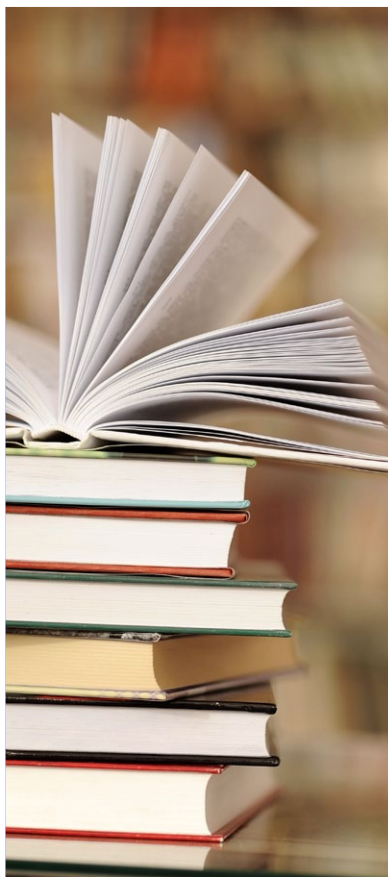
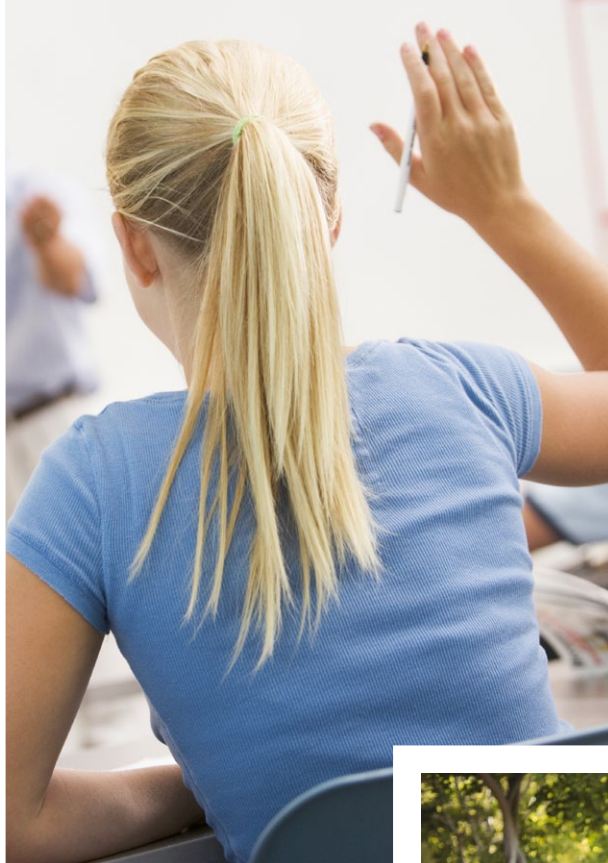


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Granada High School

Grades 9-12
CDS Code 01-61200-0133397

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Core Values for Teaching and Learning

PREAMBLE

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

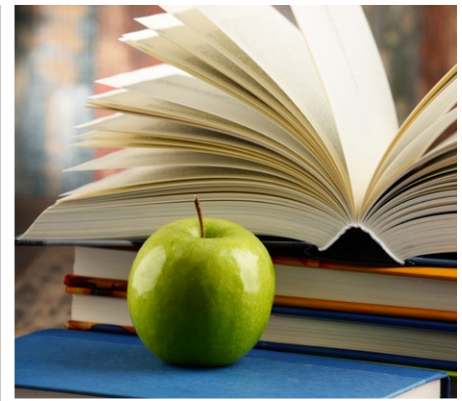
- To continually develop and support a high-quality staff that is committed to innovative teaching
- To insist on continuous improvement to ensure successful learning outcomes for all LVJUSD students

CORE VALUES

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

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

Board Approved 6-26-18



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Principal's Message

Granada High School is one of two comprehensive public high schools in the Livermore Valley Joint Unified School District located in Livermore, California. Currently a suburban community with a population of more than 85,000 residents, Livermore has an agrarian history that continues to be active today along with a strong technological focus. The Lawrence Livermore National Laboratory, begun in the 1950s, is a major employer in the community, as is Sandia National Laboratories. With the Altamont Corridor Express—the ACE train—connecting to Silicon Valley, many residents contribute to California's technological boon. Livermore's annual rodeo celebrates the ranching element of its history, while its wine industry builds upon a past tradition that began in the 1840s. The Livermore Cultural Arts Council is active, and the Livermore Valley Chamber of Commerce represents a wide variety of active businesses. Livermore is also home to Las Positas College.

