instructional quality and time for all students.
3. Students late to class frequently are noisy in the halls and disturb surrounding classrooms.
4. Students late to class cause additional paperwork for teachers and the attendance office, which is an unnecessary financial drain on already strained funding.
5. Punctuality is a practice valued by business and society; students should be trained in this practice while in school.

With the above as a rationale, the following policy will be implemented: Any student arriving late to class by more than 30 minutes will be regarded as tardy for the period and must present a pass.

### **III. Ongoing School Improvement**

Administration and the WASC leadership team worked with teachers/staff/community to put the progress report together. The WASC leadership team is comprised of 4 Administrators, the librarian, 3 teachers, and 2 classified staff members. The team was in charge of gathering and compiling data/statistics for the Student/Community Profile (Part I), writing the Significant Changes and Developments (Part II) and the Ongoing School Improvement (Part III) sections. Administration, department chairs, curricular leads, focus group leads gave guidance and significant input into the progress report.

The Critical Areas for Follow-up/Schoolwide Action Plan, was broken up among groups of teachers/staff in multiple ways. At the beginning of the 2019-20 school year, teachers and staff were given a choice to pick one of the five focus groups to be a working participant: (Organization, Curriculum, Instruction, Assessment, and School Culture). Two group leaders for each focus group were chosen by the WASC Leadership team. The WASC Leadership team was designed by the administration team, and the members were chosen based on years of experience and the WASC process. Each group was given the action plans and area for follow-up referenced in the last WASC report and the visiting committee report from the spring of 2019.

Teachers discussed the Critical Areas of Follow Up, decided responsibilities, and began to look at data.

At the WASC professional development in August 2019, teachers met as a full staff, where they took a deep dive into data and discussed the critical areas of follow up as a staff. The hope in this was to find more cohesion between the five subsections and also the use of data to make significant critical changes.

In February 2020, the WASC focus groups met and compiled previous practices, current practices, and goals/plans for future progress relating to each Critical Areas for Follow-up. Each group member was given responsibilities for the follow up meeting.

In March 2020, the Covid 19 pandemic hit the world and our schooling was put on hold. At first we thought it would be for a short period of time, but at the end of 2020 we were still not in school. And thus, we implemented Distance Learning until April of 2021.

In December 2020, the staff once again met in critical-area subgroups to fine-tune the evidence collection process. Staff invited a number of parents to this meeting, and they met with administration to provide ideas and feedback on the WASC process. While parents and students were involved early on in the last WASC report, they came to fewer and fewer meetings as the process continued during the Covid 19 pandemic. The November and December meetings focused on gathering evidence and writing the narrative out of the brainstorming from the previous meetings.

In the next 3 months to follow, January 2021 to March 2021, the staff continued to meet but in department PLC's to discuss data and continue to look at the critical areas for follow-up as well as the Schoolwide Action plan.

As we prepared for the next school year 21-22, we continued to focus on the critical areas of follow-up. In July 2021, Administrators were sent to a Builder's Workshop which will continue throughout this school year. The purpose is to help us take a deep look into our school using 4 areas - Purpose, Data, Instruction and Discipline, which are some areas consistent with our critical areas for follow-up.

In August 2021, as a staff, we discussed the Builders workshop and "buildership". Together, we decided to establish some Grant Union High School Core Values. We continued to work on core values during our November 2021 professional development. In November 2021, we also continued to look at our critical areas of follow-up in department PLC's.

In December of 2021, we voted on the best core values for Grant Union High School students. We looked at core values in several different ways - as departments, as years of service, and as WASC focus groups. And during the month of February 2022, we will continue to look at data from the first semester, we will continue to look at our critical areas of follow-up and thus help guide our students to academic success.

