

Granada High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Granada High School
Street	400 Wall Street
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4800
Principal	Clark Conover
Email Address	cconover@lvjUSD.org
School Website	https://www.livermoreschools.org/Domain/104
County-District-School (CDS) Code	01-61200-0133397

2022-23 District Contact Information

District Name	Livermore Valley Joint Unified School District
Phone Number	(925) 606-3200
Superintendent	Chris Van Schaack
Email Address	cvanschaack@lvjUSD.org
District Website Address	www.livermoreschools.org

2022-23 School Overview

Core Values for Teaching and Learning

PREAMBLE

The Governing Board of the Livermore Valley Joint Unified School District (LVJUSD) embraces as our mission that each student will graduate with the skills needed to contribute and thrive in a changing world and pledges:

- To continually develop and support a high-quality staff that is committed to innovative teaching.
- To insist on continuous improvement to ensure successful learning outcomes for all LVJUSD students.

CORE VALUES

In support of our District's mission, our Superintendent and staff will adhere to the following core values for teaching and learning:

- LVJUSD schools will be safe, inclusive and welcoming for all students and their families.
- LVJUSD will provide current, relevant and engaging instructional materials and strategies that allow students to personalize their educational experience.
- LVJUSD will deliver innovative teaching and professional development that ensures the highest quality instruction that is responsive to each student's needs.
- All LVJUSD students will have equitable access to a wide range of challenging and inspiring courses and specialized programs that prepare students for college and career.

Principal's Message

Granada High School is one of two comprehensive public high schools in the Livermore Valley Joint Unified School District (LVJUSD) located in Livermore, California. Currently a suburban community with a population of more than 85,000 residents, Livermore has an agrarian history that continues to be active today along with a strong technological focus. The Lawrence Livermore National Laboratory, established in the 1950s, is a major employer in the community, as is Sandia National Laboratories. Granada High School opened in January 1963. The largest campus in our District, Granada spans over 40 acres. A new athletics complex featuring a pool, weight room, PE classroom, wrestling room, and dance room, are the most recent construction on campus and were completed in 2021 with the assistance of Measure J bond funding. Most of Granada's classrooms follow the traditional furnishing model, with some notable and positive exceptions, particularly in the Visual &

2022-23 School Overview

Performing Arts Department. Granada is home to a broadcast studio and a photo studio, along with an expansive ceramics room. The entire campus benefits from wireless internet, and all classrooms are equipped with ceiling-mounted projectors and microphone audio systems.

Granada High School runs on a trimester schedule. The trimester schedule allows students to have up to five 70-minute class periods each day. Each course is 12 weeks long, at the end of which the students earn five semester units for each course. Ten-unit courses—the equivalent of a yearlong course—typically last for 24 total weeks, or two trimesters, though those trimesters may not be consecutive. This schedule provides the opportunity for longer class periods than a traditional schedule and allows students to include a more robust variety of electives and intervention classes. Granada offers students 65,240 instructional minutes, more than 13 hours above the time required by the state of California.

Granada remains dedicated to ensuring that all students receive and complete four academically rigorous years of study that will prepare them for whatever postsecondary life they choose to pursue. Most of our students elect to continue their education, and Granada is dedicated to making sure that all students have the skills and prerequisites necessary to succeed at a college institution. Granada has found ways to create and fund innovative intervention measures, such as the English workshop, three-trimester math, and Academic Support and Enrichment (ASE), and continues to find ways to meet the needs of all students. In addition to our academic support system, Granada has fully implemented a Tier I Positive Behavioral Interventions and Supports system. Students that are looking to enrich their study with rigorous classes have multiple options, including a Biotechnology Pathway, access to a wide variety of Advanced Placement classes, and even the option of a full International Baccalaureate Diploma Programme.

Granada has an active School Site Council (SSC) composed of three parents, three students, four teachers, one classified staff member and one administrator. The SSC provides significant input on the School Plan for Student Achievement as well as the Local Control Funding Formula (LCFF) Supplemental budget and helps create direction for the school. Other support groups on campus are the Granada Supporters, Granada Music Boosters, and the English Learner Advisory Committee (ELAC).

School Mission Statement

Granada High School develops caring, knowledgeable, and active lifelong learners ready to contribute and thrive in an interconnected and changing world.

