2017-2018
The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: Granada High School

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: 0133397

Principal: PJ Daley

Date of this revision: September 30, 2017

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 14, 2017.

THE STORY:

Granada High School Mission Statement

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

Granada High School Vision

Granada High School uses a focus on state standards, continuous technological developments, staff development, and a school-wide 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 Thinking Standards (Expected Schoolwide Learning Results)

- 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 identify and evaluate chains of causality
- Students will be able to effectively communicate in a variety of media

Opening enrollment at Granada High School for the 2017 - 2018 year was 2,310 students in grades nine through twelve, the highest enrollment since 2007. The Granada student body is 54% White, 26% Hispanic or Latino, 11% Asian, 1% African American, and the remaining 8% is made up of various ethnic groups. Within those demographics, 6% of Granada students are classified as English Learners; 16% of Granada students are identified as GATE; and 10% receive Special Education services. 17% of Granada students have identified their need for Free or Reduced Lunch. After graduation, approximately 84% of Granada graduates go on to some form of post-secondary education.

There are presently four administrators, 98 FTE teachers along with three Regional Occupation Program (ROP) teachers on site, three counselors, and a 45-member support staff that includes custodians, campus supervisors, office clerical, a school resource officer, an athletic director, and Special Education aides. Granada's staff experienced significant turnover from a large number of retiring teachers in the past ten years. Most of Granada's teachers have been at Granada for less than ten years, and many for less than five. This year, 22 new teachers have joined the staff at Granada High School.

Granada High School runs on a trimester schedule. Now in its tenth year, the trimester schedule allows students to have up to five periods each day of 70 minutes 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 65,800 instructional minutes, over 13 hours above the time required by the State of California.

Granada remains dedicated to ensuring that all students receive and complete four academically rigorous years of study that will prepare them for whatever 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 (A.S.E.), and 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 composed of three parents, three students, four teachers, one classified staff member, and one administrator. The Site Council provides significant input on the Single Plan 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. Beginning in 2005 when a group of ten attended the High School Summit in 2005, Granada administrators and teacher leaders have participated in conferences focused on improving high schools: the High School Reform Conferences in 2006 and 2007; the California League of High Schools Conferences in 2008, 2009, 2012, 2013, and 2014; the ASCD National Conference in 2010; and several workshops that address current needs of the school Response To Intervention (RTI) Conference with Mike Mattos in 2012, Academic Literacy Workshop with Kate Kinsella in 2012, and Common Core Standards Workshop in 2012). Teachers from subject areas participate in professional development through attendance at state and national conferences on an annual basis along with Advanced Placement workshops and, beginning in June 2014, International Baccalaureate (IB) workshops. The staff continues to develop as a professional learning community, focused on improving student achievement for all students. The Granada staff is strongly committed to the ongoing review and improvement so that our students will be prepared to contribute and thrive in our rapidly changing global community. The 2016-17 school year was the first time IB classes were offered to students and we are looking forward to the results and hopefully the program will grow in years to come. The 2017-18 school year will be the first year students can graduate with an IB diploma.

Over the past two school years, Granada's enrollment has increased by nearly 400 students. As a result, there have been 7 portable classrooms added to campus and there are 9 new FTEs (fulltime equivalent) teaching positions added to staff due to increased enrollment.

- How the Instructional Leadership Team coaches and supports staff with the implementation of the State standards

The Granada Instructional Leadership Team consists of department heads, the International Baccalaureate (IB) Coordinator, the Digital Literacy Coordinator, the lead counselor, the three vice principals, and the principal. In 2014 – 15, the team met biweekly, with the implementation of California State Standards an ongoing item of collaboration and planning.

In 2015 – 16, the meetings are calendared weekly, as needed, and each department chair checks in directly with an administrator to update the administrator on the department's progress, as well as to seek and receive support.

The Livermore Valley Joint Unified School District has adopted the California State Standards in English, Mathematics, and English Language Arts and Literacy in History/Social Studies, Science, and Technical subjects. Granada adheres to the State curricular guidelines for Health, Foreign Language, Physical Education, and Visual & Performing Arts. The LVJUSD Board of Education has approved and adopted instructional materials in all content areas, and is in the process of approving revised materials that coincide directly with California State Standards.

All Granada departments continue to meet several Wednesdays each month to focus on implementation of California State Standards as they impact student learning. During most of the 2014 – 2015 school year, teachers met within department teams to collaborate on identifying priority California State Standards and developing specific, targeted assessments to identify students who need timely intervention. Administrators each work directly with several departments and are available during collaboration time to provide support to teachers. Administrators also support teachers as they revise courses and review textbooks and supplementary materials that reflect California State Standards.

In addition to ongoing involvement in California State Standards implementation with department teams, teachers involved in the evaluation cycle receive specific support from the administrative team as they create and achieve goals within the California Standards for Teaching Profession (CSTP) framework and focused on California State Standards implementation. In 2014 – 15, all teachers involved in the evaluation process were required (and all others were encouraged) to set goals in CSTP 4: Planning, Designing and Delivering Learning Experiences for All Students. This focus charged teachers with developing curriculum and instruction – and revising or changing their existing curriculum and instruction – to incorporate California State Standards throughout Granada courses.

- How your site-based professional development and teacher collaboration process supports students learning of the State standards

Staff development at Granada High School is focused on improving student achievement. Beginning with the District Summer Leadership Institute in August, department representatives increase their knowledge of California State Standards and assessments and lead this work throughout the year. Most professional development occurs during the teacher collaboration process on Wednesdays, in which teachers continue to focus on the development and implementation of formative assessments that can be used for schoolwide intervention. Teachers share student achievement data and plan their instruction so that California State Standards are successfully implemented.

In 2014 – 15, additional focus on California State Standards implementation was shared during staff meetings and was possible through individualized professional development, as allowed on some Wednesdays and through the District's Flex Day hours. Beginning in 2015 – 16, Granada professional development expands its scope while also honing its focus on

teacher-driven needs. A staff survey in Spring 2015 identified key areas in which support is needed to successfully implement standards for all students. Using the results of the survey, Granada has developed a teacher-led PD program. Six of the eight staff meetings will address professional development, with an additional follow-up Wednesday calendared for expanded collaboration and growth around the meeting topic. Teachers have choice in their professional development, with the intent to provide support where needed, always with student achievement in mind. A major focus in 2015 – 16 that supports California State Standards implementation will be the development of exemplar lessons: teachers will work collaboratively to develop California State Standards based lesson plans, and then will make use of Instructional Rounds to observe their colleagues teaching the collaborative plan, and will regroup during Wednesday collaboration time to revise and polish the lesson plan. With shared files in Google, Granada teachers intend to amass a solid repertoire of exemplar, California State Standards based plans. A focus for the 2016-17 school year will be with ways to help support EL students in the classroom as well as how to meet the needs of Individualized Education Plan (IEP) and 504 students. A series of staff led professional development offers will be held throughout the year, along with surveys and data, to determine the level of success that the professional development offerings.

Annually, since 2011 – 12, Granada staff creates and participates in an annual "mini-conference" in which teachers share expertise with one another to support California State Standards strategies and 21st century learning and teaching. Additionally, Granada staff members continue to participate in off-site professional development opportunities, whenever possible. Since 2014 – 2015, English, Math, Science, and World Language departments attended conferences that focused on implementing California State Standards. Granada Special Education teachers participate in monthly "job-alike" professional development with their counterparts throughout the District, and continue to collaborate to improve their co-teaching strategies.

In addition to the formal professional development schedule, teachers are able to focus on their own professional needs, pursuing education during Wednesdays and during a flex day. This practice will continue in 2017 – 2018.

- How you ensure all English Language Learners are acquiring the English language and progressing academically

Granada teachers continue their commitment to ensuring that all English Learners acquire the English language and that they progress academically in all of their courses. All Granada teachers are California Language And Development (CLAD)-certified and are trained in the implementation of Specially Designed Academic Instruction in English (SDAIE) strategies, designed to support English Learners as they access curriculum. With the Spring 2015 professional development survey, teachers identified the need for further support in accomplishing their goals for English Learners. As a result, site-based professional development in 2015 – 16 has included a strong emphasis on supporting teachers to better meet the needs of English Learners.

California English Language Development Test (CELDT) results determine student progress in learning English, and guide placement in English and History courses. Since 2012 and

continuing in 2015 – 16, Granada has offered ELD courses to students with CELDT levels 1, 2 and 3, and clustered other English Learners in core courses where they receive integrated ELD instruction. EL students will be clustered in World History and US History courses as well as Biology courses, to receive additional scaffolding and support as they learn academic English while mastering state content standards. Teachers of those courses have participated in and will continue to participate in additional professional development to support the needs of English Learners. Additionally, hiring practices intend to support English Learners: new to Granada in 2015 – 16 are bilingual math and bilingual computer teachers.

LCFF Supplemental funds in 2016 – 17 are earmarked to improve the support of English Learners at Granada. Granada continues to fund an English Learner Liaison who supports students, families and staff. Recognizing that professional development is a powerful investment that supports students, in addition to sending teachers to the California League of Schools Conference, funds will be used to send teachers and parents to the California Association for Bilingual Education (CABE) Conference. Granada has also invested in classroom technology designed to implement best practices for engaging and supporting English Learners by purchasing document cameras that allow interactive learning, and by providing student laptops with headphones and microphones to support individualized English Language instruction. For the 2017-18 school year, Granada also has a three trimester Algebra 1 class, as well as a three trimester Geometry class that is taught in Spanish, as well as a computer applications class, taught in Spanish.

- Transition strategies that are used to assist students entering kindergarten/6th grade/9th grade

Granada's Freshman in Transition (F.I.T.) course, designed to prepare all students for four years of success in high school, includes all English Learners. Before students enter Granada, they and their families are welcomed to the school through an orientation evening that includes a welcome by the principal, the Granada Expo (an exposition of courses, clubs, and athletics in the gym and student union), and the opportunity to meet in small groups with administrators, counselors, or teachers to receive an overview of the school and understand requirements and the registration process. The evening provides students and their families with the opportunity to meet with students and teachers to better understand the scope of course offerings at Granada, and how those can help meet their academic goals. Sessions tailored to meet the needs of students with IEPs are offered by the Special Education staff, and the EL Liaison offers sessions in Spanish for Granada's English Learners and their families.

Granada has implemented a transition course, F.I.T., specifically designed to meet the needs of incoming freshman and required of all freshmen during their first trimester of high school. The course provides opportunities for students to become acquainted with the high school routine, and with staff members that are available to support students' needs. A key benefit of this program is that students recognize that adults on campus are there to support them; ideally, each student develops a relationship with a teacher-mentor that extends throughout high school. Students develop the study skills necessary for success in high school: they learn to organize their binders, to utilize the online grade book and teacher web pages, to take notes, to create PowerPoint presentations, to make use of school technology such as PowerSchool and turnitin.com, and to develop other tools that will be useful throughout high

school. They also participate in a social-emotional growth curriculum, learning, for example, signs of depression and bullying, along with such items as digital citizenship, including learning how to safeguard their online presence.

Following the Granada Expo, several F.I.T. teachers visit the feeder middle schools to welcome students and answer questions about high school. Leadership students also extend a welcome to incoming freshmen by visiting them at their middle schools in the spring of their 8th grade year. Special Education teachers attend middle school placement IEP meetings with incoming freshmen, also during the spring of their 8th grade year, to ease the transition to a new school and a higher level of academics. Students from feeder schools are invited to a rally at Granada, and to visit F.I.T. classes, in anticipation of their involvement in high school in the coming months.

- Strategies and services used to increase parent/family/community involvement/education and increase opportunities for them to have a voice in making decisions that effect the school and their student's education

Granada High school has very supportive community and parent groups. The Granada Supporters meet monthly to develop ways to aid the Granada mission through volunteer and financial contributions. The Music Boosters provides similar support aimed specifically at the Band and Orchestra programs. Monthly parent/community forums, Mat Chats, are held at the local city library and provide an opportunity for parents and guardians to converse with the Granada principal about any matter. Additionally, both the District and the Board recognize the importance of providing equity for all students, particularly those in identified underperforming groups, which guides policy development and implementation throughout all aspects of Granada.

Granada has access to PowerSchool, a strong Student Information System, and have an online gradebook (Schoolloop). Parents have 24-hour access to their students' grade and attendance information. PowerSchool also includes the daily bulletin, providing families with the same information shared with students during the morning announcements.

Granada maintains a current web site (www.granadahigh.com) and, since 2012-2013, continues to maintain the "Granada Pride" Facebook page and "@GranadaPride" twitter feed. Both social media platforms reach out to the community to share information about the school. The use of SchoolMessenger enables personal phone calls and emails on a frequent basis, during which the principal updates parents about student progress and upcoming academic and extracurricular events.

