

Granada High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Core Values for Teaching and Learning

PREAMBLE

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

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

CORE VALUES

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

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

Principal's Message

Granada High School is one of two comprehensive public high schools in the Livermore Valley Joint Unified School District

2023-24 School Description and Mission Statement

(LVJUSD) located in Livermore, California. Currently a suburban community with a population of more than 85,000 residents, Livermore has an agrarian history that continues to be active today along with a strong technological focus. The Lawrence Livermore National Laboratory, established in the 1950s, is a major employer in the community, as is Sandia National Laboratories. Granada High School opened in January 1963. The largest campus in our District, Granada spans over 40 acres. A new athletics complex featuring a pool, weight room, PE classroom, wrestling room, and dance room, are the most recent construction on campus and were completed in 2021 with the assistance of Measure J bond funding. Most of Granada's classrooms follow the traditional furnishing model, with some notable and positive exceptions, particularly in the Visual & Performing Arts Department. Granada is home to a broadcast studio and a photo studio, along with an expansive ceramics room. The entire campus benefits from wireless internet, and all classrooms are equipped with ceiling-mounted projectors and microphone audio systems.

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

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

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

School Mission Statement

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

School Vision Statement

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

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

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	583
Grade 10	570
Grade 11	574
Grade 12	552
Total Enrollment	2,279

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.6%
American Indian or Alaska Native	0.1%
Asian	11.7%
Black or African American	1.1%
Filipino	3.5%
Hispanic or Latino	30.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	9.6%
White	43.1%
English Learners	5.5%
Foster Youth	0.1%
Homeless	0.6%
Migrant	1.1%
Socioeconomically Disadvantaged	24.4%
Students with Disabilities	13.9%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.3	7.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.8	1.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

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

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

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

Year and month in which the data were collected

10/2022

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

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

Artforms: An Introduction to the Visual Arts, Harper & Row 2020
 Television Production & Broadcast Journalism, Goodheart-Wilcox Co. 2014;
 Elementary Harmony & Workbook, Prentice Hall, 2014

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

8/16/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None observed
Interior: Interior Surfaces	X			Rm. 513 ceiling tiles with stains - submitted work order for replacement
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None observed
Electrical	X			400 Girls R/R lights out - instructed custodian to replace lights;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			300 Girls R/R sink needs to be replaced - submitted work order for replacement;
Safety: Fire Safety, Hazardous Materials	X			None observed
Structural: Structural Damage, Roofs	X			None observed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Portable Boys R/R vent on door needs to be replaced - submitted work order for replacement

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	66	71	60	62	47	46
Mathematics (grades 3-8 and 11)	44	50	47	50	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	545	475	87.16	12.84	70.68
Female	282	250	88.65	11.35	79.20
Male	263	225	85.55	14.45	61.16
American Indian or Alaska Native	--	--	--	--	--
Asian	58	54	93.10	6.90	79.63
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	77.27
Hispanic or Latino	152	125	82.24	17.76	59.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	49	94.23	5.77	63.27
White	249	217	87.15	12.85	76.04
English Learners	32	19	59.38	40.62	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	76	82.61	17.39	57.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	40	57.97	42.03	17.50

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	545	479	87.89	12.11	50.10
Female	282	250	88.65	11.35	48.00
Male	263	229	87.07	12.93	52.40
American Indian or Alaska Native	--	--	--	--	--
Asian	58	54	93.10	6.90	74.07
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	59.09
Hispanic or Latino	152	125	82.24	17.76	32.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	49	94.23	5.77	44.90
White	249	221	88.76	11.24	55.20
English Learners	32	19	59.38	40.62	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	76	82.61	17.39	31.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	40	57.97	42.03	10.00

CAASPP Test Results in Science for All Students

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

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

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	45.50	54.13	44.31	45.77	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1070	916	85.61	14.39	53.82
Female	538	457	84.94	15.06	57.33
Male	532	459	86.28	13.72	50.33
American Indian or Alaska Native	--	--	--	--	--
Asian	109	100	91.74	8.26	74.00
Black or African American	15	14	93.33	6.67	42.86
Filipino	45	42	93.33	6.67	59.52
Hispanic or Latino	306	254	83.01	16.99	32.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	95	82	86.32	13.68	59.76
White	494	422	85.43	14.57	60.66
English Learners	58	43	74.14	25.86	0.00
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	194	164	84.54	15.46	28.05
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	125	84	67.20	32.80	11.90

2022-23 Career Technical Education Programs

Granada offers an assortment of courses designed to prepare students for a range of postsecondary options. In addition, the skills necessary for successful employment are integrated into the academic program offered to all students. The focus has been to update and create new courses that will provide students with a challenging academic experience while also providing material and experiences that are relevant. Students are encouraged to take a wide 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: Culinary Arts, Business and Computer courses (Computer Applications, Computer Graphics, Computer Science and Engineering, AP Computer Science), and Industrial Technology courses (Machine Tool and Robotics). All CTE courses are aligned to content standards and support literacy and mathematics standards. The Biotechnology pathway includes opportunities to work in the industry and to take courses that articulate with a local community college. Several of our CTE courses earn both high school credit and community college credit. Granada students may also enroll in courses offered by the Tri-Valley Regional Occupation Program (TVROP) on the Granada campus and at other school sites throughout the area. Several courses articulate with Las Positas College. ROP courses include Marketing, Economics of Business Ownership, Developmental Psychology of Children, Medical Occupations, and Sports Medicine. Students may travel to nearby campuses to study Nursing, Criminal Justice, and Auto Body Repair.

