



School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Granada High School
Address	400 Wall Street Livermore, CA 94550
County-District-School (CDS) Code	01-61200-0133397
Principal	Clark Conover
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	November 14, 2023
Schoolsite Council (SSC) Approval Date	October 23, 2023
Local Board Approval Date	November 14, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

Granada High School Mission: Granada High School uses a focus on state standards, continuous technological developments, staff development, and a schoolwide commitment to excellence and innovation in order to produce students who can problem solve; apply logical processes; evaluate texts, data, and chains of causality; and effectively communicate in a variety of modern media.

Granada High Student Learner Outcomes:

- Students will be able to follow and apply logical processes
- Students will be able to problem-solve
- Students will be able to interpret and evaluate texts and data
- Students will be able to inquire and reflect on their learning
- Students will be able to effectively communicate in a global society using a variety of media
- Students will be able to advocate for personal and community well-being

School Profile

Opening enrollment at Granada High School for the 2023-2024 year was 2,231 students in grades nine through twelve. The Granada student body is 42% White, 30% Hispanic or Latino, 16% Asian, 1% African American, <1% American Indian, <1% Native Hawaiian/Pacific Islander, and 10% two or more races. Within those demographics, 6% of Granada students are classified as English Learners, and 12.7% receive Special Education services.

There are presently five administrators, one hundred three Full-Time Equivalent (FTE) teachers along with two Tri-Valley Regional Occupation Program (TVROP) teachers on site, and four counselors. Granada High School is supported by custodians, campus supervisors, office clerical, a child welfare and attendance aide, a school resource officer, and Special Education aides.

Traditionally, Granada High School runs on a trimester schedule. Now in its fifteenth year, the trimester schedule allows students to have up to five periods each day of 70 minute classes. Each course is twelve 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 65,510 instructional minutes, about 12 hours more than 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 post-secondary 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 English workshop, three-trimester math, and Academic Support and Enrichment (ASE). Granada staff continues to find ways to meet the needs of all students. In 2015, Granada earned the honor of being named a California Gold Ribbon School, recognized for the California State Standards-based assessment and intervention system modeled by the English Department as a prototype for the entire school.

Granada has an active School Site Council (SSC) composed of the principal, three other staff members, four teachers, four parents, and four students. The Site Council provides significant input on the School Plan for Student Achievement (SPSA) and Local Control Funding Formula (LCFF) Budget, and helps create direction for the school. Other support groups on campus are the Granada Supporters and the Granada Music Boosters. Both groups actively support student activities on campus.

The Granada staff is committed to seeking and developing innovative ways to meet the needs of students in the 21st century. Staff attends conferences and workshops to improve their instruction. Many staff members participate on WASC visiting committees at other schools to bring back information to help strengthen Granada. Staff also participates in ongoing collaboration with others in the District and on site to improve student achievement. At the same time, Granada High School uses Positive Behavioral Interventions and Supports (PBIS). The site has been awarded a silver award through California PBIS which means that the site implemented T-1 supports with at least 70% fidelity.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) provides input and reviews all School Plans, along with the Western Association for Schools and Colleges (WASC) plan and ongoing work throughout each school year. For 2023 – 24, SSC provides input into allocation of the Local Controlled Funding Formula (LCFF) funds in support of the Local Control and Accountability Plan (LCAP) and School Plan.

Information from SSC meetings is shared with other Granada groups; reports and input from English Learner Advisory Committee (ELAC) are shared at administrative, leadership, and Site Council meetings by the EL Liaison. Input from members of ELAC is sought and included in the construction of the School Plan.

The SPSA is monitored throughout the school year by administration, department leaders, and SSC. Goals are revisited and strategies revised, when possible, to promote student achievement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.31%	0.13%	7	7	3
African American	1.2%	1.00%	1.1%	29	23	25
Asian	8.9%	9.50%	11.72%	208	218	267
Filipino	3.6%	3.70%	3.51%	85	85	80
Hispanic/Latino	28.9%	29.85%	30.63%	675	685	698
Pacific Islander	0.5%	0.26%	0.26%	11	6	6
White	47.9%	45.75%	43.09%	1,119	1050	982
Multiple/No Response	8.5%	9.50%	9.57%	199	218	218
Total Enrollment				2,334	2295	2279

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	619	575	583
Grade 10	585	607	570
Grade 11	576	557	574
Grade 12	554	556	552
Total Enrollment	2,334	2,295	2,279

Conclusions based on this data:

- Granada's student population remains near the 2,300 mark annually.
- Granada's student groups show little change.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	145	132	126	6.20%	5.8%	5.5%
Fluent English Proficient (FEP)	475	495	532	20.40%	21.6%	23.3%
Reclassified Fluent English Proficient (RFEP)	4			2.8%		

Conclusions based on this data:

1. The number of English Learner students is relatively stable each year.
2. Seven students will be reclassified in 2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	554	523	533	360	442	468	360	442	467	65.0	84.5	87.8
All Grades	554	523	533	360	442	468	360	442	467	65.0	84.5	87.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2632.	2629.	2639.	36.11	34.84	42.61	31.39	31.00	28.91	18.61	19.68	13.92	13.89	14.48	14.56
All Grades	N/A	N/A	N/A	36.11	34.84	42.61	31.39	31.00	28.91	18.61	19.68	13.92	13.89	14.48	14.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	35.73	34.24	40.04	53.60	52.38	47.32	10.66	13.38	12.63
All Grades	35.73	34.24	40.04	53.60	52.38	47.32	10.66	13.38	12.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	42.73	39.14	46.25	44.77	44.57	39.40	12.50	16.29	14.35
All Grades	42.73	39.14	46.25	44.77	44.57	39.40	12.50	16.29	14.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.06	20.59	22.06	70.77	68.78	66.17	9.17	10.63	11.78
All Grades	20.06	20.59	22.06	70.77	68.78	66.17	9.17	10.63	11.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	37.29	28.51	30.62	56.78	62.44	58.24	5.93	9.05	11.13
All Grades	37.29	28.51	30.62	56.78	62.44	58.24	5.93	9.05	11.13

Conclusions based on this data:

1. In 2023, 96% of students were tested in ELA. This was an increase of 11% from 2022.
2. In 2023, 71% of students met or exceeded standards in ELA. This is an increase of 8% from 2022.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	554	523	533	352	434	472	345	434	472	63.5	83.0	88.6
All Grades	554	523	533	352	434	472	345	434	472	63.5	83.0	88.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2625.	2597.	2628.	25.22	21.20	25.42	22.90	22.81	25.42	28.41	20.51	23.94	23.48	35.48	25.21
All Grades	N/A	N/A	N/A	25.22	21.20	25.42	22.90	22.81	25.42	28.41	20.51	23.94	23.48	35.48	25.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	32.85	25.81	30.93	43.90	39.63	44.70	23.26	34.56	24.36
All Grades	32.85	25.81	30.93	43.90	39.63	44.70	23.26	34.56	24.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26.82	23.73	28.60	60.06	55.76	56.36	13.12	20.51	15.04
All Grades	26.82	23.73	28.60	60.06	55.76	56.36	13.12	20.51	15.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	25.51	21.89	25.00	61.45	57.83	60.81	13.04	20.28	14.19
All Grades	25.51	21.89	25.00	61.45	57.83	60.81	13.04	20.28	14.19

Conclusions based on this data:

1. In 2023, 98% of students were tested. This was an increase of 15% from 2022.
2. In 2023, 51% of students met or exceeded standards in mathematics. This is a increase of 7% from 2022.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1493.3	1544.4	1505.4	1482.3	1554.6	1509.4	1503.7	1533.6	1500.9	40	27	36
10	1516.8	1527.9	1517.8	1499.3	1542.9	1521.3	1533.8	1512.5	1513.6	35	37	33
11	1524.4	1535.4	1531.3	1505.9	1532.8	1538.9	1542.5	1537.3	1523.1	16	28	29
12	1424.0	1536.6	1532.3	1410.7	1551.9	1534.4	1436.9	1520.5	1529.7	28	15	24
All Grades										119	107	122

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	13.16	14.81	5.56	31.58	29.63	16.67	18.42	37.04	47.22	36.84	18.52	30.56	38	27	36
10	17.14	10.81	6.06	25.71	43.24	39.39	14.29	32.43	30.30	42.86	13.51	24.24	35	37	33
11	20.00	14.29	6.90	33.33	21.43	34.48	20.00	28.57	27.59	26.67	35.71	31.03	15	28	29
12	7.14	13.33	8.33	21.43	20.00	29.17	17.86	46.67	41.67	53.57	20.00	20.83	28	15	24
All Grades	13.79	13.08	6.56	27.59	30.84	29.51	17.24	34.58	36.89	41.38	21.50	27.05	116	107	122