School Vision Statement

Granada High School uses a focus on California State Standards, continuous technological developments, staff development, and a schoolwide commitment to excellence and innovation in order to produce students who can:

- Follow and apply logical processes
- Problem solve
- Interpret and evaluate texts and data
- Identify and evaluate chains of causality
- Effectively communicate in a global society using a variety of media
- Advocate for personal and community well-being

District Mission and Vision Statements

Each student will graduate with the skills needed to contribute and thrive in a changing world.

District Goals

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school to be college and/or career ready.

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Goal 3: Enhance parent and community engagement and communication.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	575
Grade 10	607
Grade 11	557
Grade 12	556
Total Enrollment	2,295

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.3
Asian	9.5
Black or African American	1.0
Filipino	3.7
Hispanic or Latino	29.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	9.5
White	45.8
English Learners	5.8
Foster Youth	0.1
Homeless	0.3
Migrant	1.2
Socioeconomically Disadvantaged	17.9
Students with Disabilities	13.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	76.90	76.74	546.10	87.09	228366.10	83.12
Intern Credential Holders Properly Assigned	3.70	3.74	9.20	1.48	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.60	8.59	20.40	3.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.70	3.73	21.10	3.37	12115.80	4.41
Unknown	7.20	7.18	30.10	4.80	18854.30	6.86
Total Teaching Positions	100.30	100.00	627.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	82.00	79.32	548.80	86.43	234405.20	84.00
Intern Credential Holders Properly Assigned	4.00	3.87	9.50	1.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.90	6.70	32.50	5.12	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	1.45	10.70	1.69	11953.10	4.28
Unknown	8.90	8.65	33.30	5.25	15831.90	5.67
Total Teaching Positions	103.40	100.00	635.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	1.00
Misassignments	6.60	5.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	8.60	6.90

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.70	1.50
Local Assignment Options	2.90	0.00
Total Out-of-Field Teachers	3.70	1.50

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.30	7.40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.80	1.80

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The LVJUSD has adopted the Next Generation Science Standards and the California State Standards in the following content areas: English/language arts and literacy in history/social science, science and technical subjects, and mathematics. Our district has also adopted the State content standards for history/social science, English language development (ELD), physical education, visual and performing arts, and career technical education. Our district adheres to State curricular guidelines for health and foreign language. The LVJUSD Board of Education has approved and adopted instructional materials in all content areas, aligned to State and district-adopted standards.

Our district reviews and adopts textbooks based on State and district standards. Our district instructional materials are selected and adopted in accordance with board policy and Board Regulation 6161.1 for Selection and Evaluation of Instructional Materials. Supplementary materials, including core literature and state-approved intervention materials are selected and used to increase access to standards-based instruction.

Our district's selection process includes a committee of teachers, along with parent input. The committee develops evaluation criteria, pilots materials, makes recommendations appropriate to each adoption cycle.

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, elementary science in 2022, grades 6 - 8 science in 2021, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

By the eighth week of school each year, the LVJUSD Board of Education passes a resolution certifying, "Sufficient Standards-aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics, science, history/social science, and English/language arts, including the ELD component of an adopted program." Foreign language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available for science laboratory courses offered in grades 9-12, inclusive.

In accordance with the terms of the Williams case settlement and Education Code 35186, a uniform complaint process has been developed, and guidelines are posted in every classroom. "Each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign language and health classes, and is applicable to science laboratory equipment for science laboratory courses offered in grades 9-12 inclusive." No complaints have been filed relative to "sufficiency" of instructional materials in our district.

Year and month in which the data were collected

10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync, McGraw-Hill 2019	Yes	0
Mathematics	Algebra Readiness, California Edition; Prentice Hall Mathematics 2008 Big Ideas Algebra I, Big Ideas Learning 2016 Big Ideas Geometry, Big Ideas Learning 2019 Big Ideas Math Algebra 2, Big Ideas Learning 2019 Discovering Advanced Algebra, Key Curriculum Press 2008 Precalculus: Graphical, Numerical, Algebraic; Prentice Hall 2008 Calculus, 8th Edition; Houghton-Mifflin 2008 Statistics and Probability with Applications 3rd Edition, Bedford, Freeman & Worth, 2021 The Practice of Statistics, Bedford, Freeman & Worth 2021	Yes	0

