

School Year: **2019-20**



## School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

<b>School Name</b>	Granada High School
<b>Address</b>	400 Wall Street Livermore, CA 94550
<b>County-District-School (CDS) Code</b>	01-61200-0133397
<b>Principal</b>	Matthew Hart
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	October 3, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	October 7, 2019
<b>Local Board Approval Date</b>	November 12, 2019

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

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# School Vision and Mission

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

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

Granada High Student Learner Outcomes:

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

## School Profile

Opening enrollment at Granada High School for the 2018 - 2019 year was 2,285 students in grades nine through twelve. The Granada student body is 52% White, 27% Hispanic or Latino, 8% Asian, 1% African American, and the remaining 12% is made up of various ethnic groups. Within those demographics, 5% of Granada students are classified as English Learners, and 10% receive Special Education services. 21% of Granada students have identified their need for Free or Reduced Lunch. After graduation, approximately 85% of Granada graduates go on to some form of post-secondary education.

There are presently five administrators, 89 Full-Time Equivalent (FTE) teachers along with three Regional Occupation Program (ROP) teachers on site, four counselors, and a 52-member support staff that includes custodians, campus supervisors, office clerical, a school resource officer, an athletic director, and Special Education aides. Granada's staff experienced significant turnover from a large number of retiring teachers in the past ten years. Most of Granada's teachers have been at Granada for less than ten years, and many for less than five. This year, 12 new teachers have joined the staff at Granada High School.

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

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

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

The Granada staff is committed to seeking and developing innovative ways to meet the needs of students in the 21st century. Beginning in 2005, when a group of ten attended the High School Summit, 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 Association for Supervision and Curriculum National Conference in 2010; and several workshops that address current needs of the school Response To Intervention (RTI) Conference with Mike Mattos in 2012, Academic Literacy Workshop with Kate Kinsella in 2012, and Common Core Standards Workshop in 2012. Teachers from subject areas participate in professional development through attendance at State and National conferences on an annual basis along with Advanced Placement workshops and, beginning in June 2014, International Baccalaureate (IB) workshops. The staff continues to develop as a professional learning community, focused on improving student achievement for all students. The Granada staff is strongly committed to the ongoing review and improvement so that our students will be prepared to contribute and thrive in our rapidly changing global community. The 2016-17 school year was the first time IB classes were offered to students and we are looking forward to the results and hopefully the program will grow in years to come. The 2017-18 school year was the first year students could graduate with an IB diploma. In addition, starting last year, Granada staff have been attending the state Positive Intervention Behavior and Supports conference and have committed to constructing a full three-tiered system of positive behavior management.

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) provides input and reviews all School Plans, along with the Western Association for Schools and Colleges (WASC) plan and ongoing work throughout each school year. For 2019 – 20, SSC provides input into allocation of the LCFF funds in support of the LCAP and School Plan.

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

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.22%	0.13%	8	5	3
African American	0.9%	1.02%	1.14%	20	23	26
Asian	7.4%	7.83%	8.28%	160	177	189
Filipino	3.1%	3.45%	3.72%	66	78	85
Hispanic/Latino	25.2%	26.18%	26.77%	545	592	611
Pacific Islander	0.3%	0.44%	0.53%	6	10	12
White	55.5%	53.25%	51.58%	1,201	1204	1,177
Multiple/No Response	0.1%	0.18%	0.13%	3	4	3
<b>Total Enrollment</b>				2,164	2261	2,282

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	572	581	584
Grade 10	576	588	566
Grade 11	518	560	565
Grade 12	470	513	567
<b>Total Enrollment</b>	2,164	2,261	2,282

### Conclusions based on this data:

1. Granada has grown in student population over the past four years, yet the demographic percentages have remained rather constant.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	125	121	118	5.8%	5.4%	5.2%
Fluent English Proficient (FEP)	321	394	443	14.8%	17.4%	19.4%
Reclassified Fluent English Proficient (RFEP)	1	25	18	1.0%	20.0%	14.9%

### Conclusions based on this data:

1. The number of English Learner students is relatively stable each year.
2. Granada had their highest reclassification numbers in 2017-18 with 25 students (20%)