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	31.58	25.93	11.11	28.95	51.85	47.22	5.26	14.81	22.22	34.21	7.41	19.44	38	27	36
10	28.57	37.84	24.24	20.00	43.24	42.42	5.71	8.11	18.18	45.71	10.81	15.15	35	37	33
11	46.67	28.57	27.59	13.33	32.14	51.72	6.67	10.71	3.45	33.33	28.57	17.24	15	28	29
12	25.00	13.33	25.00	10.71	66.67	41.67	7.14	13.33	12.50	57.14	6.67	20.83	28	15	24
All Grades	31.03	28.97	21.31	19.83	45.79	45.90	6.03	11.21	14.75	43.10	14.02	18.03	116	107	122

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.26	0.00	0.00	15.79	7.41	2.78	42.11	59.26	44.44	36.84	33.33	52.78	38	27	36
10	5.71	0.00	0.00	28.57	21.62	12.12	34.29	32.43	45.45	31.43	45.95	42.42	35	37	33
11	0.00	0.00	0.00	40.00	21.43	24.14	33.33	39.29	27.59	26.67	39.29	48.28	15	28	29
12	7.14	6.67	0.00	10.71	6.67	8.33	17.86	46.67	62.50	64.29	40.00	29.17	28	15	24
All Grades	5.17	0.93	0.00	21.55	15.89	11.48	32.76	42.99	44.26	40.52	40.19	44.26	116	107	122

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.63	3.70	0.00	65.79	70.37	55.56	31.58	25.93	44.44	38	27	36
10	5.71	2.70	0.00	62.86	72.97	78.79	31.43	24.32	21.21	35	37	33
11	0.00	3.57	0.00	73.33	60.71	72.41	26.67	35.71	27.59	15	28	29
12	7.14	14.29	0.00	35.71	64.29	66.67	57.14	21.43	33.33	28	14	24
All Grades	4.31	4.72	0.00	58.62	67.92	68.03	37.07	27.36	31.97	116	106	122

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	63.16	85.19	72.22	2.63	14.81	13.89	34.21	0.00	13.89	38	27	36
10	54.29	81.08	78.79	2.86	8.11	6.06	42.86	10.81	15.15	35	37	33
11	60.00	60.71	79.31	6.67	17.86	6.90	33.33	21.43	13.79	15	28	29
12	37.04	73.33	70.83	11.11	20.00	12.50	51.85	6.67	16.67	27	15	24
All Grades	53.91	75.70	75.41	5.22	14.02	9.84	40.87	10.28	14.75	115	107	122

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.89	3.70	0.00	47.37	44.44	33.33	44.74	51.85	66.67	38	27	36
10	14.29	0.00	6.06	45.71	48.65	36.36	40.00	51.35	57.58	35	37	33
11	0.00	3.57	3.45	66.67	39.29	31.03	33.33	57.14	65.52	15	28	29
12	10.71	7.14	0.00	25.00	21.43	45.83	64.29	71.43	54.17	28	14	24
All Grades	9.48	2.83	2.46	43.97	41.51	36.07	46.55	55.66	61.48	116	106	122

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	0.00	76.32	85.19	58.33	23.68	14.81	41.67	38	27	36
10	2.94	0.00	0.00	73.53	75.68	60.61	23.53	24.32	39.39	34	37	33
11	6.67	25.93	3.45	80.00	37.04	58.62	13.33	37.04	37.93	15	27	29
12	3.57	13.33	4.17	46.43	66.67	62.50	50.00	20.00	33.33	28	15	24
All Grades	2.61	8.49	1.64	68.70	66.98	59.84	28.70	24.53	38.52	115	106	122

Conclusions based on this data:

1. In 2023, 28% of English Learners progressed at least one ELPAC level. This is a decrease of 14%.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2022

Number of Students Tested

Total student tested = 564	
Aerobic Capacity	539
Abdominal Strength and Endurance	555
Trunk Extensor Strength and Flexibility	564
Upper Body Strength and Endurance	547
Flexibility	59

Physical Fitness Test Results (PFT) 2023

Number of Students Tested

Total student tested = 417	
Aerobic Capacity	413
Abdominal Strength and Endurance	411
Trunk Extensor Strength and Flexibility	417
Upper Body Strength and Endurance	402
Flexibility	44

Conclusions based on this data:

- Granada High School physical education teachers continue to encourage their students to live an active life with exercise.

Middle Schools Grade 7 and High Schools Grades 9 and 11:

	7 th or 9 th Grade	11 th Grade
1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	65 %	44 %
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	67 %	58 %
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	66 %	67 %

- There is a drop in School Connectedness and Perceived Safety at School from 9th to 11th grade.

2. Granada High School encourages all students participate in school activities and staff works to make connections with students to ensure school connectedness.
3. Granada High School staff listens to students to help support them to feel safe at school.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,295	17.9	5.8	0.1
Total Number of Students enrolled in Granada High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	132	5.8
Foster Youth	3	0.1
Homeless	7	0.3
Socioeconomically Disadvantaged	411	17.9
Students with Disabilities	301	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	1.0
American Indian	7	0.3
Asian	218	9.5
Filipino	85	3.7
Hispanic	685	29.8
Two or More Races	218	9.5
Pacific Islander	6	0.3
White	1,050	45.8

Conclusions based on this data:

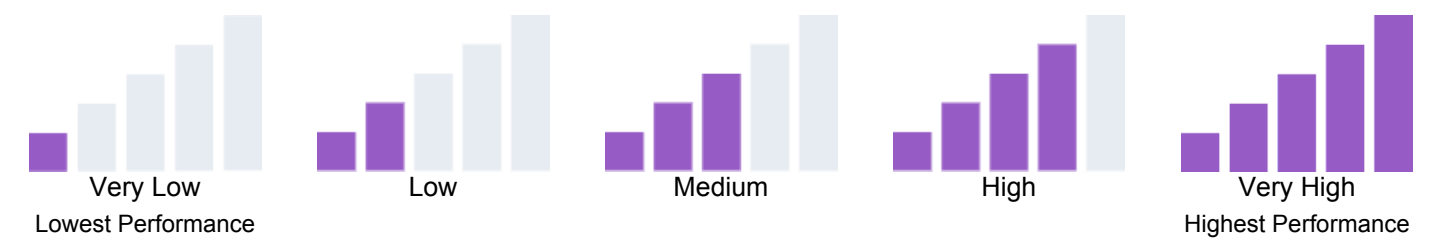
1. Demographic data is relatively stable over the past few years.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Medium</div>	<div>Graduation Rate</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Medium</div>		
<div>English Learner Progress</div> <div>Low</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

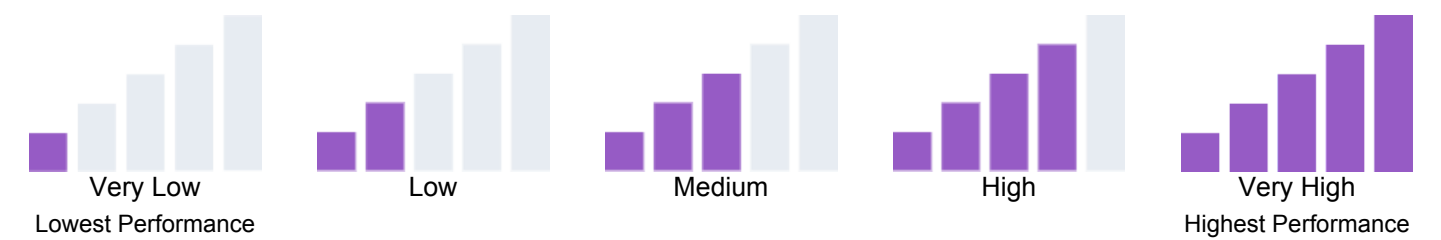
1. Granada High School's graduation rate is very high on the dashboard.
2. Granada's academic progress is considered medium on the dashboard.
3. Granada's English Learner progress is considered low on the dashboard.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