	Mathematics with Business Applications, 6th Edition McGraw-Hill/Glencoe 2016		
Science	Inspire Science: Earth Science, McGraw Hill, 2020 Life Science: Biology; Holt, Rinehart and Winston 2007 Conceptual Physics, Pearson/Prentice Hall 2007 Biology, Pearson/Prentice Hall 2007 Biology AP Edition, 11th Edition, Pearson Education 2019 Living by Chemistry, WH Freeman and Co. 2015 Chemistry AP Edition, McGraw-Hill Education 2020 Exploring Environmental Science for AP, Cengage/National Geographic Learning 2020 Physics: Principles and Problems, Glencoe/McGraw-Hill 2007 Explorations: An Introduction to Astronomy, McGraw-Hill 2007 Animal Anatomy and Physiology: Applied Animal Reproduction; Scientific Farm Animal Production; Prentice Hall 2007 Chemistry: An Introduction to General, Organic, and Biological Chemistry; Pearson, 2021	Yes	0
History-Social Science	World Geography, McDougal Littell 2006 Modern World History, McDougal Littell 2006 World Civilizations: The Global Experience, Pearson Longman 2006 The American Vision: Modern Times, Glencoe/McGraw-Hill 2006 Magruder's American Government, Prentice Hall 2006 Economics: New Ways of Thinking, EMC Publishing 2006 American Government, McDougal Littell 2006 American Government: Stories of a Nation: For the AP Course, 2020 College Catalog Economics, McDougal Littell 2006 Understanding Psychology, Glencoe 2006 Myers' Psychology for AP, Worth Publishers 2006 American History: Connecting with the Past Vol. 2, McGraw-Hill Higher Education 2016 Women's America: Refocusing the Past, Oxford University Press 2018 Western Civilization Since 1300, Cengage Learning, 2019	Yes	0
Foreign Language	Imaginez, Vista Higher Learning, 2016 D'Accord!, Vista High Learning, 2021 Komm mit! Level 1, 2, 3, Holt, Rinehart and Winston 2003; Latin for the New Millenium Level 1-3, Bolchazy-Carducci Publishers 2008 A Toda Vela, EMC Publishing, Herrera 2011 Imagina Espanol Sin Barreras (Spanish 4), Vista Higher Learning 2019 Senderos 1, 2, 3 Spanish for a Connected World, Vista Higher Learning 2018 Nuevas Vistas Level, Holt, Rinehard and Winston 2008	Yes	0
Health	Health Education 9 Lifetime Health, Holt, Rinehart and Winston, 2017	Yes	0
Visual and Performing Arts	Theatre: Art in Action, Contemporary Publishing Group 2020; Artforms: An Introduction to the Visual Arts, Harper & Row 2020 Television Production & Broadcast Journalism, Goodheart-Wilcox Co. 2014; Elementary Harmony & Workbook, Prentice Hall, 2014	Yes	0

School Facility Conditions and Planned Improvements

Granada has undergone an extensive transformation since it was first built in 1963. The campus sits on approximately 40 acres. Athletic fields are plentiful and well maintained. In the summer of 2001, an all-weather track was installed, and during the spring of 2005, a synthetic sports field was completed. This field was also completely renovated in 2018, along with new home and visitor side seating. Counseling offices and a career center were completed in the summer of 2007. A science wing, which houses 14 classrooms, was completed in April 2008. A newly renovated Media Center was completed in January 2009. Most recently, Granada has completed our new athletics complex, which includes a weight room, dance room, wrestling room, PE classroom, and a new pool. All Granada buildings have internet access through fiber optic cable and CAT5 wiring. All buildings added HVAC, and new roofs went on nearly every building. The addition of 18 new portable classrooms since 1997 and a new gymnasium that was built in 2002 have accommodated our increase in student population. The current facility plan includes renovation of the majority of our classrooms, improvements to the school landscaping, and the addition of permanent classrooms to replace some of the older portable units.

Seven custodians (a day shift and an evening shift) keep our campus clean and safe, and LVJUSD maintenance staff is supportive of our efforts to keep the campus attractive to students, staff, and the community. Students enjoy a safe campus as well through supervision provided by six campus supervisors whose priority is student safety. They work each day school is in session and at many school-sponsored events such as football games, dances and extracurricular events. Their shifts are staggered to include time before and after school for optimal supervision. Granada also has a school resource officer from the Livermore Police Department who works full time at the school site to help ensure safety and to respond to disciplinary issues as needed.