Granada High School opened in January 1963. The largest campus in the district, Granada spans over 40 acres. A science wing and a remodeled Media Center, completed in 2008, show off the newest construction on campus. Most of Granada's classrooms follow the traditional furnishing model, with some notable and positive exceptions, particularly in the Visual & Performing Arts Department. Granada is home to a broadcast studio and a photo studio, along with an expansive ceramics room. The entire campus benefits from wireless internet, and all classrooms are equipped with ceiling-mounted projectors to allow teachers to share online curriculum.

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-minute classes. Each course is 12 weeks long, at the end of which the students earn five semester units for each course. Ten-unit courses—the equivalent of a yearlong course—typically last for 24 total weeks, or two trimesters, though those trimesters may not be consecutive. This schedule provides the opportunity for longer class periods than a traditional schedule and allows students to include a more robust variety of electives and intervention classes. Granada offers students 65,800 instructional minutes, more than 13 hours above the time required by the state of California.

Granada remains dedicated to ensuring that all students receive and complete four academically rigorous years of study that will prepare them for whatever postsecondary life they choose to pursue. Most of our students elect to continue their education, and Granada is dedicated to making sure that all students have the skills and prerequisites necessary to succeed at a college institution. Granada has found ways to create and fund innovative intervention measures, such as the English workshop, three-trimester math and Academic Support and Enrichment (ASE), and continues to find ways to meet the needs of all students. In 2015, Granada earned the honor of being named a California Gold Ribbon School, recognized for the assessment and intervention system based on the Common Core State Standards (CCSS) and 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.

District Mission and Vision Statements

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

District Goals

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

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

Goal 3: Enhance parent and community engagement and communication.



Governing Board

Craig Bueno
 Chuck Rogge
 Emily Prusso
 Chris Wenzel
 Anne White

Continued on page 3

School Vision Statement

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

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

Positive Learning Environment

Granada High has a positive environment based upon respect between students and staff. The school's discipline policy centers on the Behavioral Absolutes—a short list of expectations that was collaboratively developed and is clearly communicated and consistently enforced by teachers and administrators. The LVJUSD Secondary School Discipline Policy guides students and staff to support safe behavior. Vice principals have been trained to engage in conflict-resolution sessions, and counselors support the social-emotional needs of students. Granada has a full-time school resource officer who assists in the teaching of good citizenship and supports a safe campus.

Granada teachers have embraced the Common Core State Standards, including the College and Career Readiness Anchor Standards, and have been working for the past several years to fully implement them into both curriculum and instruction. Teachers are familiar with the Depth of Knowledge Wheel (Norman Webb, 2009) and have increased rigor by incorporating varying levels of analysis and critical-thinking skills into their lesson plans to challenge students. Staff recognizes that the transferability of skills learned through implementation of both CCSS and the Granada Thinking Standards will prepare students for 21st century success.

Granada teachers offer innovative use of technology to engage, challenge and assess students, while preparing them for 21st century digital literacy. All students are part of the schoolwide Google Apps for Education program, and have online access to their portfolio of work as well as to lessons, assessments and supports offered by their teachers. Chromebook carts provide frequent opportunities for students to engage in learning and research, both collaborative and independent. In classrooms throughout the school, students are assessed through interactive activities using clickers, Senteos and cellphones. Some teachers provide interactive use of the document camera to facilitate engagement and understanding. Some teachers record lessons and lectures using the flipped-classroom model.

A positive and spirited school culture is the result of an active student body. Students are encouraged to participate in one or more of the many clubs and activities such as athletics, drama, music and student leadership or a variety of interest-based and service-oriented clubs. Class spirit is especially high during homecoming week in the fall. Granada students can choose from more than 25 active clubs on campus.

Granada High is able to make use of the following programs to support students:

- Migrant Education funds a community liaison, community outreach, instructional aides, tutors, technology-based PASS program and preschool services.
- Title I (at the district level) funds staff development and supplemental resources.
- Title II (TV/TIP) & Technology funds staff development and support for teachers in strategies to assist underperforming students.
- Title IV funds Tobacco Use Prevention Education (TUPE), Safe and Drug-Free Schools program and curriculum, staff development, student activities, assemblies and parent education for at-risk students.
- Local Control and Accountability Plan (LCAP) funds are used to support English language learner programs, providing professional development for teachers to develop competence in specially designed academic instruction in English (SDAIE) methods, tutors for students, funding the English Learner Advisory Committee (ELAC) that facilitates communication and family support to promote understanding of academic needs and collaboration with the school to improve student focus on the standards-based instruction.
- LCAP funds are also used to support professional development that develops teaching practices aimed at meeting the needs of underperforming students.