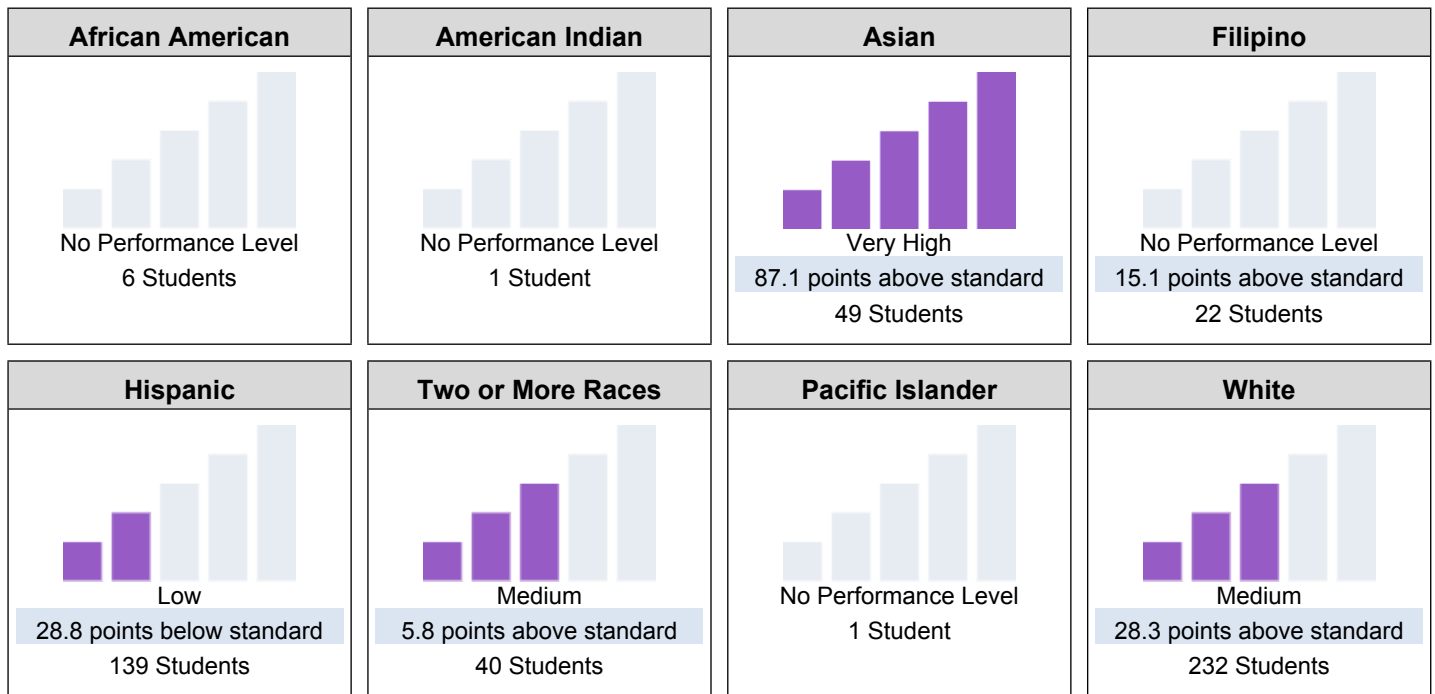
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	1	2	0	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div><p>Medium</p><p>16.3 points above standard</p><p>488 Students</p></div>	<div>English Learners</div> <div><p>Very Low</p><p>108.4 points below standard</p><p>35 Students</p></div>	<div>Foster Youth</div> <div></div>
<div>Homeless</div> <div><p>No Performance Level</p><p>2 Students</p></div>	<div>Socioeconomically Disadvantaged</div> <div><p>Very Low</p><p>62.2 points below standard</p><p>91 Students</p></div>	<div>Students with Disabilities</div> <div><p>Very Low</p><p>105.4 points below standard</p><p>63 Students</p></div>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
132.8 points below standard 26 Students	10 Students	23.0 points above standard 346 Students

Conclusions based on this data:

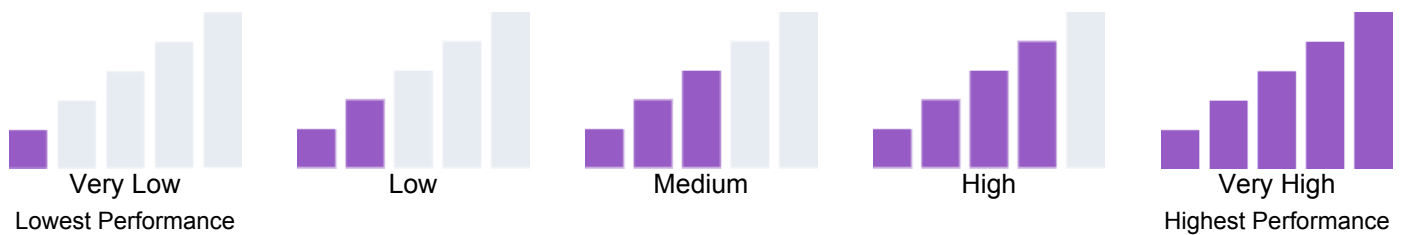
- Granada High School's academic performance in English Language Arts is considered medium on the dashboard.
- Granada High School's student groups (English Learners, Socioeconomically Disadvantaged, Students with Disabilities) are considered very low in English Language Arts on the dashboard.
- Granada High School has put supports in place for struggling students.

School and Student Performance Data

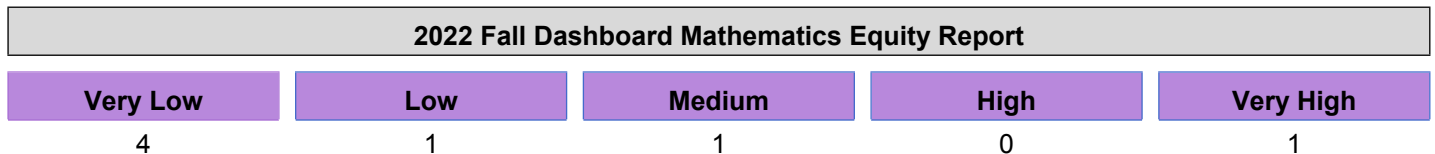
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

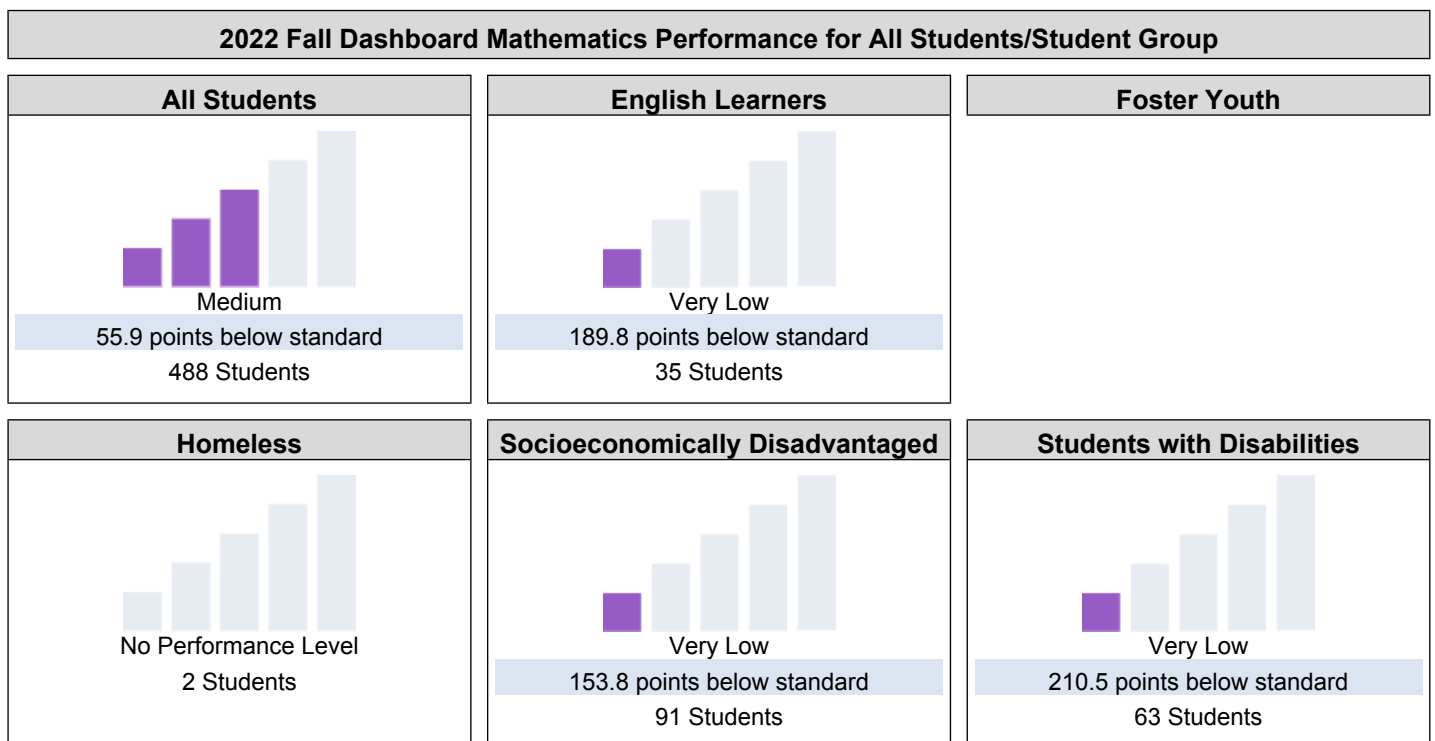
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