Several parent meetings are held each year to share information, provide education, and/or to seek input on various issues including social media awareness, graduation and college entrance requirements, financial aid information for college-bound students. Parents are integral members of the Granada High Site Council, providing perspective and input on matters of school policy, student and family programs, and the Single Plan for Student Achievement.

SPSA HIGHLIGHTS:

Granada's greatest progress in 2016-17 school year were the attendance (increase to 97.44%), graduation rate (increase to 96/7%), number of students achieving proficiency on the CELDT (increase of 14% to 54%) and district write proficiency (75% proficient). In all of these categories we were able to meet or surpass goals that were set from the year before. There were other areas in which the school showed growth and success, however these are the most prominent form the data that was analyzed

NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance

Dashboard Data

The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

CELDT

Approximately 6% of Granada High School's students are English Learners who take the California English Language Development Test (CELDT) on an annual basis until they are reclassified as fluent. Within this test, students are measured in the areas of reading, writing, listening, and speaking. We look for positive movement through Levels 1 (Beginning), 2 (Early Intermediate), 3 (Intermediate), 4 (Early Advanced), and 5 (Advanced) to show that students are becoming fluent in English. The following charts show the percentage of students at each CELDT level over the past two school years:

2017

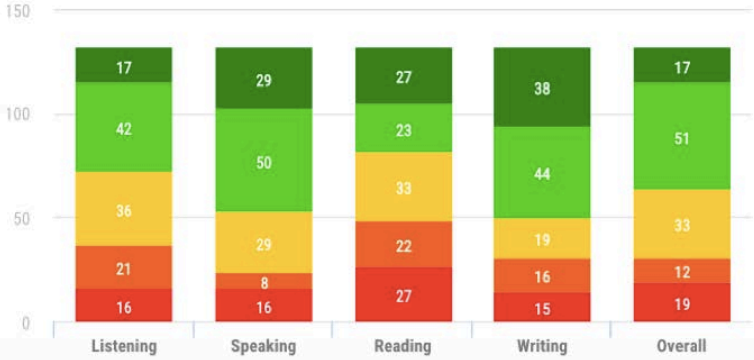
49% Proficient

51% Not Proficient

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	12.9	17	22.0	29	20.5	27	28.8	38	12.9	17
Early Advanced	31.8	42	37.9	50	17.4	23	33.3	44	38.6	51
Intermediate	27.3	36	22.0	29	25.0	33	14.4	19	25.0	33
Early Intermediate	15.9	21	6.1	8	16.7	22	12.1	16	9.1	12
Beginning	12.1	16	12.1	16	20.5	27	11.4	15	14.4	19

# Tested		**132**
# Proficient		**65**
% Proficient		**49**
Listening Averages	PL	1.00
	SS	230
Speaking Averages	PL	2.00
	SS	429
Reading Averages	PL	1.00
	SS	320
Writing Averages	PL	1.00
	SS	326
Overall Averages	**PL**	**1.00**
	SS	**326**

Number of Students at Each Level in Each Domain



2016

40% Proficient

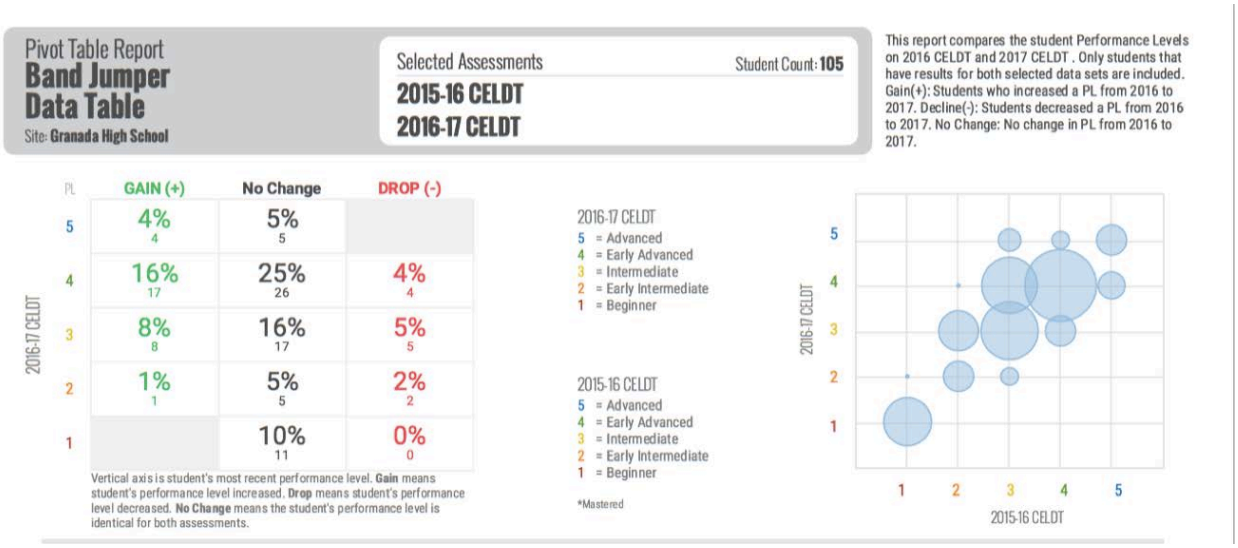
60% Not Proficient

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	8.6	9	18.1	19	15.2	16	20.0	21	10.5	11
Early Advanced	26.7	28	33.3	35	25.7	27	41.0	43	31.4	33
Intermediate	36.2	38	27.6	29	24.8	26	10.5	11	31.4	33
Early Intermediate	14.3	15	6.7	7	14.3	15	12.4	13	11.4	12
Beginning	14.3	15	14.3	15	20.0	21	16.2	17	15.2	16

# Tested		**105**
# Proficient		**42**
% Proficient		**40**
Listening Averages	PL	2.00
	SS	480
Speaking Averages	PL	2.00
	SS	484
Reading Averages	PL	1.00
	SS	494
Writing Averages	PL	3.00
	SS	522
Overall Averages	**PL**	**2.00**
	SS	**495**

Number of Students at Each Level in Each Domain

Pivot tables



Pivot Table Report
Band Jumper Data Table
Site: **Granada High School**

Selected Assessments
2015-16 CELDT
2016-17 CELDT
Student Count: **105**

This report compares the student Performance Levels on 2016 CELDT and 2017 CELDT . Only students that have results for both selected data sets are included. Gain(+): Students who increased a PL from 2016 to 2017. Decline(-): Students decreased a PL from 2016 to 2017. No Change: No change in PL from 2016 to 2017.

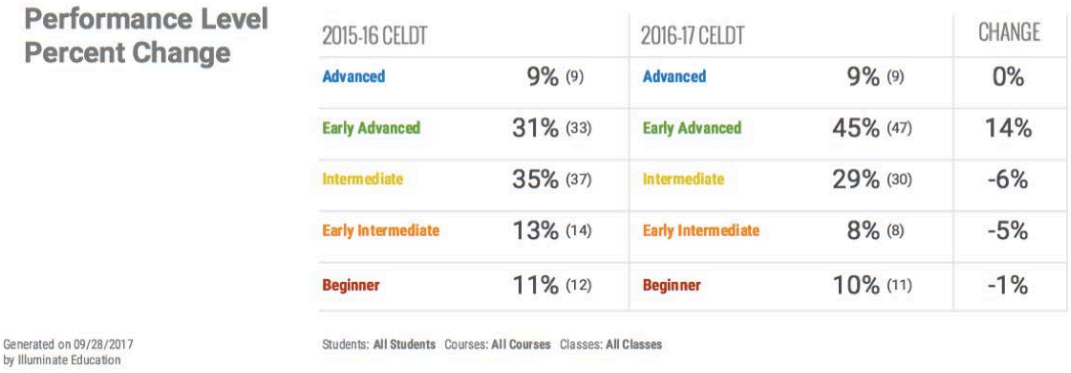
2016-17 CELDT PL	GAIN (+)	No Change	DROP (-)
5	4% (4)	5% (5)	
4	16% (17)	25% (26)	4% (4)
3	8% (8)	16% (17)	5% (5)
2	1% (1)	5% (5)	2% (2)
1		10% (11)	0% (0)

Vertical axis is student's most recent performance level. **Gain** means student's performance level increased. **Drop** means student's performance level decreased. **No Change** means the student's performance level is identical for both assessments.

2016-17 CELDT
5 = Advanced
4 = Early Advanced
3 = Intermediate
2 = Early Intermediate
1 = Beginner

2015-16 CELDT
5 = Advanced
4 = Early Advanced
3 = Intermediate
2 = Early Intermediate
1 = Beginner

*Mastered



Performance Level Percent Change

2015-16 CELDT		2016-17 CELDT		CHANGE
Advanced	9% (9)	Advanced	9% (9)	0%
Early Advanced	31% (33)	Early Advanced	45% (47)	14%
Intermediate	35% (37)	Intermediate	29% (30)	-6%
Early Intermediate	13% (14)	Early Intermediate	8% (8)	-5%
Beginner	11% (12)	Beginner	10% (11)	-1%

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Students: **All Students** Courses: **All Courses** Classes: **All Classes**

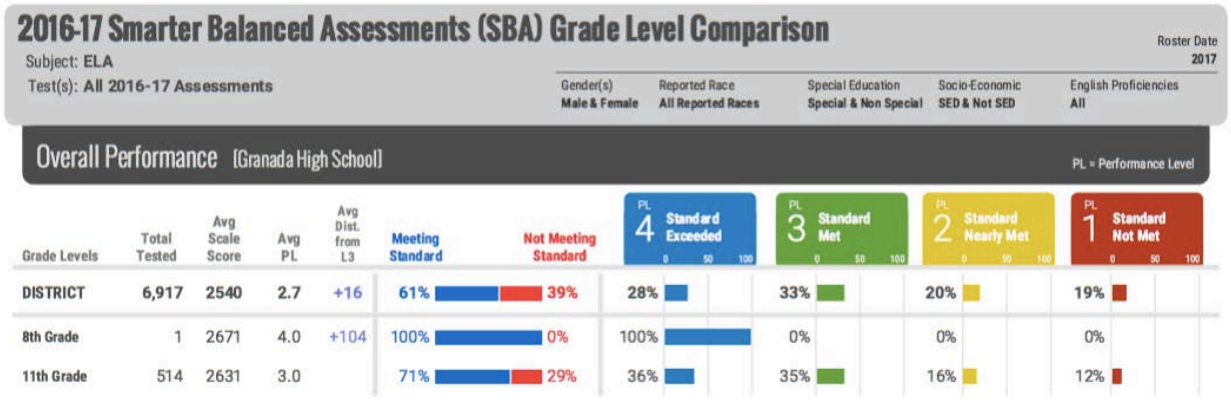
Over the past two years we have seen an increase of 9 percent of students who are categorized as proficient, as measured by the CELDT test. In addition, there was a 14% increase in students who reached the “early advanced” threshold as well. In 2015-16, six students were reclassified as fluent English Learners. In 2016-17, thirty-four students were reclassified.

Granada dedicates resources to providing a .25 FTE English Learner Liaison, who works in conjunction with other staff to provide support for meeting the needs of English Learners. The EL Liaison also works with the District’s Migrant Education teacher to target specific supports for our English Learners who are also Migrant students. Granada’s LCFF Supplemental Budget provides additional resources to improve student achievement among English Learners, through professional development, supplemental materials, and parent education. The hope is to move students up the diagonal line of the pivot table, showing growth in their CELDT scores over the years. In 2016-17 Granada began a peer tutoring program to assist students with language difficulties. These students work as assistance in class to help students.