#### **IV. Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

- 1. The Grant Union High School Staff effectively implement data analysis and apply an array of appropriate data that directly influences the decision-making processes that drive school change including an emphasis on the following points:**

**The ability to analyze data completely and deeply.**

**Systems for monitoring initiatives and programs for their effectiveness towards student achievement.**

**The capacity to securely store data in a location that can be accessed by all staff members.**

#### **ACTION PLAN - GOAL 1:**

***Pursuit of Excellence Name Wall:***

**[Pursuit of Excellence Name Wall 2021](#) (see Economically Disadvantaged)**

***Pacer Data Protocols:***

**[https://drive.google.com/file/d/1osK1LJBOcG\\_vWE3OsG2QhTgKkjzUwMu6/view?usp=sharing](https://drive.google.com/file/d/1osK1LJBOcG_vWE3OsG2QhTgKkjzUwMu6/view?usp=sharing)**

***WASC Activity Timeline:***

**<https://drive.google.com/file/d/1fseMtWbfDB6dsmVsb3SF-VujG4-orzRP/view?usp=sharing>**

The system for monitoring data at Grant Union High School is directly aligned with our school wide action plan and uses a variety of growth targets to measure our effectiveness. We target our EL, African American and Economically Disadvantaged populations to monitor their D/F rates, summative results, interim assessment blocks, SBAC for ELA and Math, ELPAC, AP passage rates, A-G completion rates, CTE Pathway Completion, attendance, and suspensions. We execute quarterly data dives using all staff, and subject areas continue the work in PLC's.

Each quarter we frame our work around Plan, Do, Study, and Act. For example, close reading has been our school wide instructional focus for the last 4yrs. We analyze our EL's in quarter one and look at D/F rates, ELPAC results, and local assessments to plan lessons, determine learning needs, analyze results and either provide enrichment or intervention depending on the outcomes. This practice identified a need for a school

wide focus on EL Lvl 2's especially and we used our close reading initiative to help EL Lv2 students get better with academic language across subject areas. Teachers then made adjustments in their lessons to include more EL strategies and monitor results for that group of students. We repeat that process each quarter for each group. It is in our schoolwide action plan.

Our data is housed in a district approved software called Illuminate. Our benchmark exams are stored in Illuminate. In subject areas like Integrated Math 1, 2, and 3 the summatives are housed in the CPM curriculum. Feedback from teachers around summatives, formatives, benchmarks, DBQ's and SBAC assessments consistently point to our students struggling would be our school wide instructional focus across all subject areas. Teachers have the flexibility to create their own local formatives and summatives in their PLC's. Benchmark exams are created and stored in Illuminate. We require teachers to agree in their PLC's how assessments will be given. When it comes to Benchmarks they are required to respond to them in Illuminate.

Additionally, to ensure our teachers have access to data on our EL's, African American, and Economically Disadvantaged we created a schoolwide name wall. The Pursuit of Excellence Name Wall is our progress monitoring tool that we use to house our data and inform our practice. It is housed in the Administrations Google Drive and is shared with all teachers. We look at each student in our target area by name and do school wide activities to address their needs. It must be noted that Economically Disadvantaged students make up 93% of our overall student population. We target that group knowing we are looking at our whole school.

- 2. The school Leadership Team and Math Department significantly increase the student proficiency rate in Math and develop school wide focus integrating math literacy skills by incorporating interventions for all students who are performing below the proficiency level.**

## **ACTION PLAN - GOAL 2:**

We implemented a school wide focus on close reading to address recognized deficiencies in Math among our EL, African American, and Economically Disadvantaged students, which account for 93% over our student population. Our students comprehension or lack thereof, in academic language, has been the biggest challenge for students performing better on the SBAC, interim assessment blocks, and summatives.

To further assist our EL students struggling with literacy in Math, our department implemented a version of CPM Math using Spanish as the primary language. To further support our EL students the department uses a software called RISE. This software uses math word walls, visual aids and icons as well as repeats and re-phrases first instruction in Spanish. The collaborative nature of CPM allows pairing students with bi-lingual peers to assist EL Lvl's 1 & 2 with accessing the content in a cooperative learning structure. Our school wide focus on close reading along with these specific literacy tenets are helping our Math Department see incremental growth over the last 3yrs, but far more work is needed to adequately prepare our students.

Additionally, we contract with ACCESS Math to assist with preparation for the SBAC, responsive teaching cycles, and peer analysis through observation and feedback on instructional practice. This work has been especially beneficial to our work with African American students. We have seen our African American students show incremental improvement on the SBAC and AP, but there is still plenty of room for improvement.