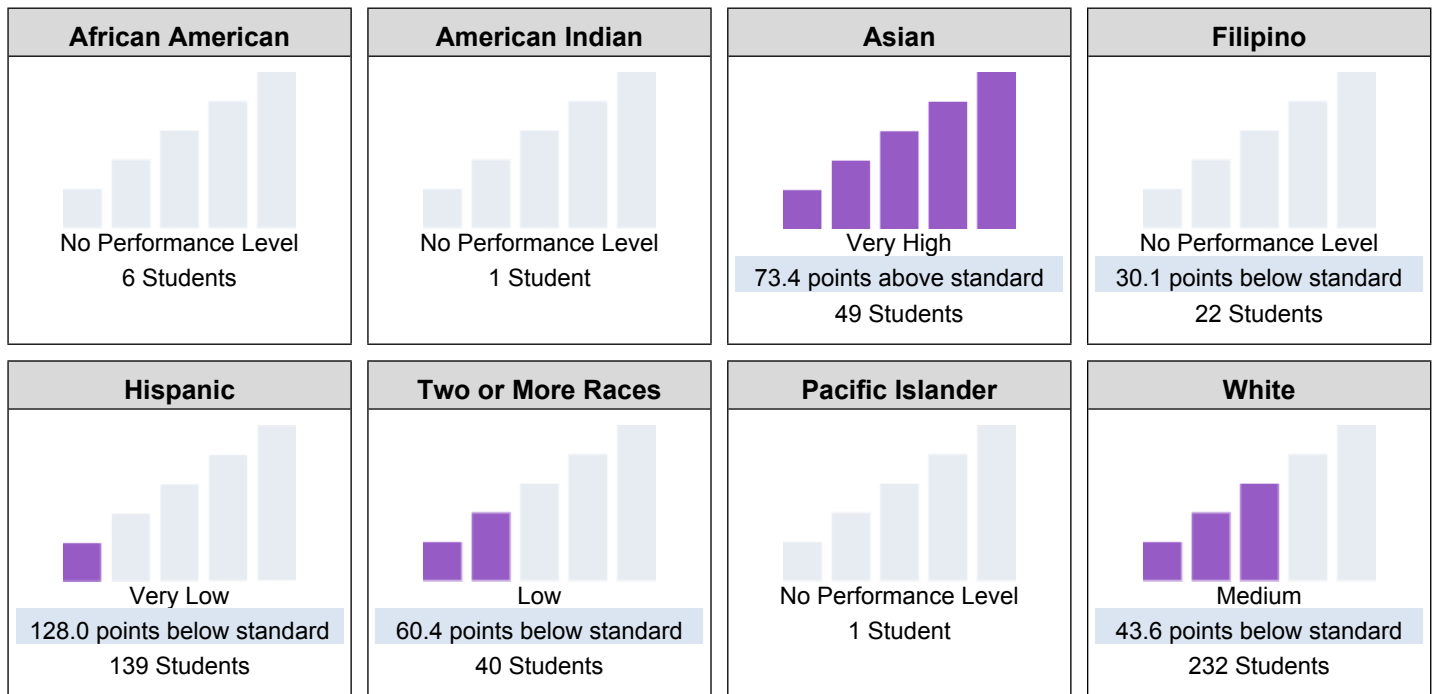
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
223.0 points below standard 26 Students	10 Students	45.9 points below standard 346 Students

Conclusions based on this data:

- Granada High School's academic performance in mathematics is considered medium on the dashboard.
- Granada High School's student groups (English Learners, Socioeconomically Disadvantaged, Students with Disabilities) are considered very low in mathematics on the dashboard.
- Granada High School has put supports in place for struggling students.

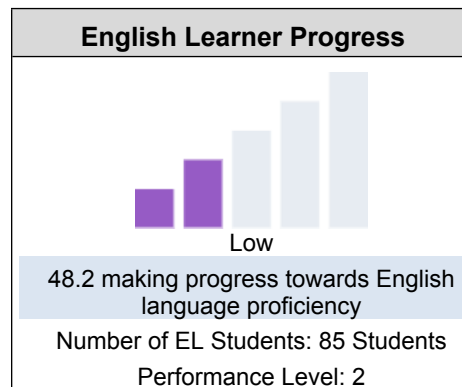
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.6%	34.1%	1.2%	47.1%

Conclusions based on this data:

1. English Learner progress is considered low on the dashboard.
2. 47.1% of English Learners progressed at least one ELPI level.
3. Granada High School has English Learners that need more support.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. In 2023, Granada High School had a Graduation Rate of 98.2%.
2. In 2023, 60% of graduating seniors were a-g eligible. Granada High School continues to encourage students to take the necessary courses to be a-g eligible.
3. In 2023, 9% of graduating seniors earned the state seal of biliteracy. 21% of seniors took at least one Advanced Placement (AP) exam and 14% of seniors took at least one IB exam.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High

High

Medium

Low

Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

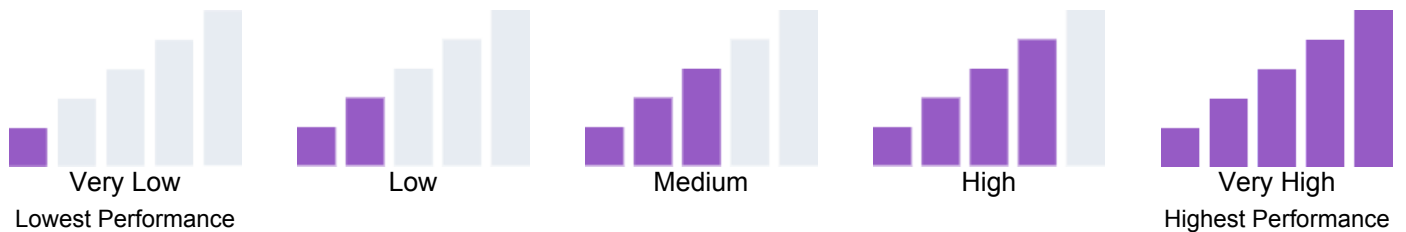
Conclusions based on this data:

1. In 2022-2023, the average daily attendance rate was 97.22%. This is an increase .83% from 2021-2022.
2. Granada High School continues to encourage students to attend school daily.
3. Granada High School continues to encourage all students to participate in an activity at school.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



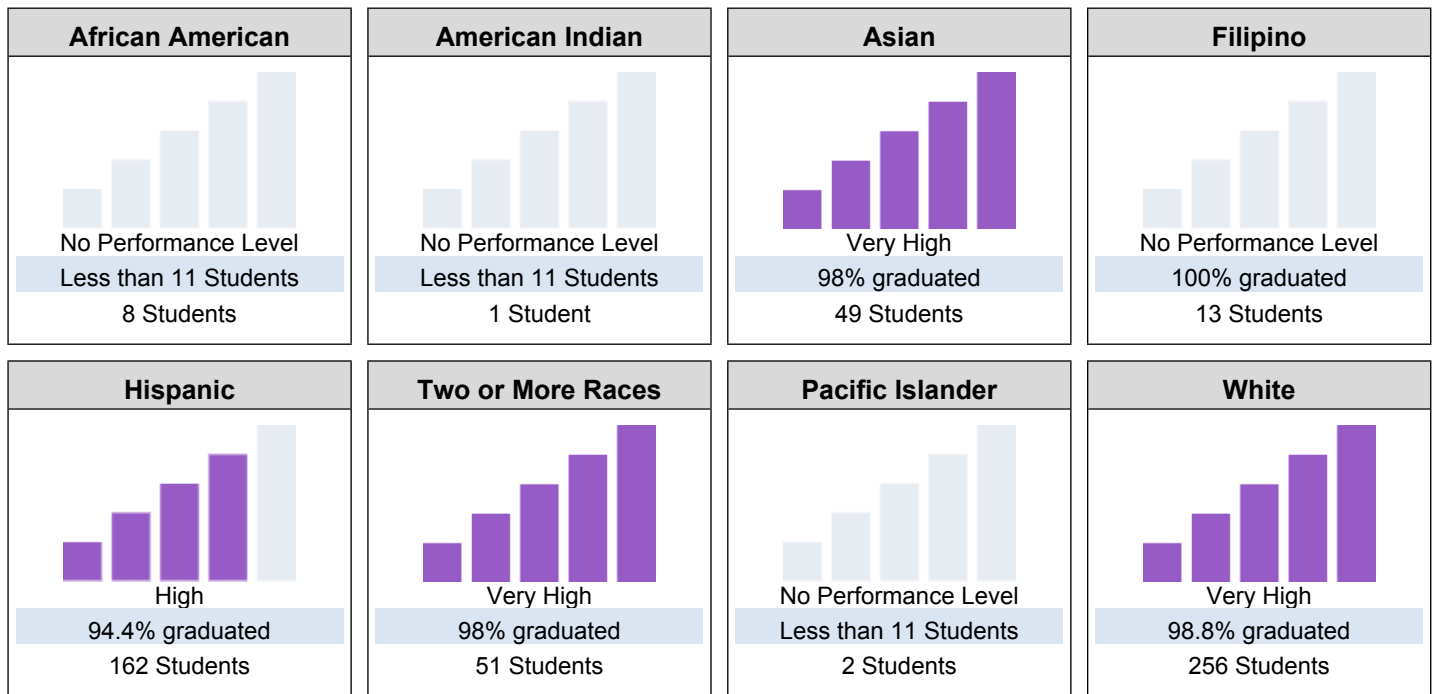
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	1	1	2	3