SBAC

The following charts show overall percentage results for SBAC ELA for Granada 11th graders for the past two years:

English 2016-17



2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: ELA
Test(s): All 2016-17 Assessments

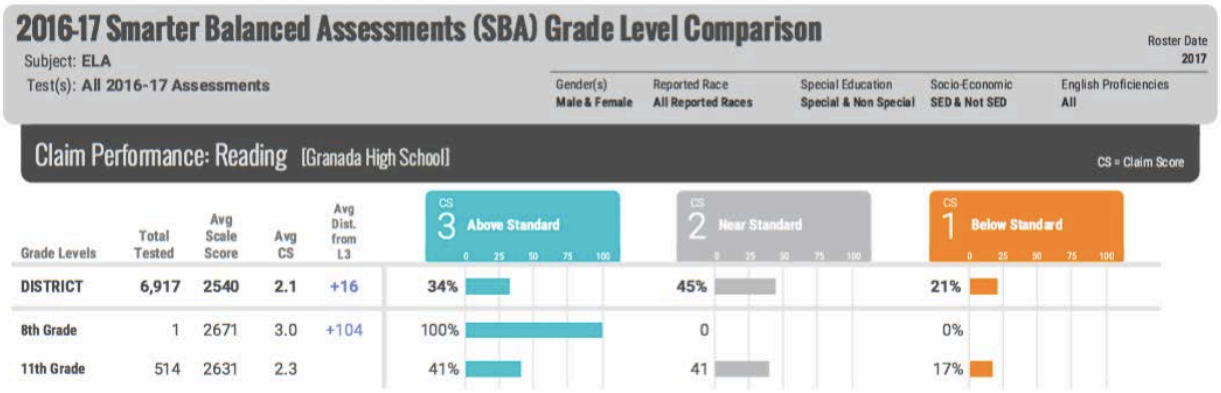
Roster Date: 2017

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Overall Performance [Granada High School]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	6,917	2540	2.7	+16	61%	39%	28%	33%	20%	19%
8th Grade	1	2671	4.0	+104	100%	0%	100%	0%	0%	0%
11th Grade	514	2631	3.0		71%	29%	36%	35%	16%	12%



2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: ELA
Test(s): All 2016-17 Assessments

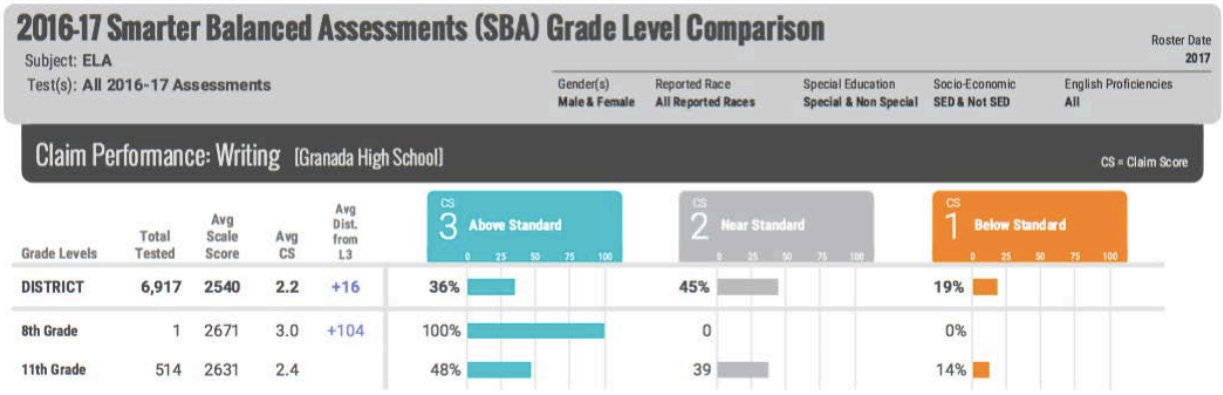
Roster Date: 2017

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Reading [Granada High School]

CS = Claim Score

Grade Levels	Total Tested	Avg Scale Score	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,917	2540	2.1	+16	34%	45%	21%
8th Grade	1	2671	3.0	+104	100%	0	0%
11th Grade	514	2631	2.3		41%	41	17%



2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: ELA
Test(s): All 2016-17 Assessments

Roster Date: 2017

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Writing [Granada High School]

CS = Claim Score

Grade Levels	Total Tested	Avg Scale Score	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,917	2540	2.2	+16	36%	45%	19%
8th Grade	1	2671	3.0	+104	100%	0	0%
11th Grade	514	2631	2.4		48%	39	14%

2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: **ELA**
Test(s): **All 2016-17 Assessments**

Roster Date: **2017**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Listening [Granada High School]

CS = Claim Score

Grade Levels	Total Tested	Avg Scale Score	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,917	2540	2.1	+16	23%	63%	14%
8th Grade	1	2671	2.0	+104	0%	100	0%
11th Grade	514	2631	2.2		33%	56	11%

2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: **ELA**
Test(s): **All 2016-17 Assessments**

Roster Date: **2017**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Research/Inquiry [Granada High School]

CS = Claim Score

Grade Levels	Total Tested	Avg Scale Score	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,917	2540	2.2	+16	34%	48%	18%
8th Grade	1	2671	3.0	+104	100%	0	0%
11th Grade	514	2631	2.3		42%	44	13%

English 2015-2016

2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: **ELA**
Test(s): **All 2015-16 Assessments**

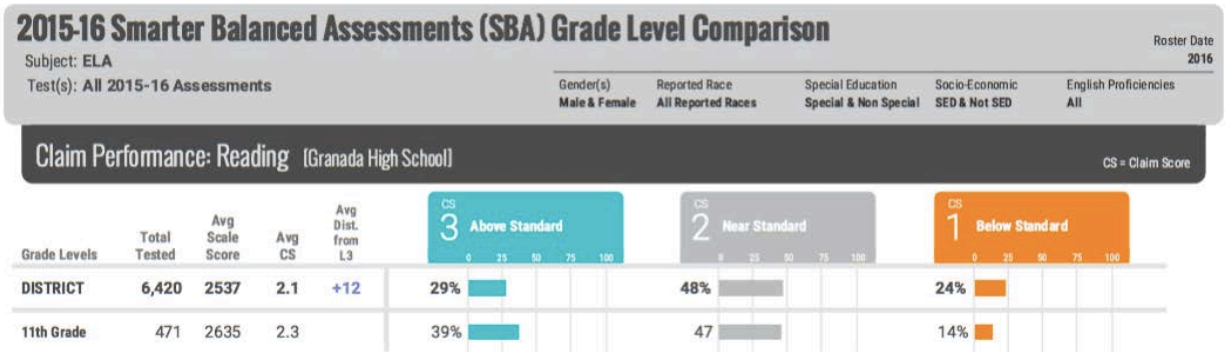
Roster Date: **2016**

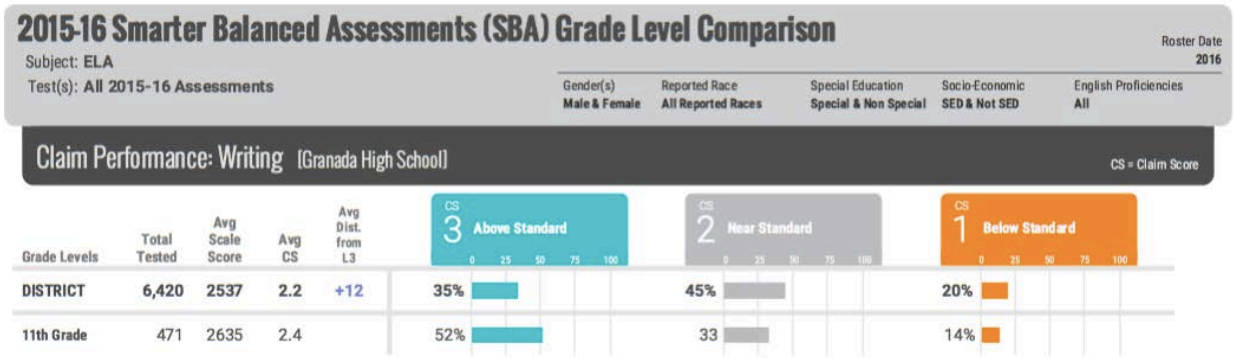
Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

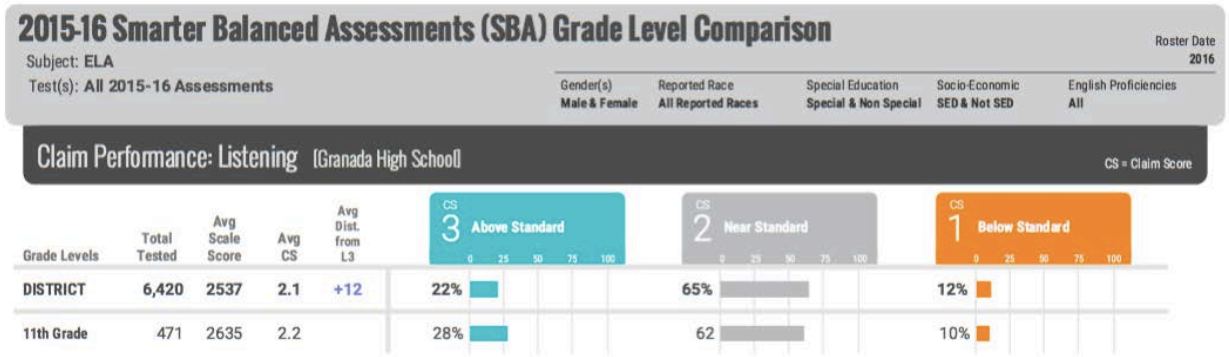
Overall Performance [Granada High School]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	6,420	2537	2.7	+12	60%	40%	26%	34%	21%	19%
11th Grade	471	2635	3.0		73%	27%	38%	34%	15%	12%







In looking at the separate claim performance scores, the goal is to move more students from “near standard” to “above standard” each year. Additionally, we want to move more students out of the “below standard” category each year.

In looking at the two-year data for SBAC testing in ELA, as a school we saw a two-percentage point decline in proficiency from 73% to 71%. Over the two-year period, there was an increase in students tested, 514 in 2017, compared to 471 in 2016.
SBAC (43 more students were tested). In both years, the number of students proficient at Granada was higher than the district average.

2017 ELA

Smarter Balanced Subgroup Summary

2017 ELA: All Grade Levels Tested

Site: **Granada High School**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **2017**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Smarter Balanced Subgroup Summary

2017 ELA: All Grade Levels Tested

2016 ELA

Smarter Balanced Subgroup Summary

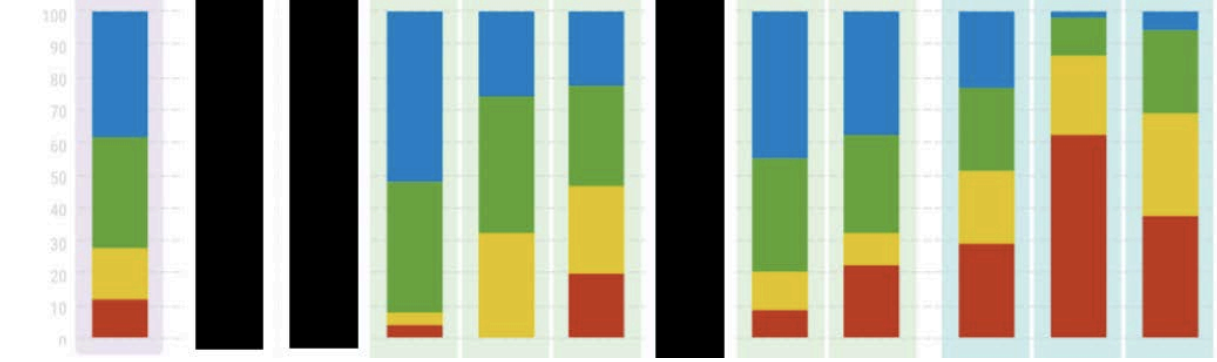
2016 ELA: All Grade Levels Tested

Site: **Granada High School**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **2016**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Average Performance Levels

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	471			29	12	114		277	29	92	21	33
Standard Exceeded or Met	73%			90%	67%	54%		79%	69%	49%	19%	30%
Standard Exceeded	38%			52%	25%	23%		44%	38%	23%	5%	6%
Standard Met	34%			38%	42%	32%		35%	31%	26%	14%	24%
Standard Nearly Met	15%			3%	33%	26%		12%	10%	24%	24%	30%
Standard Not Met	12%			7%	0%	19%		9%	21%	27%	57%	39%



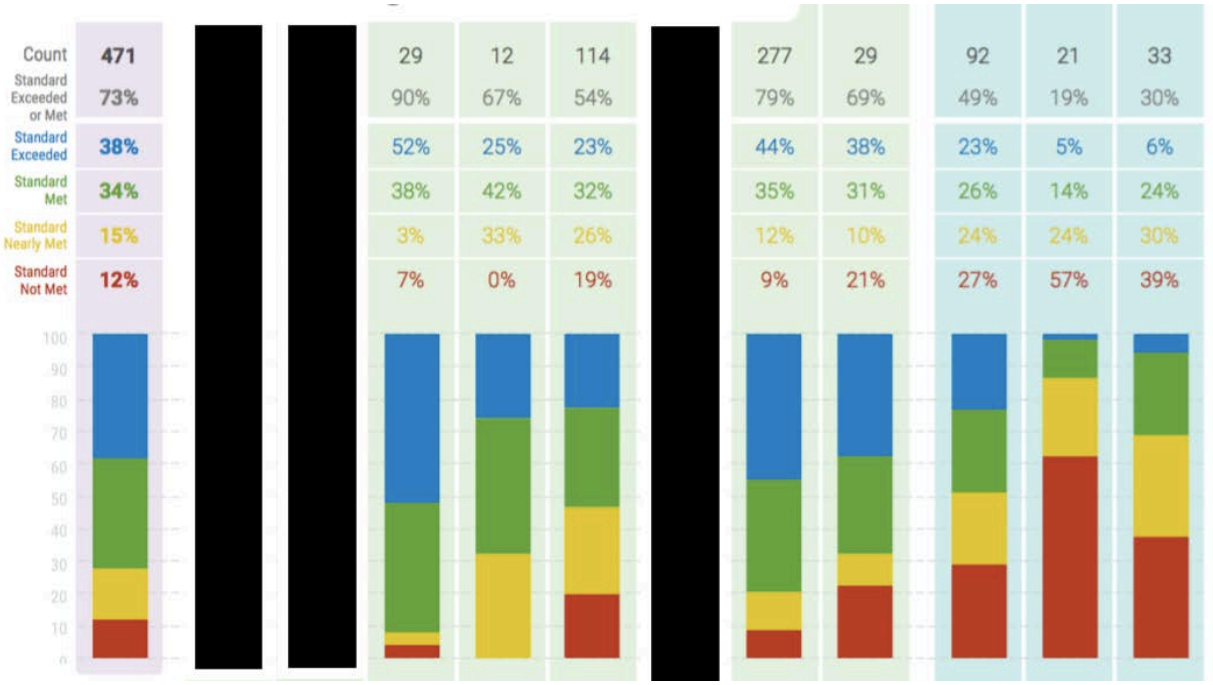
Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count				29	12	114		277	29	92	21	33
Gap				17%	-6%	-18%		7%	-4%	-24%	-54%	-42%