LCFF supplemental funds in 2018-19 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 also will invest 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.

All freshmen enroll in the Freshmen in Transition course during their first trimester, which equips students with skills and strategies to succeed in high school. Freshmen are also required to take a course in health, and assemblies are held each year to increase awareness of substance abuse, communicable diseases, and the components of a healthy lifestyle.

Principal's Message

Continued from page 2

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 10 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 (e.g., California Science Teachers Association, National Science Teachers Association, California Association of Teachers of English, California Council for the Social Studies, California Language Teachers Association and Cars Plus) along with Advanced Placement workshops and, since June 2014, International Baccalaureate 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. 2018 was the first year students graduated from Granada with an IB diploma.

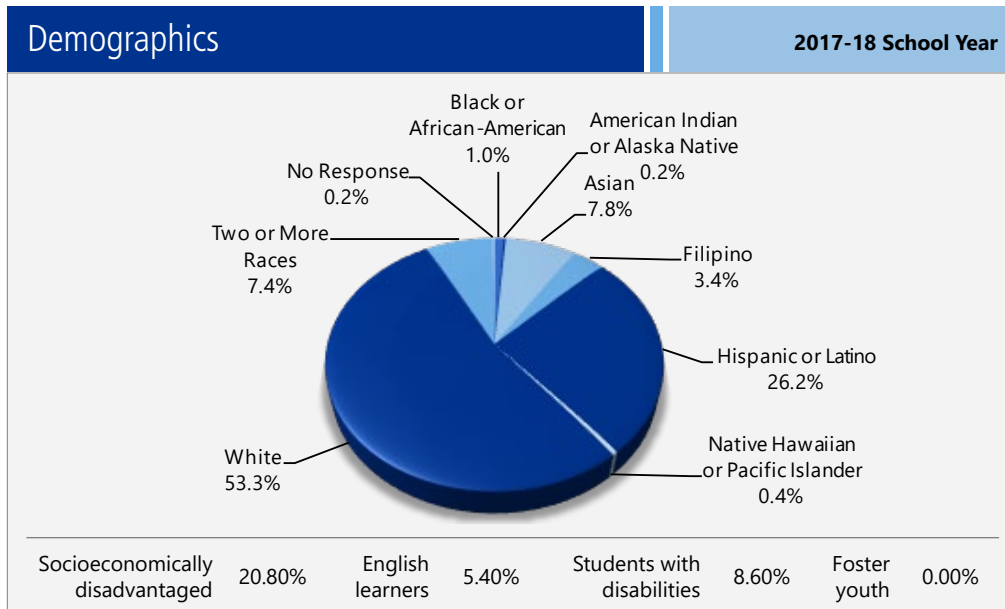
School Mission Statement

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



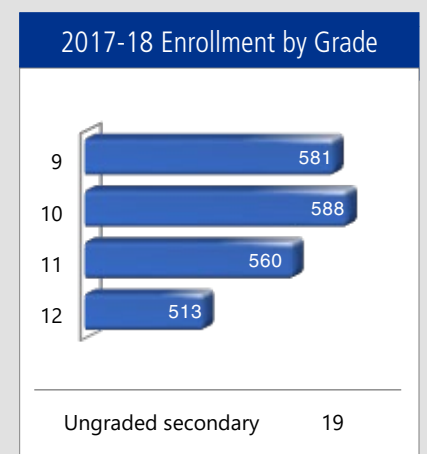
Enrollment by Student Group

The total enrollment at the school was 2,261 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



Types of Services Funded

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

District-level advisory committees, such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), GATE Advisory Committee, Career Technical Education (CTE) Advisory Committee, Technology Committee, Math Leadership Committee, K-12 Writing Committees and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our district is implementing the LVJUSD Framework for Success. The framework includes multi-tiered systems of support for students' academic, behavioral and social emotional needs.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