- 3. The Grant HS Leadership Team and faculty work together to develop a sense of commitment to ownership through the development of systems for decision making, problem solving, implementing, monitoring, and communicating key school and district initiatives, including:**

**Consistently implementing PLC processes with fidelity.**



**Establishing school wide expectations, norms and practices, and implementing them across all classrooms.**

**Generating a strategic and unified professional development plan to support progress towards common learning outcomes.**

### **ACTION PLAN - GOAL 3:**

Our professional development plan ensures that all staff, subject areas, academies/special programs, and departments have time allotted every month to execute strategic components of PLC's. For example, data analysis is monitored both as a staff and subject area PLC's. All staff meets on the first Wednesday of every month. The 2nd and 3rd Wednesdays of every month are designated for subject area PLC's, and the 4th Wednesday of each month alternates between Department meetings and special programs. On the occasion of a 5th Wednesday the Principal will decide the PD focus.

Every department has access to progress monitoring tools like data protocol collection and the schoolwide name wall. We plan professional development with our Instructional Leadership Team which is composed of Administration, Department Heads, Academy Leads, and Counselors. ILT meets monthly to discuss initiatives, testing, staffing, and PD before it is rolled out to all staff. Administration does not give directives or implement new initiatives without consulting ILT.

Attendance, norming, and accountability for PLC's is a part of the school wide expectations for implementing professional learning communities. We establish these priorities at the beginning of the year. Teachers that do not meet the expectations of their PLC are referred to administrators for support. We have teacher work plans, PD referrals, and action plans at our disposal to support teacher efficacy in PLC's.

- 4. The school leadership and staff develop, implement, and monitor strategic support for ELL to ensure success in non-sheltered, mainstream classrooms.**

#### **ACTION PLAN - GOAL 4:**

Despite having recently added 2 Bi-lingual Academic Intervention Specialists that provide academic support to EL students, and also technological support to students and their families, we still have gaps. Every EL student has been checked out a chrome book, given access to wifi, and given access to the iLit curriculum. We know we still have a ways to go with creating a cohesive environment that ensures EL success in non-sheltered classes.

We have presented effective EL PD to our staff that focuses on instructional strategies to help teachers provide support and intervention by using best practices like: sentence frames, graphic organizers, color coded vocabulary, word walls, modified assignments, close reading strategies, videos with subtitles, peer to peer tutoring and translation. We also have developed a Google Classroom specifically designed to provide information and house EL Modules for teacher reference.

Additionally, our school librarian led EL PD's, developed several modules, and on-line resources, for teachers to reference when planning lessons and presenting content to classes both mainstream and EL's Lvl 1 & 2. Our librarian was trained at the district level through an initiative that made sure all secondary sites had an EL coordinator for teachers and students.

During distance learning, some adjustments were made to support our EL students in both the mainstream program and the EL program. We assigned our Bi-Lingual AISB's to the ELA Department to offer additional support to our newcomers with accessing the technology, and to provide an additional tutoring platform after asynchronous instruction. We use Title 1 funds to compensate them for their time. Additionally, we offer PIQUE both semesters to provide high quality training for our EL parents to ensure they can support their student's learning. We also do home visits to make sure families are aware of all the resources that are available. Since we have given Chromebooks to every student, and equipped families with WiFi tech, due to the pandemic, we have been able to offer our academic program for students even when

they have had to return to Mexico. The Distance Learning platform afforded students the opportunity to log in from anywhere should the need arise.

- 5. Leadership and departments work together to determine what students should know and be able to do(priority standards) so that students have access to the same rigor and curricular experiences across all classrooms.**

#### **ACTION PLAN - GOAL 5:**

Leadership and departments worked together to develop a snapshot of what we can expect to see in our instructional practices school wide. We call it the Pacer Fundamentals. The Pacer Fundamentals were developed at least 4 years ago by Admin and teachers. We developed them to establish common expectations and team norms for first instructional practices at Grant Union High School. We agreed on 5 areas to best engage our students for academic achievement. Administration uses this template in our virtual walk-throughs to provide relevant feedback to help improve delivery of content. As we expose teachers more and more to the Pacer Fundamentals they continue to use them to plan lessons, and feedback is given after walk-throughs. As our staff continues to grow, we will continue to use our fundamentals for students' academic successes.