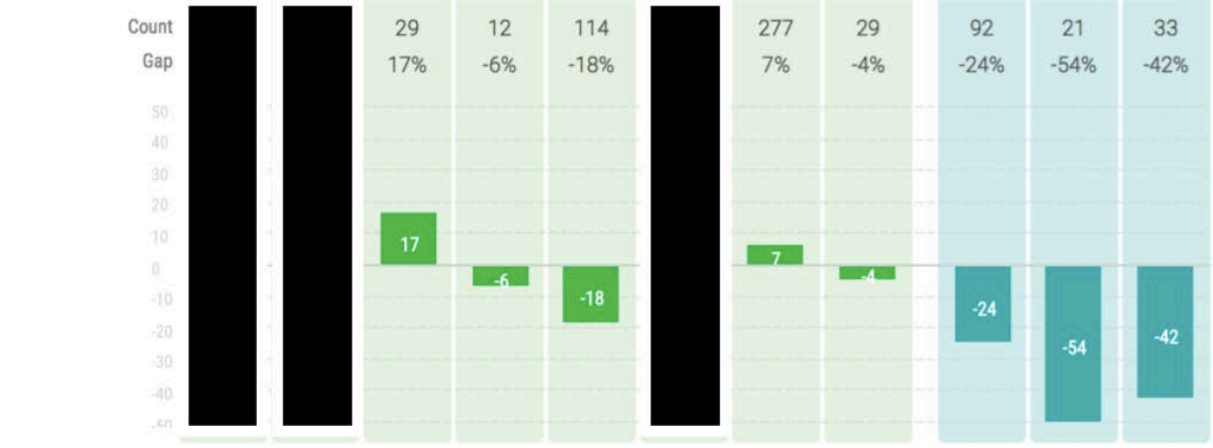
Smarter Balanced Subgroup Summary

2016 ELA: All Grade Levels Tested

Percent of Students Scoring at Each Performance Level



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard



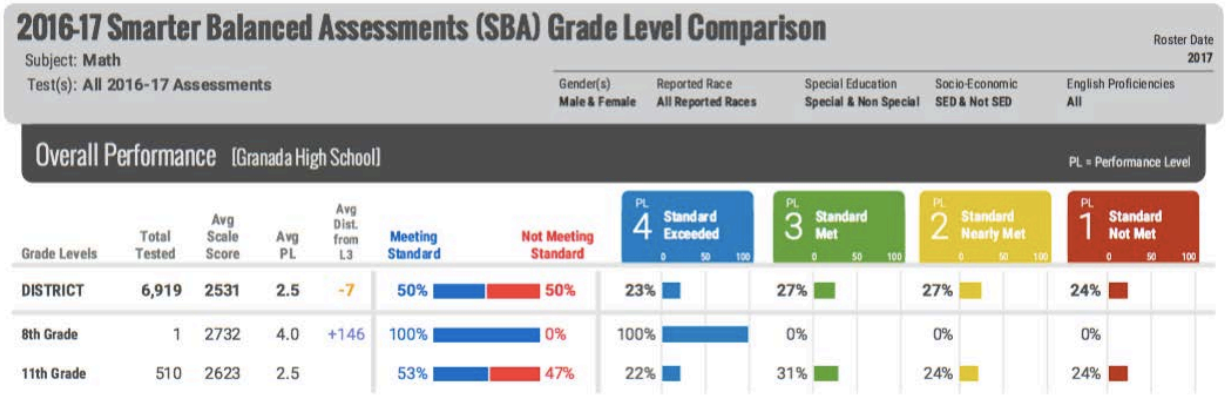
ELA Analysis

Our two focus groups that require the most attention and intervention in regard to performance on the SBAC ELA testing are out **EL students** and **students with disabilities (SWD)**. In 2016, the students with disabilities had 39% not meeting standards and that number jumped to 79% in 2017.

Our EL students scored 57% percent non-proficient in 2016 and then scored 61% in 2017.

There are columns of student demographic groups that are blacked out as they are too few in number to satisfy a numerically significant subgroup.

Math SBAC 2016-17



2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: **Math**
Test(s): **All 2016-17 Assessments**

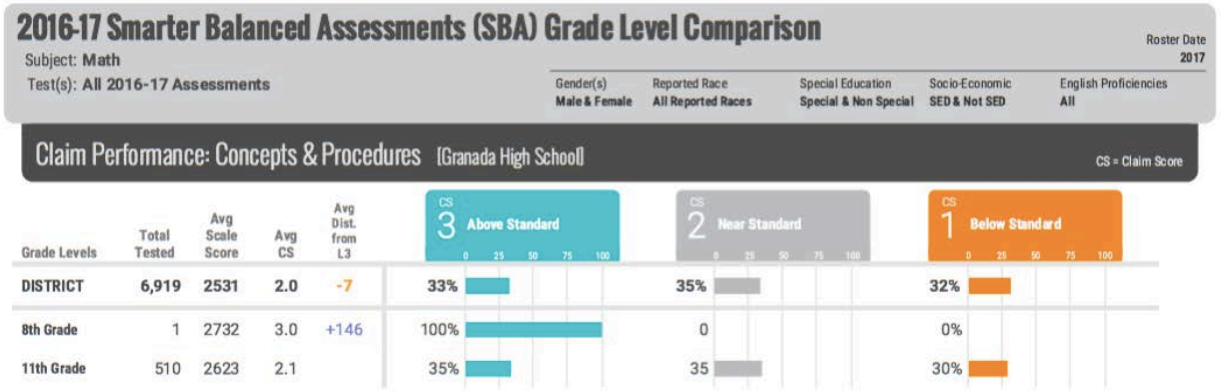
Roster Date: **2017**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Overall Performance [Granada High School]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	6,919	2531	2.5	-7	50%	50%	23%	27%	27%	24%
8th Grade	1	2732	4.0	+146	100%	0%	100%	0%	0%	0%
11th Grade	510	2623	2.5		53%	47%	22%	31%	24%	24%



2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: **Math**
Test(s): **All 2016-17 Assessments**

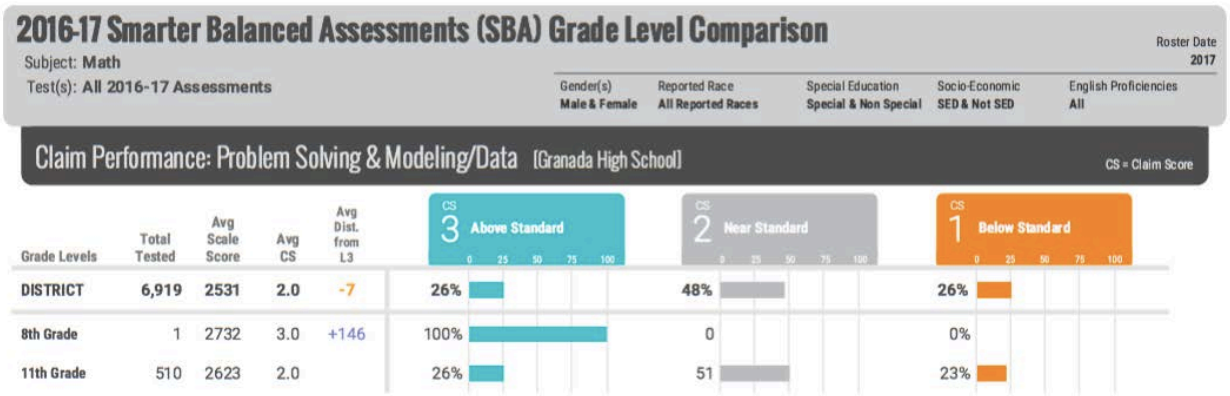
Roster Date: **2017**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Concepts & Procedures [Granada High School]

CS = Claim Score

Grade Levels	Total Tested	Avg Scale Score	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,919	2531	2.0	-7	33%	35%	32%
8th Grade	1	2732	3.0	+146	100%	0	0%
11th Grade	510	2623	2.1		35%	35	30%



2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: **Math**
Test(s): **All 2016-17 Assessments**

Roster Date: **2017**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Problem Solving & Modeling/Data [Granada High School]

CS = Claim Score

Grade Levels	Total Tested	Avg Scale Score	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,919	2531	2.0	-7	26%	48%	26%
8th Grade	1	2732	3.0	+146	100%	0	0%
11th Grade	510	2623	2.0		26%	51	23%

2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: **Math**
Test(s): **All 2016-17 Assessments**

Roster Date: **2017**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	**All Reported Races**	**Special & Non Special**	**SED & Not SED**	**All**

Claim Performance: Communicating Reasoning [Granada High School]

CS = Claim Score

Grade Levels	Total Tested	Avg Scale Score	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	**6,919**	**2531**	**2.0**	**-7**	**26%**	**50%**	**23%**
8th Grade	1	2732	3.0	+146	100%	0	0%
11th Grade	510	2623	2.1		26%	55	19%

Math SBAC 2015-16

2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: Math
Test(s): All 2015-16 Assessments
Roster Date: 2016
Gender(s): Male & Female | Reported Race: All Reported Races | Special Education: Special & Non Special | Socio-Economic: SED & Not SED | English Proficiencies: All

Overall Performance [Granada High School]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	6,418	2526	2.4	-13	47%	53%	21%	26%	29%	24%
11th Grade	468	2628	2.6		55%	45%	27%	28%	19%	26%

2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: Math
Test(s): All 2015-16 Assessments
Roster Date: 2016
Gender(s): Male & Female | Reported Race: All Reported Races | Special Education: Special & Non Special | Socio-Economic: SED & Not SED | English Proficiencies: All

Claim Performance: Concepts & Procedures [Granada High School]

CS = Claim Score

Grade Levels	Total Tested	Avg Scale Score	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,418	2526	2.0	-13	32%	35%	33%
11th Grade	468	2628	2.2		43%	28	29%

2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: Math
Test(s): All 2015-16 Assessments
Roster Date: 2016
Gender(s): Male & Female | Reported Race: All Reported Races | Special Education: Special & Non Special | Socio-Economic: SED & Not SED | English Proficiencies: All

Claim Performance: Problem Solving & Modeling/Data [Granada High School]

CS = Claim Score

Grade Levels	Total Tested	Avg Scale Score	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,418	2526	2.0	-13	24%	49%	27%
11th Grade	468	2628	2.1		31%	48	21%

2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: Math
Test(s): All 2015-16 Assessments
Roster Date: 2016
Gender(s): Male & Female | Reported Race: All Reported Races | Special Education: Special & Non Special | Socio-Economic: SED & Not SED | English Proficiencies: All