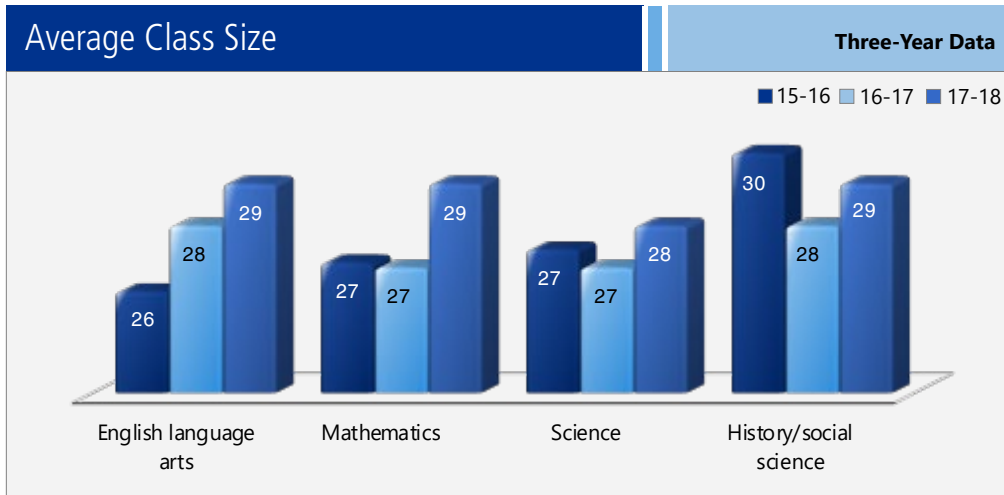
- After School Education and Safety (ASES) funds support the Livermore BELIEVES program at Marilyn Elementary and Junction K-8 Schools and the PAL program at all middle schools, by providing enrichment opportunities, homework support and academic intervention to students.
- Carl D. Perkins Vocational and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Migrant Education program funds provide a community liaison, community outreach, instructional aides, tutors, technology-based PASS program and preschool services.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing including program specialists, psychologists, therapists; professional development; transportation; and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education and professional development, supplemental instructional materials and support staff to ensure quality programs for English learner students.
- Title VI: American Indian funds are used for parent education, guest speakers, tutoring, cultural activities and incentives for Native American students.



"Granada remains dedicated to ensuring that all students receive and complete four academically rigorous years of study that will prepare them for whatever postsecondary life they choose to pursue."

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Subject	Three-Year Data								
	2015-16			2016-17			2017-18		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	10	10	1	20	125		7	42	
Mathematics	7	10		19	142	4	6	45	1
Science	3	9	2	14	121		8	45	
History/social science	1	8	2	12	118		4	44	1

Professional Development

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

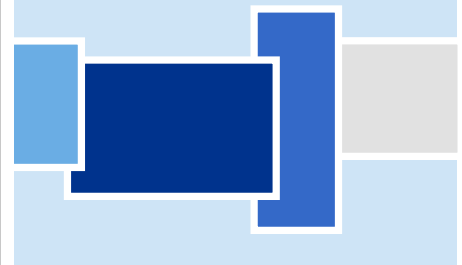
During the 2018-19 school year, relevant and timely professional development will be available and delivered to employees. In addition, the two designated professional development days and the flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Professional development will primarily focus on effective tier one instruction; student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, Project Lead the Way, International Baccalaureate and Advanced Placement programs.

	Three-Year Data		
	2016-17	2017-18	2018-19
Granada HS	3 days	3 days	3 days

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Granada HS			
	15-16	16-17	17-18
Suspension rates	4.5%	5.4%	4.8%
Expulsion rates	0.1%	0.1%	0.0%
Livermore Valley JUSD			
	15-16	16-17	17-18
Suspension rates	2.6%	3.4%	2.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	Granada HS		Livermore Valley JUSD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Granada HS		Livermore Valley JUSD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	73%	67%	61%	62%	48%	50%
Mathematics	55%	52%	49%	51%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Granada HS
		Grade 9
Four of six standards		11.8%
Five of six standards		20.7%
Six of six standards		55.7%

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education plan (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	542	528	97.42%	66.67%
Male	299	290	96.99%	57.93%
Female	243	238	97.94%	77.31%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	48	48	100.00%	81.25%
Filipino	21	21	100.00%	85.71%
Hispanic or Latino	126	125	99.21%	50.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	289	278	96.19%	69.78%
Two or more races	45	44	97.78%	68.18%
Socioeconomically disadvantaged	102	99	97.06%	41.41%
English learners	40	40	100.00%	17.50%
Students with disabilities	37	35	94.59%	5.71%
Students receiving Migrant Education services	12	12	100.00%	25.00%
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	542	527	97.23%	51.99%
Male	299	289	96.66%	47.40%
Female	243	238	97.94%	57.56%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	48	48	100.00%	75.00%
Filipino	21	21	100.00%	66.67%
Hispanic or Latino	126	125	99.21%	28.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	289	277	95.85%	56.68%
Two or more races	45	44	97.78%	59.09%
Socioeconomically disadvantaged	102	99	97.06%	18.18%
English learners	40	40	100.00%	12.50%
Students with disabilities	37	35	94.59%	2.86%
Students receiving Migrant Education services	12	12	100.00%	16.67%
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

"The Granada staff is committed to seeking and developing innovative ways to meet the needs of students in the 21st century."