Year and month of the most recent FIT report

8/16/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None observed
Interior: Interior Surfaces		X		None observed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Baseball Field geese and feces present - custodian and grounds crew cleaned
Electrical	X			Boys Restroom in Stadium light diffuser missing; Rm. 208 lights out (2); Rm. 106 lights out (2); Rm. 107 lights out (2); Rm. 501 wall plate cover missing for low voltage; maintenance staff replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None observed
Safety: Fire Safety, Hazardous Materials	X			None observed
Structural: Structural Damage, Roofs	X			None observed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None observed

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	66	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	44	N/A	47	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	525	443	84.38	15.62	66.14
Female	254	207	81.50	18.50	74.40
Male	271	236	87.08	12.92	58.90
American Indian or Alaska Native	--	--	--	--	--
Asian	53	46	86.79	13.21	86.96
Black or African American	--	--	--	--	--
Filipino	23	19	82.61	17.39	68.42
Hispanic or Latino	152	129	84.87	15.13	48.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	35	83.33	16.67	65.71
White	247	206	83.40	16.60	72.33
English Learners	30	26	86.67	13.33	3.85
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	100	81	81.00	19.00	39.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	53	82.81	17.19	15.09

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	525	435	82.86	17.14	43.91
Female	254	203	79.92	20.08	44.33
Male	271	232	85.61	14.39	43.53
American Indian or Alaska Native	--	--	--	--	--
Asian	53	46	86.79	13.21	82.61
Black or African American	--	--	--	--	--
Filipino	23	20	86.96	13.04	55.00
Hispanic or Latino	152	125	82.24	17.76	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	33	78.57	21.43	51.52
White	247	203	82.19	17.81	47.78
English Learners	30	27	90.00	10.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	100	81	81.00	19.00	13.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	51	79.69	20.31	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1044	767	73.47	26.53	45.5
Female	525	368	70.1	29.9	47.55
Male	519	399	76.88	23.12	43.61
American Indian or Alaska Native	--	--	--	--	--
Asian	98	72	73.47	26.53	77.78
Black or African American	14	13	92.86	7.14	30.77
Filipino	35	28	80	20	46.43
Hispanic or Latino	306	237	77.45	22.55	21.1
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	92	59	64.13	35.87	62.71
White	495	356	71.92	28.08	52.81
English Learners	50	43	86	14	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	203	162	79.8	20.2	19.14
Students Receiving Migrant Education Services	12	9	75	25	--
Students with Disabilities	101	64	63.37	36.63	14.06

2021-22 Career Technical Education Programs

Granada offers a variety of courses designed to prepare students for a variety of postsecondary options. In addition, the skills necessary for successful employment are integrated into the academic program offered to all students. The focus has been to update and create new courses that will provide students with a challenging academic experience while also providing material and experiences that are relevant. Students are encouraged to take a variety of courses—those that meet college-entrance requirements as well as those that focus on workforce preparation. Increasingly, we are finding that the skills and knowledge necessary to be successful in postsecondary education are the same needed to be successful in the world of work.

Granada's Career Technical Education (CTE) program includes three branches: Consumer and Family Studies courses (Foods, Culinary Arts, Hospitality, Fashion, Design), Business and Computer courses (Computer Applications, Computer Graphics, Computer Science and Engineering, AP Computer Science), and Industrial Technology courses (Machine Tool and Robotics). All CTE courses are aligned to content standards and support literacy and mathematics standards. The Biotechnology pathway includes opportunities to work in the industry and to take courses that articulate with a local community college. Several of our CTE courses earn both high school credit and community college credit. Granada students may also enroll in courses offered by the Tri-Valley Regional Occupation Program (TVROP) on the Granada campus and at other school sites throughout the area. Several courses articulate with Las Positas College. ROP courses include Marketing, Economics of Business Ownership, Developmental Psychology of Children, Medical Occupations, and Sports Medicine. Students may travel to nearby campuses to study Nursing, Criminal Justice, and Water Pollution Control.

The primary representatives of our District's career technical advisory committee and the industries represented are Miguel Baez and Kenon Willis from Business and Technology and Danielle Watson representing the TVROP programs at Granada.