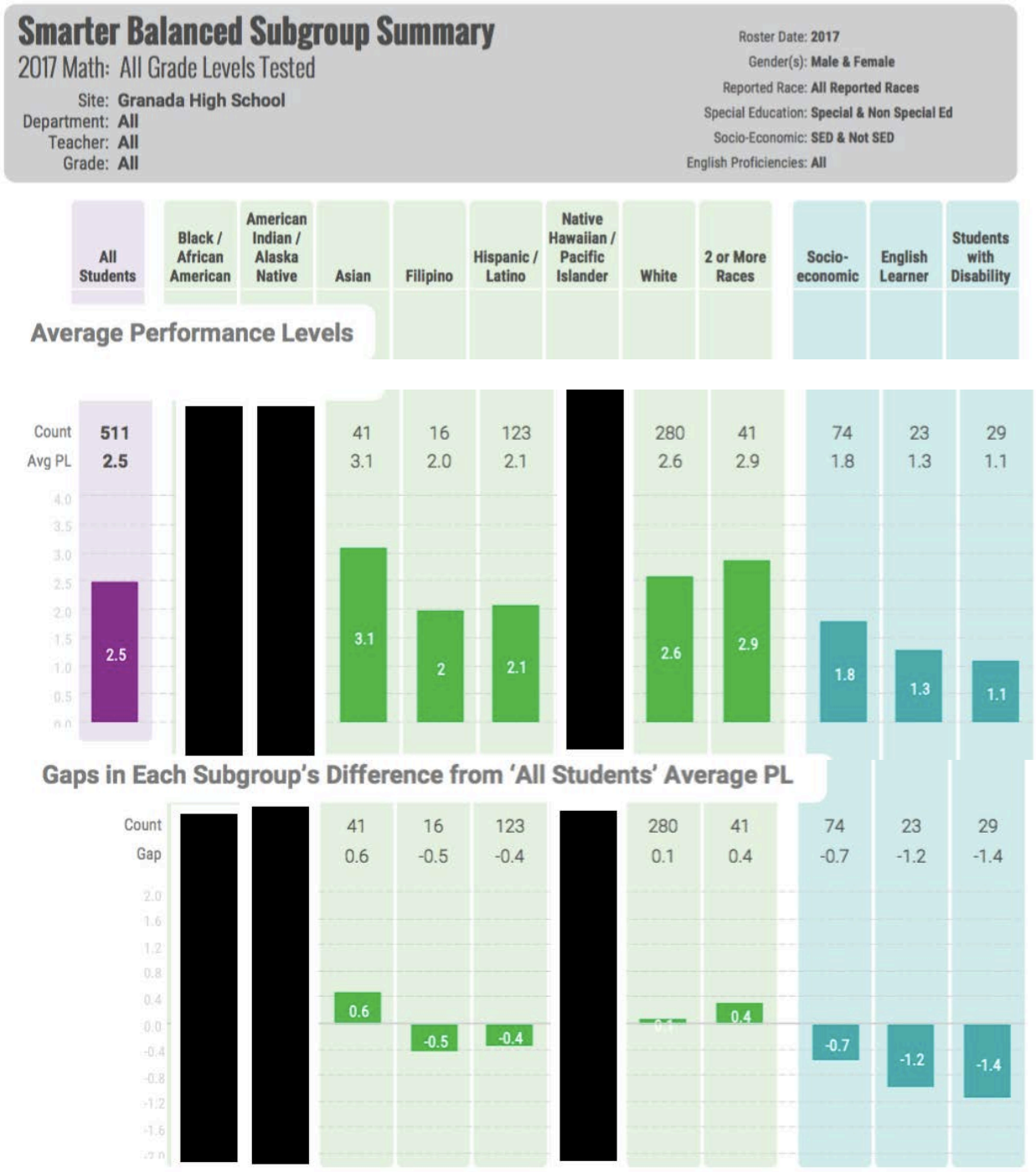
Claim Performance: Communicating Reasoning [Granada High School]

CS = Claim Score

Grade Levels	Total Tested	Avg Scale Score	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,418	2526	2.0	-13	25%	51%	23%
11th Grade	468	2628	2.2		33%	49	18%

Similar to the results in English SBAC testing, there was a two percent decline in overall proficiency between 2015-16 (55%) and 2016-17 (53%). The number of students tested in 2016-17 was 510, while in 2015-16 there were 468 students tested (a difference of 42 students). In both years, the number of students proficient at Granada was higher than the district average.

2017 Math

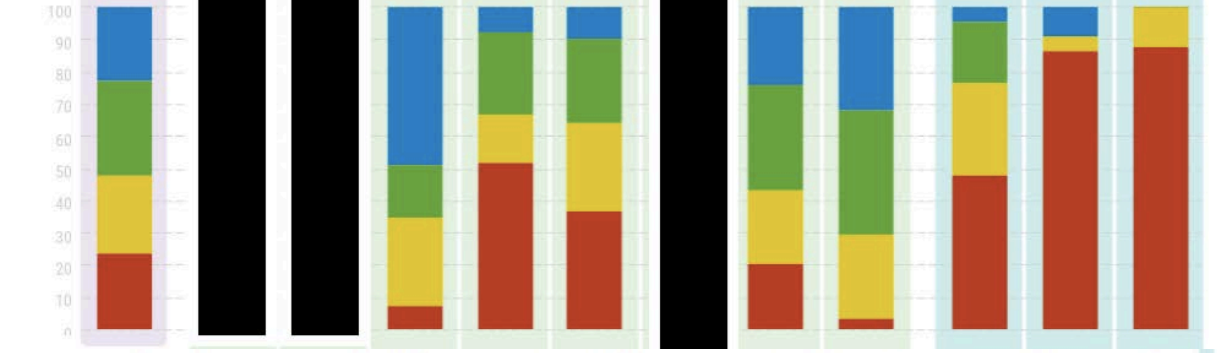

Smarter Balanced Subgroup Summary
2017 Math: All Grade Levels Tested
Site: Granada High School
Department: All
Teacher: All
Grade: All
Roster Date: 2017
Gender(s): Male & Female
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All
All Students
Black / African American
American Indian / Alaska Native
Asian
Filipino
Hispanic / Latino
Native Hawaiian / Pacific Islander
White
2 or More Races
Socio-economic
English Learner
Students with Disability
Average Performance Levels
Count 511 41 16 123 280 41 74 23 29
Avg PL 2.5 3.1 2.0 2.1 2.6 2.9 1.8 1.3 1.1
2.5
3.1
2
2.1
2.6
2.9
1.8
1.3
1.1
Gaps in Each Subgroup's Difference from 'All Students' Average PL
Count 41 16 123 280 41 74 23 29
Gap 0.6 -0.5 -0.4 0.1 0.4 -0.7 -1.2 -1.4
0.6
-0.5
-0.4
0.4
-0.7
-1.2
-1.4

Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested

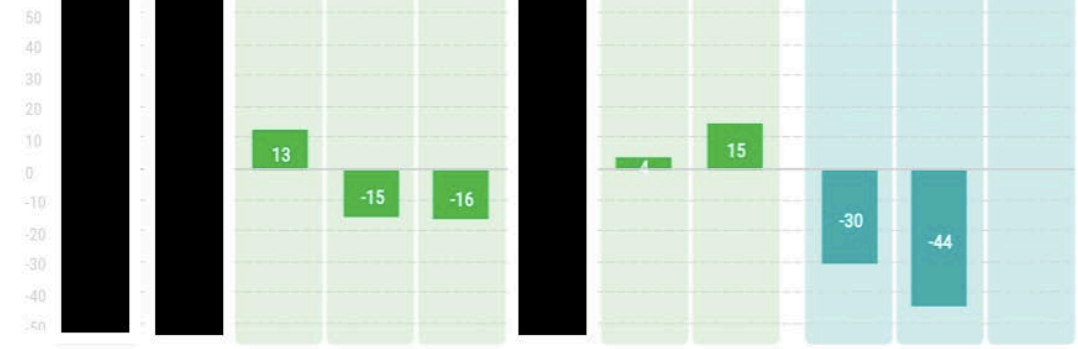
Percent of Students Scoring at Each Performance Level

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	511			41	16	123		280	41	74	23	29
Standard Exceeded or Met	53%			66%	38%	37%		57%	68%	23%	9%	0%
Standard Exceeded	22%			49%	12%	9%		24%	32%	4%	9%	0%
Standard Met	31%			17%	25%	28%		33%	37%	19%	0%	0%
Standard Nearly Met	23%			27%	12%	27%		22%	24%	28%	4%	10%
Standard Not Met	24%			7%	50%	37%		21%	7%	49%	87%	90%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

Count			41	16	123		280	41	74	23	29
Gap			13%	-15%	-16%		4%	15%	-30%	-44%	-53%



2016 SBAC Math

Smarter Balanced Subgroup Summary

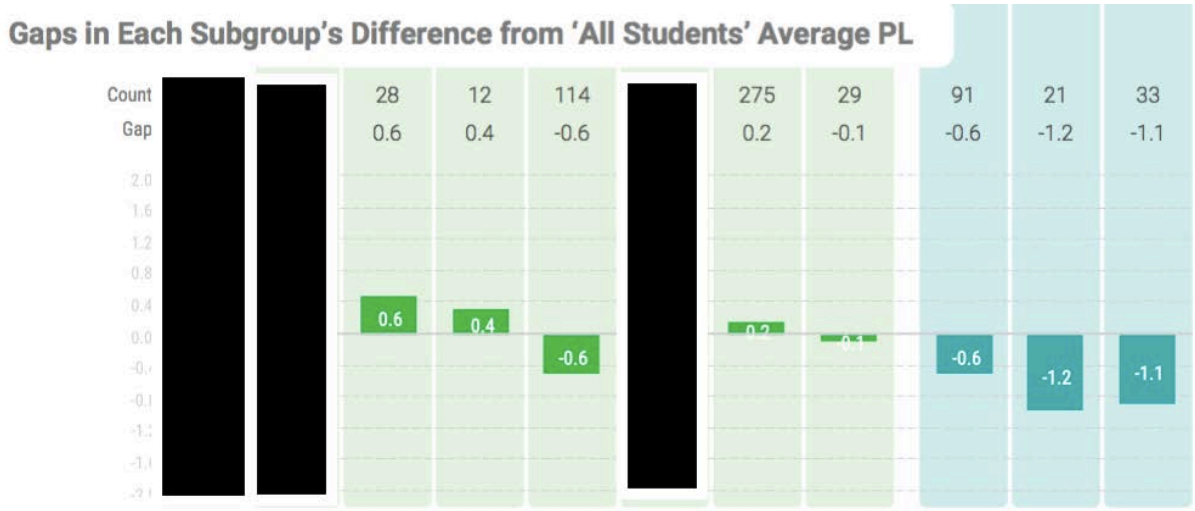
2016 Math: All Grade Levels Tested

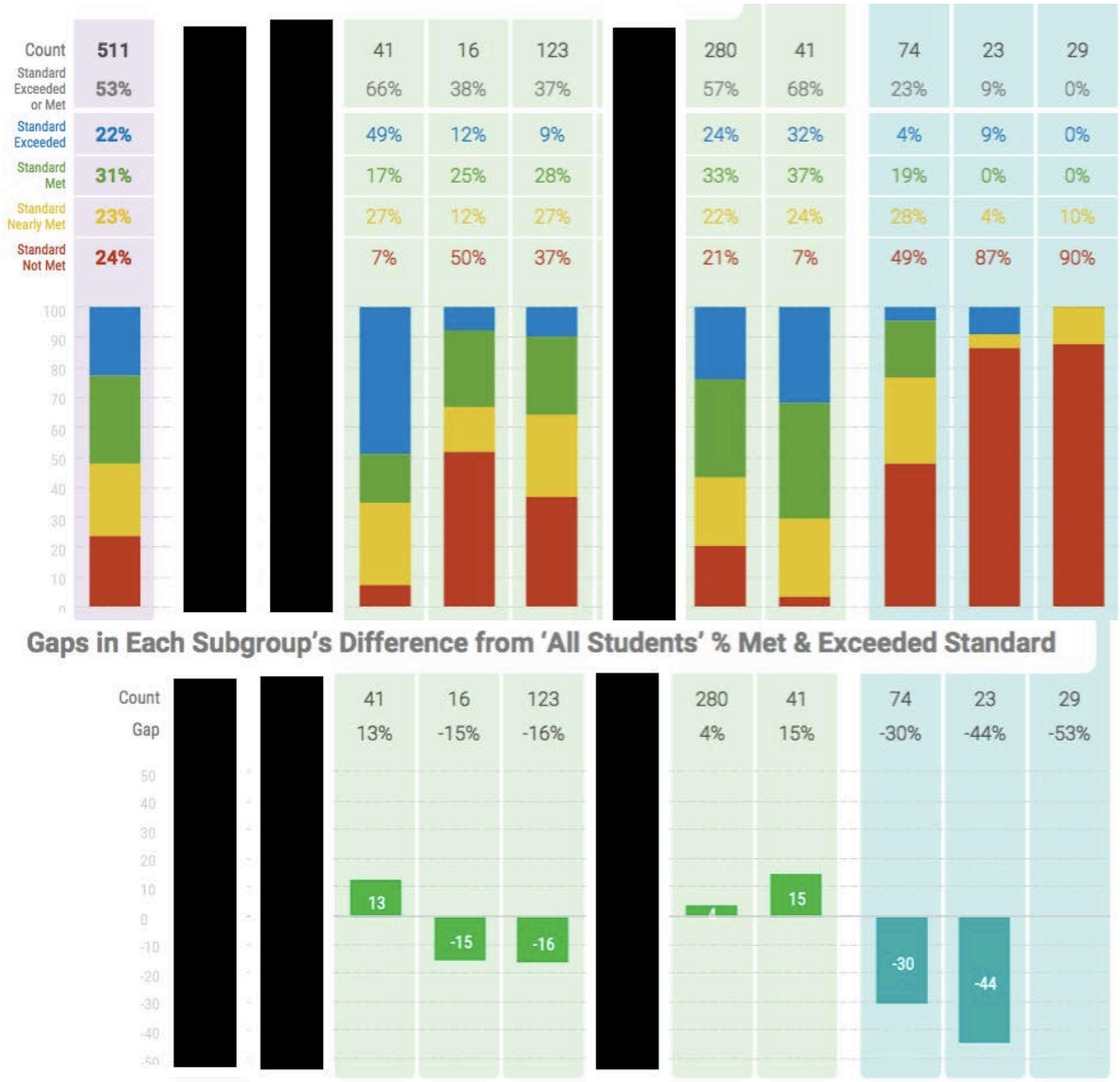
Site: **Granada High School**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **2016**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Smarter Balanced Subgroup Summary

2016 Math: All Grade Levels Tested





Math Analysis

Our two focus groups that require the most attention and intervention in regard to performance on the SBAC math testing are our **EL students** and **students with disabilities (SWD)**. In 2016, the students with disabilities had 67% not meeting standards and that number jumped to 90% in 2017.