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 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1001
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.51
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	63

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	70%	69%	70%	67%	70%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement
<p>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:</p> <p>“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.”</p> <p>Educational research suggests that highly effective schools have a number of features in common, including high levels of parent and community involvement. When parents take an active role in their children’s education, students perform at high levels and have more well-rounded educational experiences. LVJUSD parents are welcome partners in our school community. There are a range of opportunities for parents to engage with schools, including Parent Teacher Associations (PTAs), Parent Faculty Associations (PFAs), sports and activity booster clubs, and other supporter groups. On a monthly basis, the Superintendent of Schools meets with a representative of each school’s parent organization at the Parent Communication and Information Council (PCIC). This gathering provides an opportunity for parent groups to collaborate with each other and representatives of our district regarding events, opportunities, and activities for students and families. This is also a time district representatives share new initiatives and current information with parent leaders. In addition, parents have the opportunity to share general concerns and ask questions directly to the Superintendent. Each school also has formal advisory groups including School Site Council (SSC) and English Learner Advisory Committee (ELAC) who represent other parents at the site and are critical in the development and monitoring of the School Plan for Student Achievement (SPSA). A representative from each SSC serves on the District Local Control and Accountability Plan (LCAP) Advisory Committee, and a member of each ELAC serves on the District English Learner Advisory Council (DELAC), which also serves as the LCAP English Learner Advisory Committee. Through these two-way systems of parent support and engagement, parents, district, and school staff have open lines of communication and opportunities to engage in meaningful ways with the school community.</p> <p>Granada High has an active and involved parent group. Boosters and Granada Supporters provide much-needed volunteers</p>

2023-24 Opportunities for Parental Involvement

and fundraising 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 Safe and Sober Grad Night Party. We continually invite parents to become more involved in their children’s education and in supporting the school.

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

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.4	1.1	0.6	1.9	1	1	9.4	7.8	8.2
Graduation Rate	98.3	97.2	96.9	94	96.8	96.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	523	507	96.9
Female	255	246	96.5
Male	268	261	97.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	55	52	94.5
Black or African American	--	--	--
Filipino	22	22	100.0
Hispanic or Latino	150	143	95.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	45	42	93.3
White	241	238	98.8
English Learners	34	31	91.2
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	136	127	93.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	66	55	83.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2339	2322	115	5.0
Female	1126	1120	56	5.0
Male	1210	1199	58	4.8
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	4	4	2	50.0
Asian	268	267	10	3.7
Black or African American	27	26	3	11.5
Filipino	84	82	2	2.4
Hispanic or Latino	731	721	47	6.5
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	222	220	10	4.5
White	996	995	41	4.1
English Learners	158	154	19	12.3
Foster Youth	4	4	1	25.0
Homeless	18	17	4	23.5
Socioeconomically Disadvantaged	462	452	46	10.2
Students Receiving Migrant Education Services	27	27	1	3.7
Students with Disabilities	335	329	46	14.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.08	4.59	3.85	0.05	2.64	3.19	0.20	3.17	3.60
Expulsions	0.00	0.00	0.17	0.00	0.00	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.85	0.17
Female	3.2	0.09
Male	4.38	0.25
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.61	0
Black or African American	7.41	3.7
Filipino	3.57	0
Hispanic or Latino	5.75	0.27
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.5	0
White	2.51	0.1
English Learners	10.13	0.63
Foster Youth	0	0
Homeless	5.56	5.56
Socioeconomically Disadvantaged	6.71	0.65
Students Receiving Migrant Education Services	3.7	3.7
Students with Disabilities	8.96	0.9

2023-24 School Safety Plan

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

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2023. 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.

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	27	40	1
Mathematics	22	27	43	1
Science	25	13	35	0
Social Science	25	17	39	7

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	569.75

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,431.45	\$1,898.84	\$6,532.61	\$82,800.71
District	N/A	N/A	\$7,103	\$90,590
Percent Difference - School Site and District	N/A	N/A	-8.4	-6.5
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-0.9	-6.5

Fiscal Year 2022-23 Types of Services Funded

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

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

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,147	\$55,550
Mid-Range Teacher Salary	\$86,841	\$84,645
Highest Teacher Salary	\$110,722	\$111,284
Average Principal Salary (Elementary)	\$151,877	\$139,860
Average Principal Salary (Middle)	\$158,346	\$146,440
Average Principal Salary (High)	\$164,927	\$158,447
Superintendent Salary	\$308,001	\$278,268
Percent of Budget for Teacher Salaries	34.79%	32.21%
Percent of Budget for Administrative Salaries	6.07%	4.89%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	18.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	5
Science	6
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	22

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.

Professional Development

During the 2023-2024 school year, relevant and timely professional development will be available and delivered to employees. Three designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3