Students at Granada High School receive guidance in their career and job preparation from the career education specialist along with the guidance counselors. The Career Center sponsors frequent workshops that feature guest speakers from a variety of careers. The counseling program includes an online interest and career assessment and research program (Bridges: Choices and Explorer) that students use throughout their high school career. Students with Individualized Education Plans work with their case manager to develop transition goals and plans specific to their needs. Additionally, all students begin career exploration as freshmen in their Freshmen in Transition course.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	694
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	96.60
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	59.85

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92%	95%	96%	93%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states:

“The Board of Education recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.”

Educational research suggests that highly effective schools have a number of features in common, including high levels of parent and community involvement. When parents take an active role in their children’s education, students perform at high levels and have more well-rounded educational experiences. LVJUSD parents are welcome partners in our school community. There are a range of opportunities for parents to engage with schools, including Parent Teacher Associations (PTAs), Parent Faculty Associations (PFAs), sports and activity booster clubs, and other supporter groups. On a monthly basis, the Superintendent of Schools meets with a representative of each school’s parent organization at the Parent Communication and Information Council (PCIC). This gathering provides an opportunity for parent groups to collaborate with each other and representatives of our district regarding events, opportunities, and activities for students and families. This is also a time district representatives share new initiatives and current information with parent leaders. In addition, parents have the opportunity to share general concerns and ask questions directly to the Superintendent. Each school also has formal advisory groups including School Site Council (SSC) and English Learner Advisory Committee (ELAC) who represent other parents at the site and are critical in the development and monitoring of the School Plan for Student Achievement (SPSA). A representative from each SSC serves on the District Local Control and Accountability Plan (LCAP) Advisory Committee, and a member of each ELAC serves on the District English Learner Advisory Council (DELAC), which also serves as the LCAP English Learner Advisory Committee. Through these two-way systems of parent support and engagement, parents, district, and school staff have open lines of communication and opportunities to engage in meaningful ways with the school community.

Granada High has an active and involved parent group. Boosters and Granada Supporters provide much-needed volunteers and fundraising to make athletic and music programs successful. Granada has a vibrant parent English Learner Advisory

2022-23 Opportunities for Parental Involvement

Committee (ELAC), which hosts parent meetings and provides cultural celebrations for the entire Granada community. Granada parents also organize and put on the Senior Safe and Sober All Night Grad Party. Partnerships with local businesses, especially the Lawrence Livermore National Laboratory, have allowed us to tap into the expertise that our community has to offer. We continually invite parents to become more involved in their children's education and in supporting the school.

A weekly Matador News is emailed home with information about the past week and future week. At the same time, we update our website frequently with announcements, pictures, and recent events. We have a continuously updated calendar of events on our website to keep parents informed. The digital productions class creates a weekly broadcast with information for students. Teachers provide additional information on assignments, progress reports, and report cards. Also, an electronic marquee serves to keep families informed with the most up-to-date information.

For more information on how to become involved at the school, please contact the school at (925) 606-4800.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.5	1.1		2.8	1		8.9	7.8
Graduation Rate		96.7	97.2		94.6	96.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	541	526	97.2
Female	280	278	99.3
Male	261	248	95.0
American Indian or Alaska Native	--	--	--
Asian	49	48	98.0
Black or African American	--	--	--
Filipino	13	13	100.0
Hispanic or Latino	161	152	94.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	51	50	98.0
White	256	253	98.8
English Learners	32	24	75.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	143	132	92.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	52	45	86.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2373	2345	177	7.5
Female	1176	1163	89	7.7
Male	1196	1181	88	7.5
American Indian or Alaska Native	5	3	1	33.3
Asian	224	224	3	1.3
Black or African American	30	28	3	10.7
Filipino	86	86	8	9.3
Hispanic or Latino	730	720	93	12.9
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	221	220	12	5.5
White	1071	1058	56	5.3
English Learners	170	167	37	22.2
Foster Youth	4	4	3	75.0
Homeless	20	17	5	29.4
Socioeconomically Disadvantaged	491	479	70	14.6
Students Receiving Migrant Education Services	28	28	3	10.7
Students with Disabilities	337	324	71	21.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.69	2.30	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.08	4.59	0.05	2.64	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.59	0.00
Female	2.13	0.00
Male	7.02	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.34	0.00
Black or African American	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.07	0.00
White	4.76	0.00
English Learners	8.24	0.00
Foster Youth	0.00	0.00
Homeless	5.00	0.00
Socioeconomically Disadvantaged	7.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.39	0.00