There are columns of student demographic groups that are blacked out as they are too few in number to satisfy a numerically significant subgroup.

Our EL students scored 76% percent non-proficient in 2016 and then scored 87% in 2017.

One of the concerns with the math test is that the rigor of the test is around Algebra II. There are many students who take the test that have yet to reach that level of mathematics in their schooling and therefore score poorly on the state assessment.

Math Final Exam Common Assessments

Class	Percent of students scoring C or better	Percent of students scoring a D or F
Algebra 1	**30%**	**70%**
Geometry	**50%**	**50%**
Algebra 2	**42%**	**58%**
Pre-Calc	**99%**	**1%**

From analyzing the data, it shows that there is a need to strengthen math competency across the board. The number of students scoring below a “C” mark in algebra 1 on the final exam needs to be addressed. These are not the final course grades, but are the marks students received on the common final exam. Students on the high end, Pre-Calculus, did remarkably well.

Fitness Gram

Granada High School

Physical Fitness Test (PFT) 2016-2017

	% of students achieving the Healthy Fitness Zone		
Grade 9	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 585	23%	56%	79%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	567	84%	16%
Body Composition	573	73%	27%
Abdominal Strength and Endurance	568	98%	2%
Trunk Extensor Strength and Flexibility	580	92%	8%
Upper Body Strength and Endurance	560	90%	10%
Flexibility	580	91%	9%

Granada's school goal for FitnessGram was 85% which was not met. The year before the FitnessGram scores were 82% which means there was a 3 percent decline between 2015-16 and 2016-17. 531 students were tested in 2015-16 and 585 were tested in 2016-17 (54 student difference).

CALIFORNIA PHYSICAL FITNESS TEST
SCHOOL REPORT
SPRING 2016

District: LIVERMORE VALLEY JOINT
School: GRANADA HIGH
CDS Code: 01-61200-0133397
Total Number of Students: 531 *

FITNESSGRAM®

Test	Total # of Students	Grade	Within or above the Healthy Fitness Zone®		Needs Improvement	
			Student Count	Percent	Student Count	Percent
One-Mile Run	520	09	437	84.0	83	16.0
Walk Test	3	09	3	100.0	0	0.0
Body Mass Index	529	09	399	75.4	130	24.6
Curl-Up	528	09	512	97.0	16	3.0
Trunk Lift	526	09	513	97.5	13	2.5
Push-Up	525	09	466	88.8	59	11.2
Modified Pull-Up	2	09	2	100.0	0	0.0
Sit and Reach	52	09	49	94.2	3	5.8
Shoulder Stretch	477	09	470	98.5	7	1.5

* Total Number of Students includes only Fully Tested and Partially Tested students. Fully Tested includes the number of student data records having results for all 6 fitness areas. Partially Tested includes the number of student data records having results for some but not all fitness areas.

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The test data from 2015-16 shows that 350 students tested showed proficiency in 6 out of 6 areas. Additionally, 84 students showed proficiency in 5 out of 6 areas. Overall, about 82% of students showed proficiency on 5 out of 6 fitness gram standards. The goal set forth in 2015-16 was to reach 78%.

District Literacy Benchmark

Standard	Number of students	Percent
Standard Not Met	**35**	**3%**
Standard Nearly Met	**295**	**22%**
Standard Met	**818**	**59%**
Standard Exceeded	**222**	**16%**
Total Met + Exceeded	**1040**	**75%**
Total	**1371**	**100%**

Each spring the students take the District Write benchmark. The goal of at least 75% of students meeting or exceeding standards was met.

Chronic Absenteeism

From the 2016-17 school year data, 304 students fell under the category of missing 10% or more days of school. Of those 304 students, 216 were considered chronic (missing between 10 and 19.9%) and 88 were considered severe (missing 20% or more). This equates to roughly 13.8% of the student population being categorized as chronically absent.

Healthy Kids Survey data

Table A5.1

Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	19	21
Safe	52	51
Neither safe nor unsafe	28	23
Unsafe	1	4
Very unsafe	0	2

Question HS A.91/MS A.81: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 25 respondents.

The table above shows the percentage of students and their safety perception at school. Ideally, we would like there to be zero responses in the “unsafe” and “very unsafe” categories.

Table A4.4

School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total School Supports	33	53	14	33	54	13
Caring Adults in School	32	56	11	40	50	10
High Expectations-Adults in School	47	46	7	44	51	5
Meaningful Participation-Adults in School	12	57	31	7	53	40
School Connectedness	62	33	5	52	37	11
Academic Motivation	36	45	19	26	47	27

Note: Cells are empty if there are less than 25 respondents.

The chart above shows how students perceive supports, connectedness and academic motivation in school. It is interesting to see an overall decline in school connectedness and academic motivation between 9th and 11th grade.

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness (high)	62	52	A4.4
Academic motivation (high)	36	26	A4.4
Truant more than a few times†	1	9	A4.2
Caring adult relationships (high)	32	40	A4.4
High expectations (high)	47	44	A4.4
Meaningful participation (high)	12	7	A4.4
School Safety and Substance Use			
School perceived as very safe or safe	71	72	A5.1
Experienced any harassment or bullying†	31	35	A5.4
Had mean rumors or lies spread about you†	31	27	A5.2
Been afraid of being beaten up†	9	4	A5.3
Been in a physical fight†	5	5	A5.3
Seen a weapon on campus†	9	5	A5.6
Been drunk or "high" on drugs at school, ever	4	9	A6.9

The chart above denotes what percentage of students have experienced different things while attending school.

Parent Engagement:

Granada High School engages parents in a variety of ways using a variety of resources. We have parent groups such as Granada Supporters (similar to a PTA and Booster club combined) that works collaboratively with the school to raise funds for classrooms, school recognized clubs, Granada athletic teams and campus renovations. Granada also has a SSC, ELAC and Band Booster group that involves parents. In addition to Granada Supporters, we also have parents involved with Safe and Sober Grad night who raised funds for the senior class.

Parents are communicated with by teachers, staff and administration through a variety of media such as email, phone calls, school messenger, GHS website, *Peachjar*, Granada Pride Facebook and Twitter, face to face meetings, etc. Parents are encouraged to visit the school on 'Back to School Night' each fall to meet their student's teachers and "Expo" each spring to learn about the upcoming year and class registration.

All students and parents are invited to attend "Matador Days" each fall where they can purchase items for the school year (PE clothes, parking passes, yearbook, etc) and get their school picture taken. Students also receive their class schedule and can pick up instructional materials such as textbooks as well.

The Principal also holds monthly “Mat Chats” at the Civic Center Library for parents to casually come and talk with the Principal about school happenings.

Parents are also communicated with by faculty and staff if their child is involved with athletic teams, Associated Student Body (ASB), and school recognized clubs.

Suspension rate:

2015-16 & 2017 Suspension Data Total Days and Suspensions

School Year	Total Suspensions	Suspension Rate
2015-2016	97	3.4%
2016-2017	96	3.5%

Graduation rate:

	2015-2016	2016-2017*
GHS Graduation Rate	97.3%	95.9%

*not certified as of November 2017

Graduation rate continues to be high for Granada High School. There have 7 total students coded as dropouts over the past two years (4 in 2015-16 and 3 in 2016-17).

UC/CSU graduation requirements:
Percent of students meeting UC/CSU a- g requirements

	2015-2016	2016-2017*
Grads with UC/CSU required courses	57.2%	48.4%

*not certified as of November 2017

CTE Pathway completion

In 2015-16 Granada High had 10 students complete a capstone class, indicating they have completed a Career Technology Education (CTE) pathway. The data for the 2016-17 school year will not be available until the spring of 2018.

Greatest Progress:

Granada's greatest progress in 2016-17 school year were the attendance (increase to 97.44%), graduation rate (increase to 96/7%), number of students achieving proficiency on the CELDT (increase of 14% to 54%) and district write proficiency (75% proficient). In all of these categories we were able to meet or surpass goals that were set from the year before. There were other areas in which the school showed growth and success, however these are the most prominent form the data that was analyzed.

Greatest Need:

As a school, we need to improve our math performance. Our scores, while already lower than we would have liked, dipped an additional 2%. We are hopeful that our co-teaching model, implementation of Math Academy for struggling Algebra 1 students, and our partnership with Las Positas college and their tutoring program will help address this area of need. We will continue to hold math department office hours for students before school, at lunch and after school. We will also continue to work with the school district about ongoing professional development for staff to access technologies and strategies to help all students.

Performance Gaps:

Granada's biggest performance gaps across the board are the performance of English Language learners (EL) and Students with Disabilities (SWD). In order to meet the needs of these students, we need to devote more time and resources to help them be successful. We have increased the number of subjects that are taught in Spanish and also the number of classes that are co-taught by a general education and resource teacher. We will continue to utilize professional development opportunities (such as workshops and conferences) to assist the teachers in gaining knowledge of best practice. We also have added bilingual student tutors to classes where they are EL students clustered. Additionally, we have multiple trainings with staff planned on how to best meet the needs of EL students, as well as students with disabilities.

Increased or Improved Services

We try to identify students as 9th graders through FIT classes that may be considered "at risk" for social emotional or educational related needs. As administrators, teachers and counselors, we work to try and make sure these students get extra help in whatever they need (academically, social emotional, etc.) The district has a first-generation counselor that will work with students and their families to learn about opportunities and options after high school involving higher education. The school also has partnerships with AXIS Community Health, Horizon Family Counseling and La Familia to provide resources for families in need. Granada High also has an EL Liaison who works closely with EL families to help them navigate through the school and district to get the resources they need to be successful.

Involvement/Governance

School Site Council (SSC) provides input and reviews all Single Plans, along with the Western Association for Schools and Colleges (WASC) plan and ongoing work throughout each school year. For 2017 – 18, SSC provides input into allocation of the LCFF funds, in support of the LCAP and Single Plan.

Information from SSC meetings are shared with other Granada groups; reports and input from the ELAC Committee 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 Single 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.

2017-18 District Local Control Accountability Plan (LCAP) Goals

Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

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

Focus Areas for Site Goals:	Literacy/Reading Comprehension Mathematics Writing
Measures:	Smarter Balance Assessment Completion of A-G requirements CTE Pathways completion rates Graduation rates District Writing Assessment CELDT EL Reclassification Other local assessments

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

Focus Areas for Site Goals:	Character Education All students feeling safe at school High level of caring relationships with adults at school Attendance Physical Fitness Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary
Measures:	Fitnessgram – Grades 5, 7 and 9 Healthy Kids Survey – Grades 5, 7, 9 &11 (every other year) Annual attendance rate/chronic absenteeism Suspension rate Other local measures

Goal 3: Enhance parent and community engagement and communication

Focus Areas for Site Goals:	Data demonstrating staff seeks input from parents in decision making Data demonstrating staff promotes parental participation in programs
Measures:	Teachers utilizing on-line communication/gradebook Parent participation on site committees Other local measures

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: Literacy/Reading Comprehension (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #1 All Granada High students will improve their skills in English Language Arts as measured by SBAC ELA, District Write, and the Granada Literacy Proficiency Index (LPI)

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• CELDT data • District Write scores • SBAC ELA scores	• ELs and SWD score lowest among GHS subgroups on CAHSEE, District Write, and SBAC ELA • 10% of general education students need additional support in English (English Workshop).	• CELDT scores will show more students moving to Advanced. The number of Reclassified ELs will increase. • Schoolwide scores on District Write and SBAC ELA will increase, with higher gains in EL and SWD subgroups. LPI will show comparable progress among all subgroups.