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>97.2% graduated</p> <p>542 Students</p>	<p>Low</p> <p>75% graduated</p> <p>32 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>High</p> <p>92.3% graduated</p> <p>143 Students</p>	<p>Medium</p> <p>86.5% graduated</p> <p>52 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

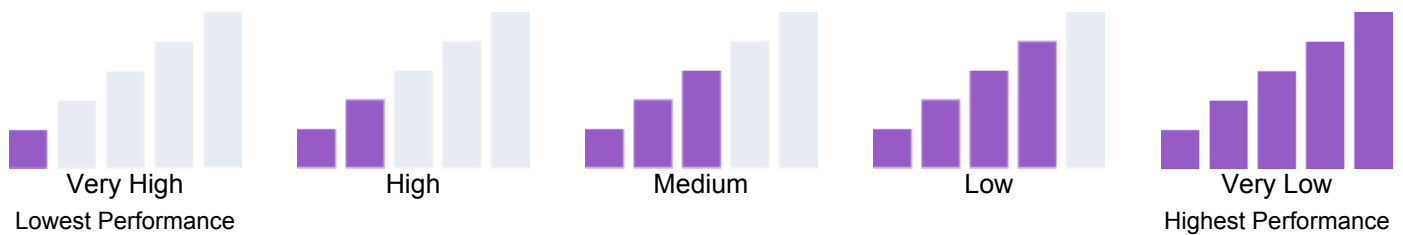
1. The overall graduation rate is very high (97.2%) on the dashboard at Granada High School.
2. The graduation rate for English Learners is low on the dashboard. Granada High School has put supports in place for English learners.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