Career Technical Education Programs

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

Granada's Career Technical Education (CTE) program includes three branches: Consumer and Family Studies courses (Foods, Culinary Arts, Hospitality, Fashion, Design), Business and Computer courses (Computer Applications, Computer Graphics, Computer Science and Engineering, AP Computer Science), and Industrial Technology courses (Auto Maintenance and Repair, Computer-Assisted Design, Electronics, Machine Tool, and Robotics). All CTE courses are aligned to content standards and support literacy and mathematics standards. Several courses articulate with Las Positas College. All courses are open to all students and include a diverse mix representing the entire demographic spectrum of Granada High School.

Granada also offers a variety of ROP courses, both on campus and within the Tri-Valley ROP area. Granada courses include Marketing, Economics of Business Ownership, Developmental Psychology of Children, Medical Occupations and Sports Medicine. Students may travel to nearby campuses to study Nursing, Criminal Justice, Water Pollution Control and Cosmetology.

The primary representatives of the district's career technical advisory committee and the industries represented are Miguel Baez from Business and Technology, Don Danner from Industrial Technology, and Danielle Watson representing the ROP programs at Granada.

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

The Biotechnology pathway includes opportunities to work in the industry and to take courses that articulate with a local community college. Several of our CTE courses earn both high school credit and community college credit. Granada students also enroll in courses offered by the Tri-Valley Regional Occupation Program (ROP) on the Granada campus and at other school sites throughout the area.

The success of students in these programs is measured by their achievement, as well as by their preparedness for jobs and education beyond high school. We monitor college acceptances linked to specific coursework at Granada. We continue to interact with local community colleges to ensure the rigor and applicability of Granada courses.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Granada HS	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	95.59%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	48.40%



Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Granada HS	
2017-18 Participation	
Number of pupils participating in a CTE program	538
Percentage of pupils who completed a CTE program and earned a high school diploma	51.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	88.00%

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsgrmin.asp or www.cde.ca.gov/ci/gc/hs/cefhsgadreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2017	
Group	Granada HS	Livermore Valley JUSD	California
All students	99.79%	96.22%	88.72%
Black or African-American	100.00%	100.00%	82.15%
American Indian or Alaska Native	100.00%	66.67%	82.81%
Asian	96.88%	98.44%	94.93%
Filipino	100.00%	100.00%	93.45%
Hispanic or Latino	98.02%	92.76%	86.54%
Native Hawaiian or Pacific Islander	100.00%	100.00%	88.56%
White	100.00%	97.19%	92.12%
Two or more races	96.55%	98.53%	91.15%
Socioeconomically disadvantaged	100.00%	100.00%	88.64%
English learners	76.19%	86.05%	56.74%
Students with disabilities	88.24%	85.98%	67.12%
Foster youth	❖	❖	74.08%

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Granada HS	96.70%	97.30%	98.50%	2.40%	2.50%	0.80%
Livermore Valley JUSD	91.40%	93.60%	92.50%	5.90%	4.20%	5.70%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses

2017-18 School Year

Percentage of total enrollment enrolled in AP courses	18.10%
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Number of AP courses offered at the school	23
--	----

Number of AP Courses by Subject

Computer science	0
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English	3
---------	---

Fine and performing arts	0
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Foreign language	2
------------------	---

Mathematics	6
-------------	---

Science	4
---------	---

Social science	8
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"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."



Textbooks and Instructional Materials

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

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

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

The final book selection is based on input from a district committee and the community. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, science in 2006-07, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

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

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

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2018-19 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Textbooks and Instructional Materials List

2018-19 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Timeless Voices, Timeless Themes</i> ; Prentice Hall	2003
Mathematics	<i>Algebra Readiness</i> , California Edition; Prentice Hall Mathematics	2008
Mathematics	<i>Big Ideas Algebra I</i> , Big Ideas Learning	2016
Mathematics	<i>Geometry</i> , Holt	2008
Mathematics	<i>Algebra 2</i> , Holt	2008
Mathematics	<i>Discovering Advanced Algebra</i> , Key Curriculum Press	2008
Mathematics	<i>Precalculus: Graphical, Numerical, Algebraic</i> ; Prentice Hall	2008
Mathematics	<i>Calculus</i> , 7th Edition; Houghton Mifflin	2008
Mathematics	<i>Statistics Through Applications</i> , W.H. Freeman	2008
Mathematics	<i>The Practice of Statistics</i> , W.H. Freeman	2008
Mathematics	<i>Mathematics with Business Applications</i> , 6th Edition; McGraw-Hill/Glencoe	2016
Mathematics	<i>International Baccalaureate (IB) Mathematical Studies for the Standard Level</i> , Oxford University Press	2016
Mathematics	<i>International Baccalaureate (IB) Mathematical Studies for the Higher Level</i> , Cambridge University Press	2018
Science	<i>Earth Science: Geology, the Environment, and the Universe</i> ; Glencoe/McGraw-Hill	2007