2022-23 School Safety Plan

A comprehensive school safety plan was written in 2001 and is updated each fall early in the school year to ensure compliance and efficiency. The Safety Plan includes disaster and evacuation procedures. Together with the head custodian, the administrative staff conducts periodic safety tours of the campus. School and district administrative staff conduct frequent walk-throughs to ensure all areas of the campus are safe for students and visitors. The campus has security cameras that monitor the entire campus and a formal sign-in and badge process for school visitors. All athletic staff and the majority of teachers have been trained in first aid and CPR, and the staff is monitored daily by six campus supervisors and a variety of administrative and support staff members.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2022. Each classroom has an emergency packet containing rosters, procedures and contact numbers. Throughout the course of the year, we engage in drills for disasters such as fire, earthquake, and lockdown. The Livermore Valley Joint Unified School District provides Secondary School Discipline Guidelines in accordance with Education Code and Board Policy to deal with disciplinary issues. Administrative staff members are trained to handle disciplinary matters in accordance with these guidelines, and to follow board policy regarding suspensions and expulsions.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	18	39	
Mathematics	25	19	44	2
Science	26	12	35	
Social Science	27	12	39	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	9	46	3
Mathematics	23	28	44	2
Science	27	7	38	
Social Science	27	8	43	6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	22	47	1
Mathematics	22	34	39	1
Science	25	12	30	1
Social Science	25	17	39	5

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	573.75

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	2.3
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,707.95	\$1,596.18	\$6,111.78	\$95,139.43
District	N/A	N/A	\$8,528.74	\$88,368
Percent Difference - School Site and District	N/A	N/A	-33.0	7.4
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-29.2	7.4

2021-22 Types of Services Funded

Categorical funds support a wide range of districtwide and site services to assist all students, including underperforming students, in meeting and exceeding standards. At the district level, categorical funds are used to provide program specialists and staff to monitor, implement, and oversee Migrant Education, Native American Education, Special Education, intervention; summer school; Tri-Valley Teacher Induction Project (TV/TIP) and new teacher support; professional development; and the English learner (EL) program.

District-level advisory committees such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), Career Technical Education (CTE) Advisory Committee, Technology Committee, Elementary Math Leads, Algebra Task Force, and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our District is implementing the LVJUSD Framework for Success. The framework includes Multi-Tiered Systems of Support (MTSS) for students' academic, behavioral, and social-emotional needs.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

- After School Education and Safety (ASES) funds support the Livermore ASES (BELIEVES) program at Marylin Avenue Elementary and Junction Avenue K-8 Schools by providing enrichment opportunities, homework support, and an emotionally and physically safe environment for students.
- Carl D. Perkins Career and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing, including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development, and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training, and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education, professional development, supplemental instructional materials, and support staff to ensure quality programs for English Learner students.
- Title IV: Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- Title VI: American Indian funds are used for staffing to support parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,467	\$54,370
Mid-Range Teacher Salary	\$85,590	\$82,681
Highest Teacher Salary	\$107,094	\$106,610
Average Principal Salary (Elementary)	\$134,484	\$135,283
Average Principal Salary (Middle)	\$139,600	\$141,244
Average Principal Salary (High)	\$146,374	\$152,955
Superintendent Salary	\$340,184	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	15.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	2
Foreign Language	1
Mathematics	6
Science	6
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	25

Professional Development

Our district recognizes that each employee—classified, certificated, and management—influences the opportunities for students to achieve at the highest levels. In line with our District Professional Development Plan, we offer and support ongoing growth opportunities that allow every teacher, administrator, and staff member to further develop the appropriate knowledge, skills, and practices required to create learning environments that allow all students to demonstrate high levels of achievement. Our Board of Education and our district administration recognize that all staff members of the LVJUSD must be provided time and support to acquire, improve, and enhance professional knowledge, practices, and skills.

During the 2022-2023 school year, relevant and timely professional development will be available and delivered to employees. Three designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

As part of the process used in annually updating our District Professional Development Plan, staff reviewed student academic and Social-Emotional Learning data; as well as reviewed feedback/input from staff from the previous years' PD opportunities. Professional development will primarily focus on effective Tier-I instruction; Tier-II support programs; Positive Behavioral Interventions and Supports (PBIS), student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, International Baccalaureate, Advancement Via Individual Determination (AVID), and Advanced Placement programs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3