STRATEGY:

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
English Workshop and Literacy Courses	Chair of English Department; Literacy Teacher; English Teachers	Trimesters 1, 2, and 3. Includes ongoing revision of the English Workshop course; continuation of an additional level of intensive intervention for students reading at 6th grade level or below (Literacy course). Provide books for English Learners and SED students to develop literacy.	General Allocation LCFF Supplemental: $2,500

Co-teaching in English courses	English teachers and Special Education teachers	Ongoing: Trimesters 1, 2, and 3. Co-teaching in English 9, English 10, English 11, and English Workshop courses will support Students with IEPs and provide support for all students in each class.	General Allocation Title II: Professional development to train co-teachers
Utilize Academic Support and Enrichment (A.S.E.) program to provide targeted intervention for students in English Language Arts, focusing intervention on SBAC strands	English Department Chair; Vice Principal; Teachers	Ongoing. Weekly 25-minute interventions. Program also provides additional support for students already achieving at grade level, to support their advancement in proficiency.	General Allocation; Instructional materials allocation
Administer Interim Block Assessments to support student mastery of ELA strands	English Department Chair; Vice Principal; Teachers	Administer in English 11B courses in February, March.	No additional cost
English Learner support through targeted ELD software	EL Liaison; ELD Teacher	Fall 2016: purchase and use of use of supplemental software to increase English language acquisition.	LCFF Supplemental: $7,000
Professional development to support English Learners	ELD Teacher; Content Area Teachers; Vice Principal; Principal	Attend conferences including California League of Schools Conference, Spring 2017; Ongoing professional development at the site level, with the expertise of a professional development coordinator.	LCFF Supplemental: $17,000

Instructional Rounds and exemplar lessons for English Learners	EL Liaison; ELD Teacher; Content Area Teachers	Develop exemplar lessons and engage in Instructional Rounds to improve instructional practice to meet the needs of English Learners.	LCFF Supplemental: $2,000
Use of document cameras in content area courses to facilitate academic language development and content access by English Learners	EL Liaison; Vice Principal; Content Teachers	Continue to use and evaluate lesson plans that utilize document cameras in classrooms with English Learners to enhance implementation of SDAIE strategies and interactive learning.	None (previously purchased)
Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.	Vice Principal in charge of data analysis; Curriculum Leadership Team	December 2017, March 2018, June 2018. Work with teachers to analyze assessment data. Monitor course grades.	No additional cost.

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: Mathematics (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #2 Increase student performance on common math final assessments to passing rate of 70% and increase SBAC math met or exceeded to 60%

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• Scores of math common finals • SBAC Math scores • CAHSEE Math scores	• 50% of Algebra 1 students do not pass the course final • 57% of 11th graders are not meeting State standards as measured by SBAC Math • English Learners and Students with Disabilities score lowest among subgroups	• Scores of common math finals • SBAC Math scores

STRATEGY:

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
Co-teaching in Math courses	Special Ed and Math teachers	Ongoing: Trimesters 1, 2, and 3. Co-teaching in Algebra 1 and Geometry courses will support Students with IEPs and provide support for all students in each class. Additional support by Special Education aides in Algebra 2 courses will add to Academic Support coursework for advanced math students, as needed.	General Allocation Title II: Professional development to support co-teachers
Utilize Academic Support and Enrichment (A.S.E.) program to provide standards-based, timely,	Math department chair; Math teachers; Vice Principal	Ongoing. Implementation begins Trimester 1 and grows throughout the year. Weekly 25-minute interventions. Program also provides additional support for students	General Allocation Instructional materials allocation

targeted intervention for students in Mathematics		already achieving at grade level, to support their advancement in proficiency.	
Administer Interim Block Assessments to support student mastery of math strands	Math Department Chair; Vice Principal; Teachers	Administer to 11th graders in Geometry, Algebra II and advanced courses in November, February, March.	No additional cost
Professional development to support English Learners	ELD Teacher; Content Area Teachers; Vice Principal; Principal	Attend conferences including California League of Schools Conference, Spring 2017; California Association for Bilingual Education Conference, Spring 2017.	LCFF Supplemental: See Goal #1
Instructional Rounds and exemplar lessons for English Learners	EL Liaison; ELD Teacher; Content Area Teachers	Develop exemplar lessons and engage in Instructional Rounds to improve instructional practice to meet the needs of English Learners.	LCFF Supplemental: See Goal #1
Use of document cameras in math courses to facilitate academic language development and content access by English Learners	EL Liaison; Vice Principal; Math Teachers	Use document cameras in classrooms with English Learners to enhance implementation of SDAIE strategies and interactive learning.	No additional cost (previously purchased)
Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.	Vice Principal in charge of data analysis; Curriculum Leadership Team	December 2017, March 2018, June 2018. Work with teachers to analyze assessment data. Monitor course grades.	No additional cost.
Tutoring program at Las Positas college	Vice Principal and LVJUSD curriculum department	Ongoing: Beginning in the first trimester where students can sign up and then throughout the remainder of the school year.	No additional cost.

Form A: Planned Improvements in Student Performance

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LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: Writing (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #3 Student achievement on the District Write will increase to an average passing rate of 80%

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• District Write scores	• Granada students as a whole averaged a score of 75% on the District Write; English Learners averaged 46%; Students with Disabilities averaged 49%	• District Write scores • Writing portion of the LPI will show comparable improvement on the essay portion

STRATEGY:

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
Co-teaching in English courses	Special Ed teachers and English teachers	Ongoing: Trimesters 1, 2, and 3. Co-teaching in English 9, English 10, English 11, and English Workshop courses will support Students with IEPs and provide support for all students in each class.	General Allocation; Title II: Professional development to support co-teachers

English Workshop and Literacy Courses	English Department Chair; Literacy teacher; English teachers	Trimesters 1, 2, and 3. Includes ongoing Literacy course to provide intensive intervention for students reading at 6th grade level or below.	General Allocation
Utilize Academic Support and Enrichment (A.S.E.) program to provide, timely, targeted intervention in writing for all students in English Language Arts	English Department Chair; Curriculum Leadership Team; Teachers	Ongoing. Implementation begins Trimester 1 and grows throughout the year. Weekly 25-minute interventions. Program also provides additional support for students already achieving at grade level, to support their advancement in proficiency.	General Allocation; Instructional materials allocation
Improve capacity among all staff for writing instruction across the curriculum, especially for working with English Learners	Vice Principal in charge of Professional Development; Teachers	Participate in professional development supporting writing: District Common Core Implementation Team; California Association of Teachers of English Conference; California League of Schools Conference, California Association of Bilingual Educators Conference. Continued work on implementation of California State Standards to support writing in all subjects.	Title II funds LCFF Supplemental (See Goal #1)
Instructional Rounds and exemplar lessons in writing for English Learners	EL Liaison; ELD Teacher; Content Area Teachers	Develop exemplar lessons and engage in Instructional Rounds to improve instructional practice to successfully teach writing to English Learners.	LCFF Supplemental: See Goal #1
Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.	Vice Principal in charge of data analysis; Curriculum Leadership Team	December 2017, March 2018, June 2018. Work with teachers to analyze assessment data. Monitor course grades.	No additional cost.

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: Graduation rate (Include all student groups) *High Schools Only*
SCHOOL GOAL: #4 Increase the overall graduation rate to 97%

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
Calpads	Granada's graduation rate increased by 1% compared to 2015-16	Graduation rates in spring of 2018

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to use credit recovery options during the school day (PLATO, ALECS, etc.) for students behind in credits to remediate coursework	Administration and counselors.	Transcript reviews at the end of each trimester to see what students need to remediate coursework.	FTE funding for "Academic Prep" classes (1 per trimester)

Utilize interventions such as math department office hours and A.S.E. for students to get assistance before falling behind and potentially failing a class	Administration and teachers	Teachers assign students to ASE as needed.	No additional costs.
Ongoing communication with parents about student progress	Teachers, counselors and administration	Communicate with parents via phone conversations, emails and face to face meetings.	No additional costs

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: UC/CSU a-g and CTE Pathway completion (Include all student groups)
SCHOOL GOAL: #5 Increase the number of students graduating with A-G college requirements to 60% by ensuring students have access to classes necessary to meet UC/CSU a-g requirements

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
Information from CalPads and School Profile Student transcript review	58% of Granada High graduates met A-G in 2017.	Monitor students as they select courses throughout their four years of high school

STRATEGY:

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
4 Year plans developed in FIT classes	FIT teachers and students	First trimester freshman year	No Additional Costs
Monitoring student class requests	Counselors and Vice Principals	Registration in the spring of 2018	No Additional Costs
	Counselors and students	First trimester of the year and ongoing	No Additional Costs

Use programs, such as *overgrad* to check on course			
College planning nights	Counselors, Vice Principals and college and career counselor	Senior planning night on September 26th and Tri-Valley college and career fair held at Granada on October 17th	No Additional Costs

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
Focus Area: Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all Students
SCHOOL GOAL: #6 Granada students will balance their lives to develop sound physical and mental health

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• Incidents of academic dishonesty reported to administration • Incidents of Behavior Absolute violations reported to administration • Incidents of student stress reported to counselors and administration • Results of Healthy Kids Survey and school initiated surveys.	• Not all students follow the Granada Behavior Absolutes • The numbers of Granada students facing academic stress and affecting their academic integrity is increasing	• Monitor number of discipline incidents • Monitor number of stress-related student health and academic concerns • Student Survey

STRATEGY:

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
Challenge Success Program	Principal; Vice Principal; Challenge Success Team	Attend Challenge Success Conference (Fall 2017, Spring 2018) Develop and implement Action Plan to improve student well being	Site Discretionary Funds: $7,000

Continue to foster supportive teacher-student relationships	Granada staff; F.I.T. teachers; Principal	Ongoing. F.I.T. classes meet during Trimester 1.	No additional cost
Enforce Behavior Absolutes Trainings about academic honesty	All Granada Staff IB Librarian	Ongoing observations of behavior and development of positive recognition for good behavior. (End of Trimester 2) Ongoing trainings with classroom teachers and students.	No additional cost
Humans of Granada campaign	Leadership students	Throughout the year Posts come out weekly to help teach empathy and compassion.	No additional cost

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
Focus Area: Attendance/Chronic Absenteeism
SCHOOL GOAL: #7 Increase attendance to 98% and decrease tardies to 4%. Special attention will be given to students who are missing 10% or more of the school year

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• Daily attendance in 2013-14 was 96% • Daily attendance in 2014-15 was 98% • Daily attendance in 2015-16 was 96.5 % • Dailey attendance in 2016-17 was 97.44% • Tardies in 2016-17 occurred at a rate of 5%	• Daily attendance increased in by nearly 1% since the last school year (even with an increase in enrollment) • Tardies increased in 2015-16 from 4% to 5% in 2016-17.	• Daily attendance data • Tardy data

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to emphasize importance of daily attendance with students and families	Principal; Vice Principal; Attendance Secretary	Include attendance information in monthly communications.	No additional cost

Utilize A2A truancy process for truant students.	Principal; Vice Principal; Attendance Secretary; Child Welfare and Attendance (CWA) Specialist	Ongoing; letters generated by A2A for truant students. Vice principals follow up with support for students and families.	District covers cost of A2A
Continue detention process for tardies	Vice principal; Attendance Secretary; CWA Aide	Streamline reports for tardies, detentions, and follow-up	No additional cost
Monitor chronically absent students and provide support where needed/appropriate	Vice principal; Attendance Secretary; CWA Aide	Review student attendance data. Meet with student and family to see if there is a need that can be addressed (TUPE, AXIS, or Horizons counseling, etc.)	No additional cost

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
Focus Area: Physical Fitness
SCHOOL GOAL: #8 Improve number of students passing 5 of 6 on FitnessGram to 80%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• FitnessGram scores from 2014-15 and 2015-16 for Granada, Alameda County, and State of California • Granada freshmen passed the FitnessGram at a rate of 78% in 2016-17	• Granada freshmen passed the FitnessGram at a rate of 82% in 2015-16 • (Alameda County rate is 58%; State of California rate is 62%)	• Results of FitnessGram tests administered in Spring 2018.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue ongoing rigorous curriculum in Physical Education courses, adding emphasis on nutrition to promote overall health	Physical Education teachers	Infuse nutrition-based curriculum to supplement fitness in all PE 1 and PE 2 classes. (Trimester 2,3)	General allocation – no additional cost

Continue to encourage students to participate in athletics, especially at the freshman level	Athletic Director; Coaches; Counselors; F.I.T. Teachers; Administrators	Inform students and families of athletics available at Granada and explain process Extend invitation to 8th graders in Spring 2018 for next year's enrollment	No additional cost
Professional Development for Freshman Coaches	Athletic Director; Coaches	Provide professional development opportunities to coaches to support their cultivation of student athletes of character and physical fitness. Athletic Director's Association Conference (Spring 2018)	Athletic Budget: $2,000
Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.	Physical Education Department Chair; Athletic Director; Vice Principal in charge of data analysis	March 2018, June 2018. Work with teachers to analyze FitnessGram assessment data. Monitor athletic participation by sport and grade level.	No additional cost.