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2018-19 School Year

Data collection date	10/2/2018
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Textbooks and Instructional Materials - *Continued from page 10*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Science	<i>Life Science: Biology</i> ; Holt, Rinehart and Winston	2007
Science	<i>Forensic Science: Coordinated Science 1, Coordinated Science 2</i> ; The Press Syndicate of the University of Cambridge	2007
Science	<i>Conceptual Physics</i> , Pearson/Prentice Hall	2007
Science	<i>Biology</i> , Pearson/Prentice Hall	2007
Science	<i>Biology AP Edition</i> , 11th Edition, Pearson Education	2018
Science	<i>Living by Chemistry</i> , WH Freeman and Co.	2015
Science	<i>Chemistry (Honors)</i> , McDougal Littell	2007
Science	<i>Environmental Science: Working with the Earth</i> , by G.T. Miller	2007
Science	<i>Physics: Principles and Problems</i> , Glencoe/McGraw-Hill	2007
Science	<i>Biology, AP Edition</i> ; Pearson/Prentice Hall	2007
Science	<i>Chemistry: The Central Science, AP Edition</i> ; Prentice Hall	2007
Science	<i>Explorations: An Introduction to Astronomy</i> , McGraw-Hill	2007
Science	<i>Global Science</i> , Sixth Edition; Kendall/Hunt	2007
Science	<i>Integrated Science: Science Spectrum: A Balanced Approach</i> ; Holt, Rinehart and Winston	2007
Science	<i>Animal Anatomy and Physiology: Applied Animal Reproduction</i> ; Scientific Farm Animal Production; Prentice Hall	2007
Science	<i>Chemistry: An Introduction to General, Organic, and Biological Chemistry</i> ; Prentice Hall	2013
Science	<i>Oxford IB Diploma Programme: Biology</i> , Oxford University Press	2016
Science	<i>Oxford IB Diploma Programme: Chemistry, Standard and Higher Level</i> ; Oxford University Press	2016
Science	<i>Physics for the IB Diploma</i> , 6th Edition; Cambridge University Press	2016
History/social science	<i>World Geography</i> , McDougal Littell	2006
History/social science	<i>Modern World History</i> , McDougal Littell	2006
History/social science	<i>World History</i> , McDougal Littell	2006
History/social science	<i>The Western Heritage</i> , McDougal Littell	2006
History/social science	<i>World Civilizations</i> , McDougal Littell	2006
History/social science	<i>The Americans; American Vision; American Pageant</i> ; McDougal Littell	2006
History/social science	<i>Magruder's American Government</i> , Prentice Hall	2006
History/social science	<i>New Ways of Thinking</i> , McDougal Littell	2006
History/social science	<i>American Government</i> , McDougal Littell	2006
History/social science	<i>College Catalog Economics</i> , McDougal Littell	2006
History/social science	<i>Understanding Psychology</i> , Glencoe	2006
History/social science	<i>Myers' Psychology for AP</i> , Worth Publishers	2006
History/social science	<i>American History: Connecting with the Past Vol. 2</i> , McGraw-Hill Higher Education	2016
History/social science	<i>Women's America: Performing the Past</i> , Oxford University Press	2018

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Public Internet Access

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

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	9/27/2018	
Date of the most recent completion of the inspection form	10/1/2018	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

For all items inspected that were found to not be in "good repair," a work order has been created and maintenance will be completed before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Interior	Hole in wall room 601 near thermostat. Work order 94158.	
Restrooms/fountains	Loose door handle, girls restroom by science, vent missing on door and urinal broken boys science, sinks cracked in boys 300 hall restroom, tile needs repaired in boys 200 hall restroom. Work orders placed: 94154, 94155, 94156, 94157, 94152.	

School Facilities

Granada has undergone an extensive transformation since it was first built in 1963. The campus sits on approximately 40 acres. Athletic fields are plentiful and well maintained. In the summer of 2001, an all-weather track was installed, and during the spring of 2005, a synthetic sports field was completed. Counseling offices and a career center were completed in the summer of 2007. A science wing, which houses 14 classrooms, was completed in April 2008, and has an impressive array of cutting-edge technology. A newly renovated Media Center was completed in January 2009.