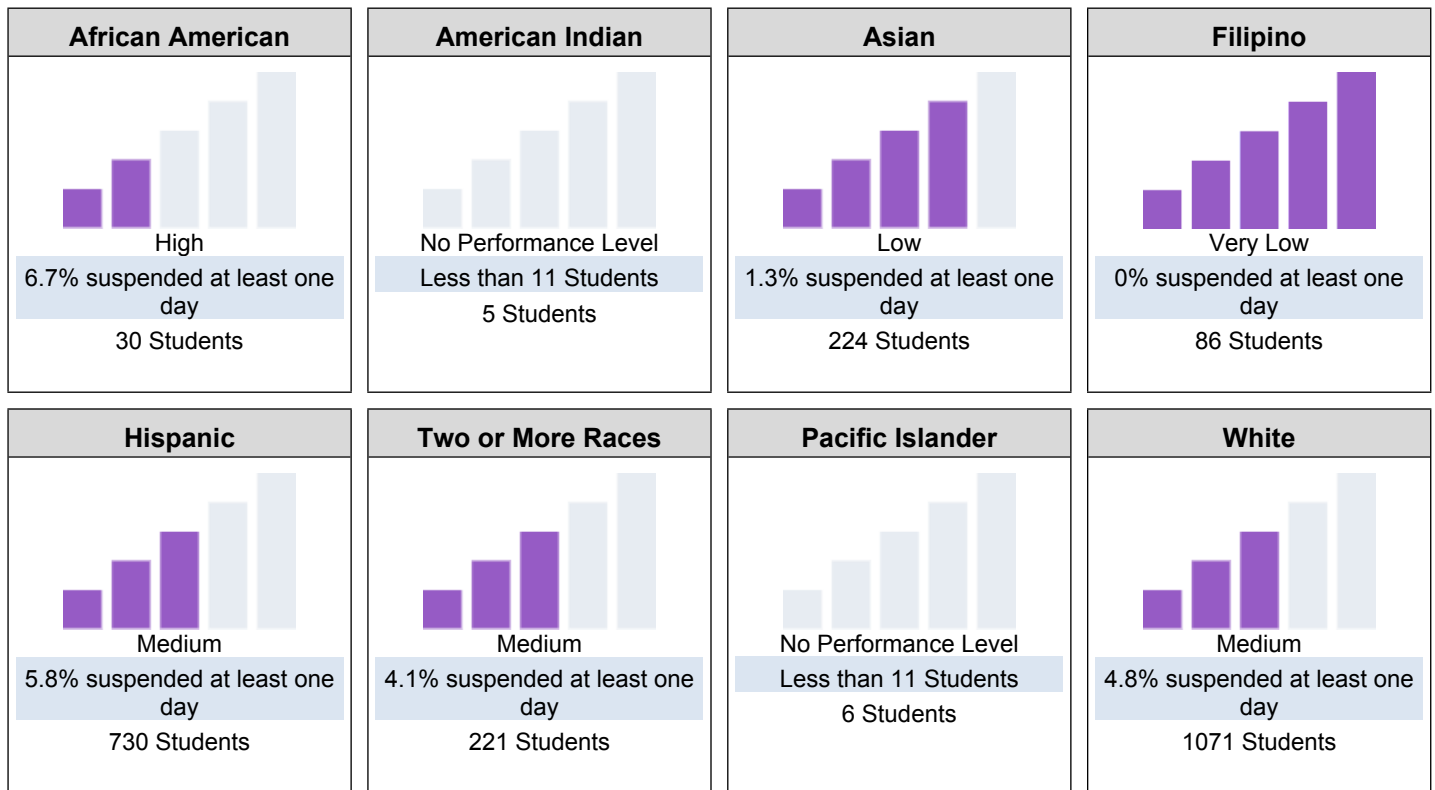
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	3	3	1	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Medium 4.6% suspended at least one day 2373 Students	English Learners High 8.2% suspended at least one day 170 Students	Foster Youth No Performance Level Less than 11 Students 4 Students
Homeless No Performance Level 5% suspended at least one day 20 Students	Socioeconomically Disadvantaged High 7.7% suspended at least one day 491 Students	Students with Disabilities Very High 10.4% suspended at least one day 337 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. In 2022-2023, 109 students (4.6% of students) were suspended. This is medium on the dashboard.
2. English Learner, socioeconomically disadvantaged, and students with disabilities student groups are considered high or very high on the suspension dashboard.
3. Granada High School is using PBIS strategies, COST, and the FIT program to support students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Progress and Performance (CAASPP) 2022 results Administrator/teacher/counselor observation/feedback	<p>To increase the percentage of students scoring Standard Met or Exceeded in English Language Arts to 70%.</p> <p>To increase the number of students scoring Standards Met or Exceeded in mathematics to 50%.</p> <p>To increase the number of students taking the test so that over 95% of students complete all sections.</p> <p>To increase the percentage of students above standard in writing to 50%.</p> <p>A weekly newsletter will be sent to families.</p> <p>To maintain or increase the graduation rate at Granada High School in 2023.</p>	<p>72% of students scored Standard Met or Exceeded in English Language Arts.</p> <p>51% of students scored Standard Met or Exceeded in Mathematics.</p> <p>95.8% of students completed all sections of the CAASPP.</p> <p>CAASPP claim data is not available.</p> <p>A weekly newsletter was sent to families.</p> <p>The graduation rate in 2023 was 98.2%. This was a .2% increase.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension: Offer English Workshop and Literacy Courses as academic remediation. Work with English Department to revise Workshop courses to better identify and meet the needs of struggling students. Offer Co-teaching in English courses to help support Special Education students. Utilize Academic Support and Enrichment (A.S.E.) program to provide targeted intervention for	Literacy/Reading Comprehension: Offered English Workshop and Literacy Courses as academic remediation. Worked with English Department to revise Workshop courses to better identify and meet the needs of struggling students. Offered co-teaching in English courses to help support Special Education students. Utilized Academic Support and Enrichment (ASE) program to provide targeted intervention for	<p>English Learner Liaison 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 33,528.93</p> <p>ELL test 4000-4999: Books And Supplies LCFF - Supplemental 1,500</p> <p>Listenwise 4000-4999: Books And Supplies LCFF - Supplemental 10,500</p> <p>EDGE 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>English Learner Liaison 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 33,528.93</p> <p>ELL test 4000-4999: Books And Supplies LCFF - Supplemental 1,500</p> <p>Listenwise 4000-4999: Books And Supplies LCFF - Supplemental 10,500</p> <p>EDGE 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>students in English Language Arts, focusing intervention on SBAC strands.</p> <p>Administer Interim Block Assessments to support student mastery of ELA strands.</p> <p>Provide English Learner support through targeted ELD software.</p> <p>Provide professional development to support English Learners.</p> <p>Make use of document cameras and voice projection systems in content area courses to facilitate academic language development and content access by English Learners.</p> <p>Acquire, Test of English Language Learning diagnostic, School Supplies, and Listenwise online curriculum.</p>	<p>students in English Language Arts, focusing intervention on SBAC strands.</p> <p>Administered Interim Block Assessments to support student mastery of ELA strands.</p> <p>Provided English Learner support through targeted ELD software.</p> <p>Provided professional development to support English Learners.</p> <p>Made use of document cameras and voice projection systems in content area courses to facilitate academic language development and content access by English Learners.</p> <p>Acquired, Test of English Language Learning diagnostic, School Supplies, and Listenwise online curriculum.</p>	<p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 7,319</p>	<p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 7,319</p>
<p>Mathematics: Offer co-teaching in Algebra I, Geometry, and Algebra II courses to help support Special Education students.</p> <p>Reconfigure mathematics sections so that more students are able and prepared to participate in two-trimester math rather than three-trimester math.</p> <p>Utilize Academic Support and Enrichment (ASE) program to provide standards-based, timely, targeted intervention for students in Mathematics, including EL students.</p> <p>Administer Interim Block Assessments to support student mastery of math strands.</p>	<p>Mathematics: Offered co-teaching in Algebra I, Geometry, and Algebra II courses to help support Special Education students.</p> <p>Reconfigured mathematics sections so that more students were able and prepared to participate in two-trimester math rather than three-trimester math.</p> <p>Utilized Academic Support and Enrichment (ASE) program to provide standards-based, timely, targeted intervention for students in Mathematics, including EL students.</p> <p>Administered Interim Block Assessments to support student mastery of math strands.</p>	<p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development to support English Learners. Make use of document cameras and voice projection system in math courses to facilitate academic language development and content access by English Learners. Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement. Utilize Math Academy to help with Algebra pre-requisite skills for struggling students, including EL students. Provide access to tutoring program at Las Positas college. Utilize Dual Immersion (Spanish) classes in Algebra I, Geometry, and Statistics, and make available to EL students.	Provided professional development to support English Learners. Made use of document cameras and voice projection system in math courses to facilitate academic language development and content access by English Learners. Conducted ongoing evaluation of success of each program, modifying as needed to see continuous student achievement. Utilized Math Academy to help with Algebra pre-requisite skills for struggling students, including EL students. Provided access to tutoring program at Las Positas college. Utilize Dual Immersion (Spanish) classes in Algebra I, Geometry, and Statistics, and made available to EL students.		
Writing: Offer English Workshop as academic and credit recovery remediation. Work with English Department to revise Workshop courses to better identify and meet the needs of struggling students. Offer Co-teaching in English courses to help support Special Education students. Utilize Academic Support and Enrichment (ASE) program to provide, timely, targeted intervention in writing for all students in English Language Arts.	Writing: Offered English Workshop as academic and credit recovery remediation. Worked with English Department to revise workshop courses to better identify and meet the needs of struggling students. Offered co-teaching in English courses to help support Special Education students. Utilized Academic Support and Enrichment (ASE) program to provide, timely, targeted intervention in writing for all students in English Language Arts.	English Learner Liaison 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0 ELL test 4000-4999: Books And Supplies General Fund 0 Listenwise 4000-4999: Books And Supplies LCFF - Supplemental 0 EDGE 4000-4999: Books And Supplies LCFF - Supplemental 0 Offer content area professional development through available conferences 5000-5999: Services And Other Operating	English Learner Liaison 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0 ELL test 4000-4999: Books And Supplies General Fund 0 Listenwise 4000-4999: Books And Supplies LCFF - Supplemental 0 EDGE 4000-4999: Books And Supplies LCFF - Supplemental 0 Offer content area professional development through available conferences 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement. Offer content area professional development through available conferences.	Conducted ongoing evaluation of success of each program, modifying as needed to see continuous student achievement. Offered content area professional development through available conferences.	Expenditures LCFF - Supplemental 13,645	Expenditures LCFF - Supplemental 13,645
Articulation: Provide opportunity for teachers and counselors to meet with Las Positas Community College staff to understand program needs for student success. Enable collaboration with Joe Michell K-8 to facilitate communication and encourage enrollment into Granada's IB Middle Years Programme and Diploma Programme. Provide collaboration time with teachers in like departments for shared California Common Core State Standards implementation. Administer CAASPP test earlier in the year so that it does not conflict with Advanced Placement and International Baccalaureate exams. Weekly newsletter from principal	Articulation: Provided opportunity for teachers and counselors to meet with Las Positas Community College staff to understand program needs for student success. Provided collaboration time with teachers in like departments for shared California Common Core State Standards implementation. Administered CAASPP test earlier in the year so that it does not conflict with Advanced Placement and International Baccalaureate exams. Weekly newsletter was emailed weekly from principal.	staff development/collaboration/conferences 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 11,415	staff development/collaboration/conferences 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 11,415
Graduation Rate: Continue to use credit recovery options during the school day (Edgenuity, ALEKS, etc.) for students behind in credits to remediate coursework. Utilize interventions such as math department office hours and A.S.E. for students to get assistance	Graduation Rate: Continued to use credit recovery options during the school day (Edgenuity) for students behind in credits to remediate coursework. Utilized interventions such as math department office hours and ASE for students to get assistance	English Language Learner Liaison 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0	English Language Learner Liaison 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
before falling behind and potentially failing a class. Facilitate ongoing communication with parents about student progress. Develop College and Career Readiness (CCR) articulation meetings with counselors and special education teachers to identify CCR goals for each special education student. Provide staff English Language Learner Liaison.	before falling behind and potentially failing a class. Facilitated ongoing communication with parents about student progress. Developed College and Career Readiness (CCR) articulation meetings with counselors and special education teachers to identify CCR goals for each special education student. Provided staff English Language Learner Liaison.		
UC/CSU A-G and CTE pathway completion: Develop 4-year plans for each student in FIT classes. Monitor student class requests. Use programs, such as Overgrad, to check on course planning. Provide college planning nights. Provide College Application Writing Workshop. Provide counseling articulation with prospective GHS students at feeder middle schools.	UC/CSU A-G and CTE pathway completion: Developed 4-year plans for each student in FIT classes. Monitored student class requests. Used programs, such as Overgrad, to check on course planning. Provided college planning nights. Provided College Application Writing Workshop. Provided counseling articulation with prospective GHS students at feeder middle schools.		

Analysis

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

<p>Literacy Granada High School offered English Workshop and Literacy Courses as academic remediation. Granada High School offered Co-teaching in English courses to help support Special Education students. Students utilized Academic Support and Enrichment (ASE) program to provide targeted intervention for students in English Language Arts, focusing intervention. Teachers administered the Interim Block Assessments to support student mastery of ELA strands. Granada High School provided English Learner support through targeted ELD software. Professional development to support English Learners was provided to staff. The use of document cameras and voice projection systems in content area courses to facilitate academic language development and content access by English Learners was used.</p> <p>Mathematics:</p>

Granada High School offered co-teaching in Algebra I, Geometry, and Algebra II courses to help support Special Education students.

The school reconfigured mathematics sections so that more students were able and prepared to participate in two-trimester math rather than three-trimester math.

Students utilized Academic Support and Enrichment (ASE) program to provide standards-based, timely, targeted intervention for students in Mathematics, including EL students.

Teachers administered Interim Block Assessments to support student mastery of math strands.

Granada provided professional development to support English Learners.

Some teachers made use of document cameras and voice projection system in math courses to facilitate academic language development and content access by English Learners.

We conducted ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.

Granada High School utilized Math Academy to help with Algebra pre-requisite skills for struggling students, including EL students.

Granada provided access to tutoring program at Las Positas college, math department staff tutoring and online tutoring through tutor.com.

Granada utilized Dual Immersion (Spanish) classes in Algebra I, Geometry, and Statistics, and make available to EL students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The activities and strategies implemented by Granada High School lead to an increase in student learning.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between proposed expenditures and estimated actual expenditures.