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
Focus Area: Articulation
SCHOOL GOAL: #9 Articulate with elementary and middle schools, as well as with Las Positas Community College throughout the 2017-18 school year

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• SBAC Math and ELA scores • Algebra I common final scores • Number of students completing a-g	• Approximately 50% of Granada Algebra students are not proficient, as they lack foundational skills • 58% of Granada students graduate ready for UC/CSU, having completed a-g courses	• Algebra I common final scores • Senior Exit Survey to determine enrollment at 2-year or 4-year college • IB Programme Enrollment

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Granada math teachers will meet with elementary teachers to strengthen curriculum to support student success in math	Math department chair; Vice Principal	Team of math teachers will meet with teachers from feeder schools to collaborate around developing Algebra foundational skills before students move to high school. (November, January, March)	Title II: Cost of Subs

Granada teachers and counselors will meet with Las Positas staff to understand program needs for student success.	Counselors; IB Coordinator; teachers; vice principal;	Participation in meetings at Las Positas College. Participation in TEC meetings. Ongoing articulation between CTE Department and Las Positas, Laney College	District funds for substitutes
Granada IB Steering Committee will work with Joe Michell K-8 to facilitate communication and encourage enrollment into Granada's IB Diploma Programme	IB Coordinator; Vice principal, Principal	Communication and visits between staff at Granada and Joe Michell to support continuation of IB Programme from Joe Michell to Granada. Research MYP for IB to determine if it is a viable option for Granada moving forward	Title II funds District funds for IB
Granada staff will collaborate with teachers in like departments for shared California State Standards implementation, especially in the form of exemplar lessons	Vice principal; Professional Development Coordinator; Curriculum Leaders	Collaborative work on fourth Wednesdays October – May around implementation of the California State Standards	No additional cost

Form A: Planned Improvements in Student Performance

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LCAP Goal 3: Enhance parent and community engagement and communication
SCHOOL GOAL: #10 Improve parent/community communication and involvement by communicating often using a variety of media

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• Parent meeting attendance and input • Parent participation at events, snack shack sales • Parent input	• Approximately 10% of Granada families are members of parent groups. • Approximately 60% of families are involved in supporting athletics, music, and drama. • Parents want to be involved in their children's education	• Newsletters • E.L.A.C. Attendance • Mat Chats attendance • Parent/Community Survey

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Update social media outlets often (website, school app, facebook, twitter, etc)	Principal; Vice Principal; Site Council; Parent Volunteer	Update each platform at a minimum of once a week to spread information to the Granada community.	No additional cost

English Learner Parent Education Opportunities	EL Liaison; Principal; Vice Principal	Include E.L.A.C. parents in C.A.B.E. Conference (Parent strand)	LCFF Supplemental: $2,000
Communicate at least monthly with parent community (in conjunction with newsletter)	Principal; Administrators; Counselors	Using SchoolMessenger, phone and/or email parents with school news and information	No additional cost (District funds supply SchoolMessenger)
Hold open parent meetings	Principal; Counselors; EL Liaison; Vice Principals	Continue monthly “Mat Chats” mornings at the Civic Center Library. Continue parent meetings for student support. Continue E.L.A.C. meetings	LCFF Supplemental for E.L.A.C. childcare and refreshments: $1,000; No additional cost for others

2017-18 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

Granada High School

Projected LCFF Supplemental Funds ***$___63,360.00_***

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, redesignated fluent English proficient 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	Target Population	Timeline	Person(s) Responsible	Estimated Cost
Improvements or enhancement in instruction: EL Liaison/Teacher salary & benefits .25 FTE	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth	2017-18	Principal	$24,320
3 College fieldtrips – 1 per trimester-buses, subs, lunches (if not provided)		Sept. – May	EL Liaison Counselor	$6,000
Cultural fieldtrip with guest speaker, transportation		May 2018	EL Liaison	$3,000
Staff Development and Professional Collaboration, training costs, substitute costs: *Tel diagnostic* training - 4 hours per person ELD teacher & EL Liaison *CABE* Conference -Sacramento, Hotel, transportation, meals, subs(2 days) for EL and ELD staff and administrator *California League of Schools* Conference in Sacramento – eight staff members	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth	Sept. 2017 March 2018 March 2018	Principal Principal Principal	$1,200 $6,250 $9,250

Supplemental materials, computers, software, books, supplies may be purchased: *Tel diagnostic* testing license renewal /12 months for 50 EL students in ELD courses Supplemental materials and supplies, including reading books for Literacy support Student Printer for use in ELD classes	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth	May 2018 October-March August	EL Liaison EL Liaison Counselor ELD Teacher ELD Teacher	$1,150 $6,720 $270
Staff Development and Professional Collaboration, training costs, substitute costs: *Tel diagnostic* training - 4 hours per person ELD teacher & EL Liaison *CABE* Conference -Sacramento, Hotel, transportation, meals, subs(2 days) for EL and ELD staff and administrator *California League of Schools* Conference in Sacramento – eight staff members	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth	Sept. 2017 March 2018 March 2018	Principal Principal Principal	$1,200 $6,250 $9,250
Parental Involvement: ELAC - 9 monthly meetings – water/light snack Child care & Interpreting services *CABE* Conference, Sacramento – 3 Parents	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth	Sept. - May Sept. - May March	EL Liaison EL Liaison EL Liaison	$700 $2,000 $2,500
Total LCFF Supplemental				$63,360

Form B: Centralized Services for Planned Improvements in Student Performance

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, professional development, and supplemental instructional materials,* ***supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
- *Centralized Services*
- *$450,750*

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, and to evaluate the programs designed to increase student achievement,* ***supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *$333,317*

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

- 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.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters,* ***supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
- *Centralized Services*
- *$273,390*

Migrant Education
Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education,* ***supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
- *Centralized Services*
- *$280,984*

Form C: 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 II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$3500
Total amount of federal categorical funds allocated to this school	$3500

State Programs	**Allocation**
☐ **Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$313,710
☐ **Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$63,360
Total amount of state categorical funds allocated to this school	$377,070

Local Funding	
☐ **Technology Funds – Local Parcel Tax**	$41,562

Form D: 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
PJ Daley	☒	☐	☐	☐	☐
Don McCombs	☐	☒	☐	☐	☐
Amanda Cleveland	☐	☒	☐	☐	☐
Keith Pickering-Walters	☐	☒	☐	☐	☐
Maureen Mancusso	☐	☒	☐	☐	☐
Sharon Lemmon	☐	☐	☒	☐	☐
Katie Cortez	☐	☐	☐	☒	☐
Michelle Wentworth	☐	☐	☐	☒	☐
Kelly Van Fossen	☐	☐	☐	☒	☐
Parker Anderson	☐	☐	☐	☐	☒
Jessica Keaney	☐	☐	☐	☐	☒
Heather Woelk	☐	☐	☐	☐	☒
Numbers of members in each category	1	4	1	3	3

At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:[1]

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   ☒ English Learner Advisory Committee

   ☐ Special Education Advisory Committee

   ☐ Gifted and Talented Education Advisory Committee

   ☐ Departmental Advisory Committee (secondary)

   ☐ Other committees established by the school or district (list)

4. 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.

5. 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.

6. **This SPSA was reviewed by the SSC at a public meeting on: October 10, 2017.**

Attested:

Typed name	Signature	Date
PJ Daley	PJ Daley	10/10/17
Typed name of School Principal	Signature of School Principal	Date
Michelle Wentworth	Michelle Wentworth	10/10/17
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

[1] SSC must review *and* recommend the SPSA for Board approval and address all assurances.

Livermore Valley Joint Unified School District
Gifted And Talented Education Plan- ALL SITES

PROGRAM DESCRIPTION:

Granada High School will support its GATE students in the following ways:

- The teaching staff, academic counselors and grade level advisors will continue to monitor and encourage our students to achieve at their highest level, guiding GATE students to enroll in Honors and Advanced Placement courses when appropriate.

- Granada staff will continue its work as a candidate school for the International Baccalaureate Diploma Programme.

- Granada will continue work begun in the Equal Opportunity Schools (EOS) program that will identify and encourage qualified students to enroll in Advanced Placement courses, thereby increasing representation of GATE students in advanced level courses.

- Granada staff will continue to explore additional extracurricular means of challenging and supporting GATE students. In 2017-18, Granada offers Mock Trial, Math Club, Literary Society, Pre-Med Society, Robotics, and Science Bowl, in addition to CSF and Interact that promote civic achievement.

- The GHS career center will continue to provide support in the area of career and college guidance.

- The Granada GATE representative will continue to attend and support the District GATE Advisory Committee.

- The Granada GATE representative will disseminate information to the faculty and staff from the District GATE Advisory Committee.

Livermore Valley Joint Unified School District
Library School Site Plan – ALL SITES

PROGRAM DESCRIPTION:

The school library at Granada High is a busy place. Students use the library daily to complete research for assignments, access PowerSchool accounts and homework links online, use educational technology, and study or read quietly. Through the library, students have access to technologies that enable them to complete assignments that they might be unable to complete at home.

The library now processes all textbook checkouts. Textbook software records all student textbook transactions, in an effort to keep textbook inventory correct and reduce textbook loss. The district has a shared online catalog, with each school contributing to the record management of library and textbooks.

Site funds will also be used to update the books in the library to include more non-fiction as well as award-winning young adult fiction to support Granada's literacy and California State Standards goals. The focus for collection development for the 2016-2017 school year will be on updating and expanding our science collection. We also hope to begin collecting materials for a professional resource library for our teachers.

In response to the library goal for the 2014-2015 school year to increase the availability of resources to students through electronic, digital, and online means, Granada now subscribes to ESBCO electronic resources. The EBSCO databases provide access to the most current research, supporting both teachers and students in their research pursuits. The cost of the annual subscription to the ESBCO databases is $4,700.

In order to provide access to online materials, and to support teachers' ability to guide student use, Granada has designated a Teacher as Digital Resource Coordinator and an IB Teacher Librarian. The Digital Literacy Coordinator is teaching students research skills, while training teachers and students on available technologies. Colleges and universities assume that students know how to access the vast world of information available to them, without necessarily teaching students how to use it. As Granada prepares students for future research, students are being ensured their future success.

In anticipation of Granada's first IB Diploma Programme courses in the 2016-2017 school year, the Digital Resources Coordinator pursued a partnership with the Las Positas College Library. Beginning this January, Granada High School students will have the opportunity to take a class at Las Positas College, taught by a Las Positas Librarian, focusing on research skills. Not only will the class provide bibliographic instruction, but as Las Positas College Students, the students taking the course will have full access to the resources available in the Las Positas College Library. The skills developed in the class will support students in the IB Programme, with particular pertinence to the Extended Essay component, and beyond.

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds: $_____41,562_____

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, with support from the Digital Literacy Coordinator and Site Technology Leads.

All Granada classrooms are equipped with a teacher computer, a projector, and a screen to facilitate display and use of online materials as well as computer-based programs such as PowerPoint. Teachers make creative use of a variety of online programs to engage students in their learning including Google Apps for Education, Google Sites, Google Classroom, and Prezi. Teachers also invoke a variety of applications that engage smartphones as educational tools, including Kahoot!, Socrative, Padlet, 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.

Students are able to engage in collaborative learning through the use of computers in the classroom, particularly through the growing use of chromebooks. Originally purchased for use with SBAC testing, chromebooks are a vital resource in high demand among Granada staff and students. The technology budget for 2017 – 2018 will be used in part to purchase two additional chromebook carts for the school. One cart will be used predominantly for intervention (credit recovery PLATO, ALECs, etc.)
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. Because of the growing interest in computer-based courses, Granada Supporters purchased new computers for the library that are loaded with all the programs that students would need to work outside of the class on class projects. There are both PC and Macs that have specific programs student use in their CTE or Visual Performing Arts (VPA) classes.
Granada continues to encourage innovative ways to incorporate technology into learning and is eager to support professional development that provides training for teachers. The Granada Mini-Conference, in October 2017, enabled teachers to share their technological expertise with one another to expand their repertoires. With influx of additional funding, additional materials and training (CUE conference, LEAD conference, GAFE Summit) would be easily identified.

Livermore Valley Joint Unified School District
2017-2018 Migrant Education Program Site Plan – ALL SITES

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and district support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support professional development, parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres!* (*Ready at Three!*) Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.

- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.

- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.

- High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.

- Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and

presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).

- The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.