All Granada buildings have internet access through fiber optic cable and CAT5 wiring. All buildings added HVAC, and new roofs went on nearly every building. The addition of 16 new portable classrooms since 1997 and a new gymnasium that was built in 2002 have accommodated our increase in student population. The current facility plan includes renovation of the majority of our classrooms, improvements to the school landscaping, and the addition of permanent classrooms to replace some of the older portable units.

Seven custodians (a day shift and an evening shift) keep our campus clean and safe, and LVJUSD maintenance staff is supportive of our efforts to keep the campus attractive to students, staff and the community.

Students enjoy a safe campus as well through supervision provided by six campus supervisors whose priority is student safety. They work each day school is in session and at many school-sponsored events such as football games, dances and extracurricular events. Their shifts are staggered to include time before and after school for optimal supervision.

Granada also has a school resource officer on loan from the Livermore Police Department who works full time at the school site to help ensure safety and to respond to disciplinary issues as needed.

In the summer of 2011, we completed a three-year project, the installation of projectors, speakers, and larger screens in classrooms to aid teachers in their lesson delivery and to provide students with current technology. Wireless internet access is now available campuswide. These projects were funded through donations and schoolwide fundraising efforts.

The community of Livermore passed the Measure J Bond in June 2016, which has resulted in updating the stadium field turf and track and bleachers. Other projects such a pool and weight room renovation are scheduled to begin next summer.

Continued on page 13

"The staff continues to develop as a professional learning community, focused on improving student achievement for all students."



Parental Involvement

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

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

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

Granada High has an active and involved parent group. Recent district cutbacks have necessitated significant fundraising, and our parents and guardians have been critical to those efforts. In addition, the Band Boosters and Granada Supporters provide much-needed volunteer manpower to make athletic and music programs successful. Granada has a vibrant parent English Learner Advisory Committee (ELAC), which hosts parent meetings and provides cultural celebrations for the entire Granada community. Granada parents also organize and put on the Senior Grad Night, an all-night graduation party designed to bring our graduates to one place and to keep them safe and sober.

Attendance at school activities is impressive—it is clear that the Granada community is interested and involved in the activities that take place at Granada High School. In recent years, our parent community at Granada has become even more involved, providing a volunteer base of more than 400 strong. Parent and community volunteers provide snacks for students during testing, provide support for students during off-campus class activities such as homecoming, and they take a lead role in our Academic Excellence celebrations. Parents join students several times a year for campuswide beautification days, during which hundreds of volunteers spruce up the campus and landscaping to showcase our Matador Pride. Parent and community input is valued and incorporated through surveys and meetings. Parents make significant contributions to our school plan and are part of our Western Association of Schools and Colleges self-study process through involvement in focus groups.

Partnerships with local businesses, especially the Lawrence Livermore National Laboratory, have allowed us to tap into the expertise that our community has to offer. We continually invite parents to become more involved in their children’s education and in supporting the school. For more information on how to become involved, please contact parent volunteer coordinator Veronica Torres at (925) 606-4800.

School Safety

A comprehensive school safety plan was written in 2001 and is updated each fall early in the school year to ensure compliance and efficiency. The safety plan includes disaster and evacuation procedures. Together with the head custodian, the administrative staff conducts periodic safety tours of the campus.

School and district administrative staff conduct frequent walk-throughs to ensure all areas of the campus are safe for students and visitors. The campus has security cameras that monitor the entire campus and a formal sign-in and badge process for school visitors. All athletic staff and the majority of teachers have been trained in first aid and CPR, and the staff is monitored daily by five campus supervisors and a variety of administrative and support staff members.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2019. Each classroom has an emergency packet containing rosters, procedures and contact numbers. Throughout the course of the year, we engage in drills for disasters such as fire, earthquake and lockdown.

The Livermore Valley Joint Unified School District provides Secondary School Discipline Guidelines in accordance with Education Code and Board Policy to deal with disciplinary issues. Administrative staff members are trained to handle disciplinary matters in accordance with these guidelines, and to follow board policy regarding suspensions and expulsions.



School Facilities

Continued from page 12

Education is a top priority in the community of Livermore, and maintaining a safe and orderly environment maximizes student learning. The citizens of Livermore have passed three major funding measures targeting school facility needs: Measure B in 1975, Measure L in 1999 and, most recently in June 2016, the generous and supportive Livermore community passed the Measure J Facilities Bond.