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

Granada High School is focusing on academic achievement of English Learners in 2023-2024.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SWIS Data Referral and Suspension Data Attendance Data CWA SART and SARB data Physical Fitness Data Panorama Data	To increase the average daily attendance rate for 2022-2023 to 97%. To reduce suspensions to 4% of students. To increase the percentage students meeting the healthy fitness zone on the physical fitness test on at least 4/5 activities to 90% in 2023.	The average daily attendance rate for 2022-2023 was 97.22%. 3.8% of students were suspended in 2022-2023. The healthy fitness zone data is not available.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Character Education/Suspensions/Diversity Appreciation/Respectful and inclusive environments for students: Continue to support, maintain, and revise our PBIS Tier-I Granada Personal Pride, Respect, Integrity, Diversity, Excellence (P.R.I.D.E) program. Enforce behavior expectations by implementing PBIS Tier-II and III programs. Provide trainings to students about academic honesty. Support the Humans of Granada campaign to celebrate empathy and resilience.	Character Education/Suspensions/Diversity Appreciation/Respectful and inclusive environments for students: Continued to support, maintain, and revise our PBIS Tier-I Granada Personal Pride, Respect, Integrity, Diversity, Excellence (P.R.I.D.E) program. Enforced behavior expectations by implementing PBIS Tier-II and III programs. Provided trainings to students about academic honesty. Supported the Humans of Granada campaign to celebrate empathy and resilience. Continued "Matador Moments".	PBIS training 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 10,000 Content Area Conferences 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0 Admin Conferences 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 8,517.07	PBIS training 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0 Content Area Conferences 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0 Admin Conferences 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2,206.97

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement "Matador Moments" during homeroom sessions.			
Attendance/Chronic Absenteeism: Continue to emphasize importance of daily attendance with students and families. Utilize A2A truancy process for truant students. Continue detention process for tardies. Monitor chronically absent students and provide support where needed/appropriate.	Attendance/Chronic Absenteeism: Continued to emphasize importance of daily attendance with students and families. Utilized A2A truancy process for truant students. Continued detention process for tardies. Monitored chronically absent students and provide support where needed/appropriate.		
Physical Fitness: Continue ongoing rigorous curriculum in Physical Education courses, adding emphasis on nutrition to promote overall health. Continue to encourage students to participate in athletics, especially at the freshman level. Support Tobacco Use Prevention and Education (TUPE) program. Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.	Physical Fitness: Continued ongoing rigorous curriculum in Physical Education courses, adding emphasis on nutrition to promote overall health. Continued to encourage students to participate in athletics, especially at the freshman level. Support Tobacco Use Prevention and Education (TUPE) program. Conducted ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.	Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0	Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0

Analysis

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

Improved connections among the staff and students to each other and Granada was worked on. PBIS, communication, and continued fitness instruction in Physical Education classes were also strategies used toward achieving this goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
The activities and strategies implemented by Granada High School lead to increased attendance and less suspensions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were differences between proposed expenditures and estimated actual expenditures in the amount spent on conferences because the site did not attend all of the conferences planned.

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

Granada continues to work on improving connections.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Blackboard Messaging system Social Media Outlets (Facebook, Twitter, etc) Parent participation at events, sports teams, club performances, etc. Parent attendance and participation in meetings, including ELAC	To increase parental involvement by 10% in parent organizations such as ELAC, Granada Supporters, Band Boosters, etc. To increase communication between parents, teachers, and staff to know what events are happening at the school. To increase communication from Granada to families to every week.	The % of parents that participated in parent organizations in 22-23 more than doubled with Music Boosters and Granada Supporters. The parent/guardian participation stayed roughly the same with ELAC. The communication between parents, teachers, and staff has increased from sporadic communication to weekly communication with a newsletter sent to families, teachers, staff, and students. There is ongoing communication between families, teachers, and students with schoolology. There is weekly communication with Granada families.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Update social media outlets often (website, Facebook, twitter, etc). Support Schoology as online learning platform. Provide education opportunities for parents of English Learner students. Communicate at least monthly with parent community (in conjunction with newsletter). Expand School-Site Council to include data analysis group opportunity for parents. Provide supplies and staffing for English	Updated social media outlets often (website, Facebook, twitter, etc). Support Schoology as online learning platform. Provided education opportunities for parents of English Learner students. Communicated at least monthly with parent community (in conjunction with newsletter). Expanded School-Site Council to include data analysis group opportunity for parents. Provided supplies and staffing for English	ELAC meetings 4000-4999: Books And Supplies LCFF - Supplemental 1,000 Translating and child care service 2000-2999: Classified Personnel Salaries LCFF - Supplemental 2,000	ELAC meetings 4000-4999: Books And Supplies LCFF - Supplemental 409.74 Translating and child care service 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Learner Advisory Committee meetings. Utilize multiple opportunities for parental input, including Athletic Parent meetings and Mat Chats. Principal use of SMORES program.	Learner Advisory Committee meetings. Utilized multiple opportunities for parental input, including Athletic Parent meetings and Mat Chats. Principal use of SMORES program.		

Analysis

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

Granada continues to encourage the school community to be involved in Granada High School.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The number of parents/guardians involved with parent groups has increased. Students continue to participate in school activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and estimated actual expenditures.

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

Granada High School will continue to encourage parents/guardians to get involved.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready

Basis for this Goal

Smarter Balanced Assessment
Completion of A-G requirements
Career Technical Education (CTE) Pathways completion rates
Graduation rates
District Writing Assessment
English Language Proficiency Assessments for California (ELPAC)
EL Reclassification
Other local assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Progress and Performance (CAASPP) results ELPAC / EL Reclassification results Graduation Rate A-G completion	The percentage of students scoring Standard Met or Exceeded in English Language Arts in 2023 was 72%. The percentage of students scoring Standard Met or Exceeded in Mathematics in 2023 was 51%. 6% of English Learners were reclassified in 2023. The Graduation Rate for 2023 was 98.2%. 60% of graduates completed the a-g requirements.	To increase the percentage of students scoring Standard Met or Exceeded in English Language Arts to 75%. To increase the percentage of students scoring Standard Met or Exceeded in Mathematics to 55%. To increase the percentage of English Learners that are reclassified to 10%. To increase the Graduation Rate to 98.5%. To increase the percentage of graduates that complete the a-g requirements to 65%.

Planned Strategies/Activities

Strategy/Activity 1

Literacy/Reading Comprehension/Writing:
Offer English Workshop and Literacy Courses as academic remediation.
Work with English Department to revise Workshop courses to better identify and meet the needs of struggling students.
Offer Co-teaching in English courses to help support Special Education students.
Utilize Academic Support and Enrichment (ASE) program to provide targeted intervention for students in English Language Arts, focusing intervention on SBAC strands.
Administer Interim Block Assessments to support student mastery of ELA strands.

Provide English Learner support through targeted ELD software.
 Monitor English Learner progress by collaborating and supporting students as a site.
 Provide professional development to support English Learners.
 Make use of document cameras and voice projection systems in content area courses to facilitate academic language development and content access by English Learners.
 Offer content area professional development through available conferences.
 PLC
 Common Assessments

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/VP/Teachers/EL Liaison

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL Fieldtrips
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	EDGE Digital Licenses
Amount	2,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Library Books for EL
Amount	0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Collaboration (\$ indicated in Goal 1 Strategy/Activity 3)
Amount	0
Source	LCFF - Supplemental

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Content Area Conferences (\$ in Goal 2)

Strategy/Activity 2

Mathematics:
 Offer co-teaching in Algebra I, Geometry, and Algebra II courses to help support Special Education students.
 Reconfigure mathematics sections so that more students are able and prepared to participate in two-trimester math rather than three-trimester math.
 Utilize Academic Support and Enrichment (ASE) program to provide standards-based, timely, targeted intervention for students in Mathematics, including EL students.
 Administer Interim Block Assessments to support student mastery of math strands.
 Provide professional development to support English Learners.
 Make use of document cameras and voice projection system in math courses to facilitate academic language development and content access by English Learners.
 Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.
 Utilize Math Academy to help with Algebra pre-requisite skills for struggling students, including EL students.
 Provide access to tutoring program at Las Positas college.
 Utilize Dual Immersion (Spanish) classes in Algebra I, Geometry, and Statistics, and make available to EL students.
 Monitor English Learner progress by collaborating and supporting students as a site.
 PLC
 Common Assessments

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/VP/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher collaboration (\$ in Goal 1 Strategy/Activity3)
Amount	0
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teacher Conferences (\$ in Goal 2)

Strategy/Activity 3

Articulation:
 Provide opportunity for teachers and counselors to meet with Las Positas Community College staff to understand program needs for student success.
 Provide collaboration time with teachers in like departments for shared California State Standards implementation.