#### [Pacer Fundamentals](#)

- 6. The school leadership team extends intervention strategies that are similar to the current 9th grade intervention strategies to identify and support at-risk students for all grade levels.**

#### **ACTION PLAN - GOAL 6:**

Following the 2019 visit, the school leadership team and all staff re-designed school wide intervention to include a more comprehensive view of what we do to support struggling students 9-12. Keeping in alignment with our school wide action plan, we target ELL, African American, and Economically Disadvantaged students using PBIS and CHAMPS to serve as the foundation.

Our intervention team of Administration, Counselors, Academic Intervention Specialist, and Community Partners use a referral system to provide academic intervention or social emotional support to students based on different factors. For example, we do grade analysis and target students with 3 or more F's to offer additional tutoring, homework assistance, make-up assessments, or engagement in special programs, athletics, clubs etc... Depending on the individual need of the student we will refer the student to a Counselor, AIS, Community Partner, or to a teacher for intervention. Additionally, we have used Saturday School (WIN Academy), and now Asynchronous time to engage students in make-ups, and special programs. The intervention team was identified as a support to teachers so they can focus on instruction and academic achievement. We know that the teachers' relationships with their students is the most effective intervention we can offer, but as a team this model helps us help each other.

Our intervention team meets weekly to discuss academic performance, attendance, and behavior. The core group consists of our Bi-Lingual and regular AIS's, administrators, and counselors. Administrators and counselors, attendance to these meetings is more fluid, but AIS's meet weekly. The main areas of concern are centered around academic achievement and social emotional connection to the school program. Grades checks, home visits, referral to alternative placement or community partners, attendance tracking, and SST's are the main areas of concern for this group.

#### **\*Intervention Flow Chart**

<https://drive.google.com/file/d/1df5lsfPgmQrM9X0pCDF-An5C-l1OShNL/view?usp=sharing>

- 7. The school community (staff, students, parents, and community members) will translate the Schoolwide Learner Outcomes (SLO's) into measurable, identifiable student outcomes, incorporate these across the curriculum, and throughout the grades, gather and analyze data from common practices in regards to student achievement, and apply the resulting information to enhance learning for all students.**

## **ACTION PLAN - GOAL 7:**

At the last WASC visit our Schoolwide Learner Outcomes (SLO's), which Grant referred to as ESLR's were :

“Grant Union High Schools is committed to graduating students who are: Academically competent and productive individuals who complete rigorous, standards-based coursework in every classroom, every day.”

“Positive and active members of the Grant Union High school community, contributing to a safe learning environment which instills an academically centered culture.”

“Ready to enter college, career and the world successfully.”

Post visit we revised the ESLR's and synthesized the measurable, identifiable student outcomes that we believe represent our current SLO.

**“GUHS will provide a safe learning environment to prepare students for college and career pathways by developing their critical thinking, problem solving, interpersonal, and social skills with the perseverance to attain their post-secondary goals”**

Data points that we use to measure the effectiveness of our SLO: SBAC, ELPAC, summatives, benchmarks, A-G requirements, grad rates, CTE completion, academy enrollment, AVID completion, AP enrollment, AP passage rates, dual enrollment, extracurricular engagement, attendance, and suspension rates. By tracking these data points we can measure our effectiveness at ensuring GUHS students are critical thinkers, who are progressing towards reaching their post-secondary college and career goals, through perseverance, social adaptability, academic achievement and engagement.

The academic program that we offer through our master schedule gives students the opportunity to explore various pathways that not only lead to a high school diploma,

but also career technical education, college acceptance, and the military. The success of students enrolled in our academies, CTE Pathways, AVID, AP, core instructional program, athletics, coupled with the way we support the social emotional connection to school through things like restorative justice affords us the chance to produce well rounded citizens.

## **V. Schoolwide Action Plan Refinements**

<https://docs.google.com/document/d/1fFHfKpKIRWBMXzBR-GustZPGVF2g1utV2-s3anOm1hl/edit?ts=60185a48>

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:676bfab-3567-4f45-a207-4d11a282ade2>