Measure J funds will be used to:

- Modernize classrooms, science labs and educational technology for 21st century instruction
- Repair aging infrastructure: roofs, plumbing, HVAC and electrical systems
- Renovate facilities for advanced science, technology, engineering and math (STEM) and Career Technical Education (CTE) courses
- Improve safety, including security lighting, fencing, fire safety, and other emergency systems
- Upgrade deteriorated hardscapes, physical education facilities, and pick-up/drop-off zones
- Increase access to school facilities to better accommodate individuals with disabilities

Through these bond measures and developer fees, the LVJUSD has been able to renovate, modernize and construct new schools following the Facilities Master Plan.

Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. The LVJUSD Board of Education has adopted cleaning standards for all schools in the LVJUSD.

The principal works with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Livermore Valley JUSD	Granada HS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	648	97	99	98
Without a full credential	28	2	3	2
Teaching outside subject area of competence (with full credential)	11	0	0	2

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Granada HS		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Substitute Teachers

LVJUSD maintains the continuity and quality of education by making every effort to hire credentialed substitutes or the highest caliber professional who has passed the California Basic Educational Skills Test (CBEST). In addition, substitute teachers hold college degrees and proper documentation to ensure they meet the California Commission on Teacher Credentialing requirements. The district human resources department monitors the substitute pool to ensure adequate availability of substitutes to cover staff absences. LVJUSD is fortunate to have both a committed group of retired educators and aspiring teachers ready to serve our students.

Teacher Evaluations

Permanent teachers are evaluated every other year unless under a five-year evaluation cycle. Teachers who have not reached permanent status are evaluated every year. The evaluation is specified in the collective bargaining agreement between our district and the Livermore Education Association. The evaluation is aligned to the California Standards for the Teaching Profession (CSTP). The teacher and the evaluator meet to formulate professional goals based on the six CSTPs. The teacher is observed by his or her evaluator, and at least two goal-setting conferences are held. Teachers who need to improve are assigned a mentor teacher as stipulated in the contract.

School Support Staff

The district provides the following support staff and programs to meet the needs of students, teachers, parents and administrators: school community liaison, child welfare and attendance specialists, school psychologists, behaviorists, speech therapists, specialist for the hearing impaired, Resource Specialist Program (RSP), Registered Behavior Technicians (RBT), Special Services Preschool, special day classes (SDC), special education instructional aides, special education program specialists, adaptive physical education instructors, occupational therapists, high school counselors, school nurses, health aides, English learner (EL) program, Spanish and English Dual Immersion program, Migrant Education program, International Baccalaureate, interpreters and translators, bilingual instructional aides, curriculum specialists, Title I resource teachers, Title I instructional aides, and summer school programs.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	3.29
Average number of students per academic counselor	687
Support Staff	
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.98
Psychologist	1.00
Social worker	0.00
Nurse	0.50
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	Livermore Valley JUSD	Similar Sized District
Beginning teacher salary	\$41,057	\$49,512
Midrange teacher salary	\$75,629	\$77,880
Highest teacher salary	\$92,297	\$96,387
Average elementary school principal salary	\$126,800	\$123,139
Average middle school principal salary	\$131,135	\$129,919
Average high school principal salary	\$131,175	\$140,111
Superintendent salary	\$314,959	\$238,324
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

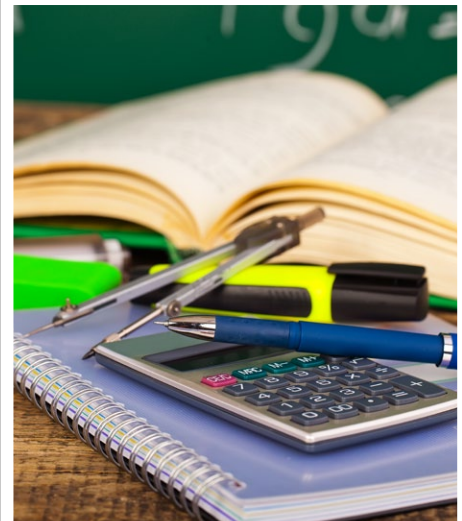
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Granada HS	\$5,422	\$74,875
Livermore Valley JUSD	\$6,925	\$75,636
California	\$7,125	\$79,665
School and district: percentage difference	-21.7%	-1.0%
School and California: percentage difference	-23.9%	-6.0%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$6,568
Expenditures per pupil from restricted sources	\$1,146
Expenditures per pupil from unrestricted sources	\$5,422
Annual average teacher salary	\$74,875



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.