Administer CAASPP test earlier in the year so that it does not conflict with Advanced Placement and International Baccalaureate exams.
Weekly newsletter from principal.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/VP/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	23,010
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Collaboration
Amount	11,415
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Collaboration

Strategy/Activity 4

Graduation Rate:
Continue to use credit recovery options during the school day (Edgenuity, ALEKS, etc.) for students behind in credits to remediate coursework.
Utilize interventions such as math department office hours and ASE for students to get assistance before falling behind and potentially failing a class.
Facilitate ongoing communication with parents about student progress.
Develop College and Career Readiness (CCR) articulation meetings with counselors and special education teachers to identify CCR goals for each special education student.
Provide staff English Language Learner Liaison.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/VP/Teachers/Counselors

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Administrator Conferences (\$ in Goal 2)

Strategy/Activity 5

UC/CSU A-G and CTE pathway completion:
 Develop 4-year plans for each student in FIT classes.
 Monitor student class requests.
 Use programs, such as Overgrad, to check on course planning.
 Provide college planning nights.
 Provide College Application Writing Workshop.
 Provide counseling articulation with prospective GHS students at feeder middle schools.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/VP/Counselors/Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)
Panorama Survey
Annual attendance rate/chronic absenteeism
Suspension rate
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Data Suspension Data Panorama Data	The average daily attendance for 2022-2023 was 97.22%. 3.8% of students were suspended in 2022-2023. 41% of students reported a sense of belonging at Granada High School.	To increase the average daily attendance for 2023-2024 to 98%. To reduce suspensions to 3% of students. To increase the percentage of students that report a sense of belonging at Granada High School 51%.

Planned Strategies/Activities

Strategy/Activity 1

Character Education/Suspensions/Diversity Appreciation/Respectful and inclusive environments for students: Continue to support, maintain, and revise our PBIS Tier-I Granada Personal Pride, Respect, Integrity, Diversity, Excellence (PRIDE) program.
Enforce behavior expectations by implementing PBIS Tier-II and III programs.
Provide trainings to students about academic honesty.
Support the Humans of Granada campaign to celebrate empathy and resilience.
Implement "Matador Moments" during homeroom sessions.
All staff will communicate three positive messages a week.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	50,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PBIS Conference, Administrator Conferences, Content Area Conferences

Strategy/Activity 2

Attendance/Chronic Absenteeism:
Continue to emphasize importance of daily attendance with students and families.
Utilize A2A truancy process for truant students.
Continue detention process for tardies.
Monitor chronically absent students and provide support where needed/appropriate.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/Office Specialist/CWA Aides/Vice Principals/Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

Physical Fitness:
Continue ongoing rigorous curriculum in Physical Education courses, adding emphasis on nutrition to promote overall health.
Continue to encourage students to participate in athletics, especially at the freshman level.
Support Tobacco Use Prevention and Education (TUPE) program.
Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/PE Teachers/Coaches/Health Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication.

Basis for this Goal

Teachers utilizing online communication/gradebook
Parent participation on site committees
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Blackboard / Smore Data Parent/Guardian parent group attendance Survey of parent/guardian participation at GHS	To continue a weekly communication newsletter to families, students, and staff. In 2022-2023, 6% of parents/guardians participated in a parent group.	To continue a weekly communication newsletter to families, students, and staff. To increase the percentage of parents/guardians that participate in a parent group to 10%. To encourage all parents to participate in at least one activity with their child during 2023-2024.

Planned Strategies/Activities

Strategy/Activity 1

Update social media outlets often (website, Facebook, twitter, etc).
Support Schoology as online learning platform.
Provide education opportunities for parents of English Learner students.
Communicate at least bi-monthly with parent community (in conjunction with newsletter).
Expand School-Site Council to include data analysis group opportunity for parents.
Provide supplies and staffing for English Learner Advisory Committee meetings.
Utilize multiple opportunities for parental input, including Athletic Parent meetings and Mat Chats.
Principal use of Smores to communicate.
All staff will communicate three positive messages a week.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/Teachers/VP and secretary who oversees website

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	ELAC meetings
Amount	2,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translating and child care service

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$11,415
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	100,425.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$258,129	258,129.00
LCFF - Supplemental	\$89,010	0.00
Title II Part A: Improving Teacher Quality	\$11,415	0.00
Other	41,094	41,094.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,425.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	4,000.00
5000-5999: Services And Other Operating Expenditures	50,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	33,010.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	50,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	11,415.00

School Site Council Membership

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

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

Name of Members	Role
Clark Conover	Principal
Jenna Joseph	Classroom Teacher
Terri Grass	Classroom Teacher
Heidii McMichael	Classroom Teacher
Nicole Avilla	Classroom Teacher
Jennifer Advincula	Other School Staff
Katherine Reggans	Parent or Community Member
Jamie Blake	Parent or Community Member
Cari Dunmeyer	Parent or Community Member
Adeline Estrada	Secondary Student
Kaitlyn Brongiel	Secondary Student
Aiden Clarin	Secondary Student
Brookelyn Petit	Secondary Student
Samantha Suarez	Other School Staff
Karen Paladichuk	Parent or Community Member
Kesley Keck	Other School Staff

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

Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 23, 2023.

Attested:

	Principal, Clark Conover on 10-23-23
	SSC Chairperson, Jamie Blake on 10-23-23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024 State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental Intervention and summer programs for targeted students, homeless students.*
- **Supporting our District SPSA Goals.**
- \$98,677

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to Improve teacher and principal quality*
- **supporting our District SPSA Goals.**
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$138,502

Title III, Language Instruction for Limited English Proficient (LEP):

Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting our District SPSA Goals.*
- \$157,783

Title IV-A, Student Support and Academic Enrichment:

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, supporting our District SPSA Goals.*
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$34,456

Appendix D: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$11,415
Total amount of federal categorical funds allocated to this school		\$11,415

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$258,129
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$89,010
Total amount of federal categorical funds allocated to this school		\$347,139

Local Funding		
X	Technology Funds – Local Parcel Tax	\$41,094

Appendix E: Planned Improvements in Student Performance

LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds \$89,010

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
EL Fieldtrips	8/2023-6/2024	English Learner Liaison/VP	10,000	
<u>Total:</u>			10,000	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
Digital Licenses for EDGE	8/2023-6/2024	English Learner Liaison/VP	1,000	
Library Books for EL	8/2023-6/2024	English Language Development	2,000	
<u>Total:</u>			3,000	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
Teacher Collaboration	8/2023-6/2024	Principal	23,010	
Conferences (PBIS/Admin/Content Area)	9/2023-6/2024	Principal/VP	50,000	
<u>Total:</u>			73,010	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> Socio-econ. Disadvantaged English Learner Foster Youth
English Learner Advisory Committee (ELAC) meeting supplies, childcare, translating	9/2023-6//2024	EL Liaison/VP	2,000	
Translating	9/2023-6/2024	VP	1,000	
<u>Total:</u>			3,000	
<u>Grand Total:</u>			89,010	

Appendix H

Livermore Valley Joint Unified School District Technology Funding Plan – ALL SITES Technology Funds:

PROGRAM DESCRIPTION:

Granada High School recognizes the necessity and value of including technology in all aspects of high school education. From increasing the capacity of the infrastructure to developing the expertise of staff and students, Granada intends to integrate technology as a creative tool that facilitates learning and communication.

All Granada classrooms are equipped with a teacher computer, a projector, a sound amplification system, and a screen to facilitate display and use of online materials.

All teachers use Schoology as the central platform for their gradebook. Teachers make creative use of a variety of online programs to supplement their student's curriculum with the use of Google Apps for Education, Google Sites, Google Classroom, Curriculum that Matters, and EdPuzzle. With the ease of accessibility of artificial intelligence, teachers rely on Turnitin to determine the authenticity of work submitted and ensure that students produce their best original writing. Teachers also invoke a variety of applications that engage smartphones as educational tools, including Kahoot! and Quizlet. Science classrooms and some math classrooms have SmartBoards (or Promethean Boards) that facilitate highly interactive, computerized learning. An increasing number of teachers employ innovative techniques such as the flipped classroom model, online video lectures, and interactive homework.

Student engagement has increased in collaborative learning through the use of computers in the classroom, particularly through the growing use of chromebooks. Technology is a vital resource and in high demand among Granada staff and students and with the support of our District, Granada has issued a Chromebook to every student.

Granada has used its technology budget to not only upgrade multiple teacher computers but also completed the lab for Video Production and Computer Animation, begun the process to upgrade the Computer Graphics/Game Design lab, and replaced computers and monitors that will benefit our Industrial Technology offerings. Larger monitors were purchased for our Yearbook class, making student collaboration easier and clearer for the production of our student yearbooks. Printers have been purchased to upgrade some of the current peripherals to ensure presentations are more exciting and dynamic. This year, at Granada High School we will use our technology money to update our video production lab.

Students also have a variety of technology courses available to them: Digital Photography, Video Production, Computer Animation, Game Design, Computer Applications, Computer Graphics, Introduction to Computer Science, and Advanced Placement Computer Science. Other courses rely heavily on technology to share their curriculum, including Introduction to Engineering, Principles of Engineering, Computer Assisted Design, and Robotics.

Granada continues to encourage innovative ways to incorporate technology into learning and is eager to support professional development that provides increased training opportunities for teachers. With additional funding, conferences and materials could be more easily identified to provide the training that is needed to match the increasing interest students have shown in many of the computer-based courses that Granada offers.