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	506	542	547	489	528	527	489	528	527	96.6	97.4	96.3
All Grades	506	542	547	489	528	527	489	528	527	96.6	97.4	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2637.	2620.	2623.	37.83	35.04	34.91	35.38	31.63	32.45	16.36	16.67	19.54	10.43	16.67	13.09
All Grades	N/A	N/A	N/A	37.83	35.04	34.91	35.38	31.63	32.45	16.36	16.67	19.54	10.43	16.67	13.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.03	42.05	37.00	40.98	39.96	42.88	15.98	17.99	20.11
All Grades	43.03	42.05	37.00	40.98	39.96	42.88	15.98	17.99	20.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	49.18	44.51	45.73	39.34	36.17	41.75	11.48	19.32	12.52
All Grades	49.18	44.51	45.73	39.34	36.17	41.75	11.48	19.32	12.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.63	28.60	27.13	56.15	58.90	62.81	9.22	12.50	10.06
All Grades	34.63	28.60	27.13	56.15	58.90	62.81	9.22	12.50	10.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.85	36.93	38.33	45.08	46.21	47.44	11.07	16.86	14.23
All Grades	43.85	36.93	38.33	45.08	46.21	47.44	11.07	16.86	14.23



**Conclusions based on this data:**

1. Granada has consistently tested over 96% of students.
2. Scores have remained relatively stable over the past four years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	506	542	547	486	527	525	486	527	525	96	97.2	96
All Grades	506	542	547	486	527	525	486	527	525	96	97.2	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2629.	2610.	2611.	23.25	23.15	18.29	31.48	28.84	31.62	23.87	16.89	20.76	21.40	31.12	29.33
All Grades	N/A	N/A	N/A	23.25	23.15	18.29	31.48	28.84	31.62	23.87	16.89	20.76	21.40	31.12	29.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.21	39.09	34.86	36.42	25.62	30.67	27.37	35.29	34.48
All Grades	36.21	39.09	34.86	36.42	25.62	30.67	27.37	35.29	34.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27.16	29.60	21.33	51.44	40.80	53.52	21.40	29.60	25.14
All Grades	27.16	29.60	21.33	51.44	40.80	53.52	21.40	29.60	25.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	26.95	26.76	21.71	55.14	50.47	54.29	17.90	22.77	24.00
All Grades	26.95	26.76	21.71	55.14	50.47	54.29	17.90	22.77	24.00

### Conclusions based on this data:

- Granada consistently tests over 96% of the students in mathematics
- Granada saw a decrease in the number of students performing at or exceeding standards by 2% in 2018/19.
- The percentage of students who did not meet standards has increased, which is an area for growth.

# ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1539.1		1541.3		1536.3		32	
Grade 10	1564.6		1577.3		1551.5		31	
Grade 11	1527.0		1513.9		1539.7		29	
Grade 12	1533.9		1542.7		1524.4		27	
All Grades							119	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

**Conclusions based on this data:**

- Granada should continue to support our EL students with ELD classes.

# School and Student Performance Data

## Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 9	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 577	22%	58%	80%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	564	84%	16%
<b>Body Composition</b>	575	75%	25%
<b>Abdominal Strength and Endurance</b>	569	95%	5%
<b>Trunk Extensor Strength and Flexibility</b>	573	94%	6%
<b>Upper Body Strength and Endurance</b>	564	85%	15%
<b>Flexibility</b>	576	96%	4%

## Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 9	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 556	21	56	76
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	561	80	20
<b>Body Composition</b>	561	71	29
<b>Abdominal Strength and Endurance</b>	566	95	5
<b>Trunk Extensor Strength and Flexibility</b>	566	94	6
<b>Upper Body Strength and Endurance</b>	566	81	19
<b>Flexibility</b>	566	95	5

### Conclusions based on this data:

- Granada met the goal of 80% proficiency (at least 5 out of 6), rising 4 percentage points from last year.
- Overall, Granada's physical fitness scores are much higher than the State average.

# California Healthy Kids Survey

Grade 7 and 9					Grade 11					
	School Connectedness			School Perceived as very safe or safe	Caring Adult Relationships	School Connectedness			School Perceived as very safe or safe	Caring Adult Relationships
	High	Moderate	Low		Students responding High and Moderate	High	Moderate	Low		Students responding High and Moderate
Granada High School	52%	42%	6%	63%	86%	48%	43%	9%	62%	88%

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2,261</b>	<b>20.8%</b>	<b>5.4%</b>	<b>0.0%</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	121	5.4%
Foster Youth	1	0.0%
Homeless	10	0.4%
Socioeconomically Disadvantaged	470	20.8%
Students with Disabilities	194	8.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	1.0%
American Indian	5	0.2%
Asian	177	7.8%
Filipino	78	3.4%
Hispanic	592	26.2%
Two or More Races	168	7.4%
Pacific Islander	10	0.4%
White	1,204	53.3%







### Conclusions based on this data:

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

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  Yellow		

#### Conclusions based on this data:

1. Suspension rate is an area of growth/improvement for Granada, moving forward.
2. Graduation rate has continued to be the highest performing indicator for Granada's Equity report.



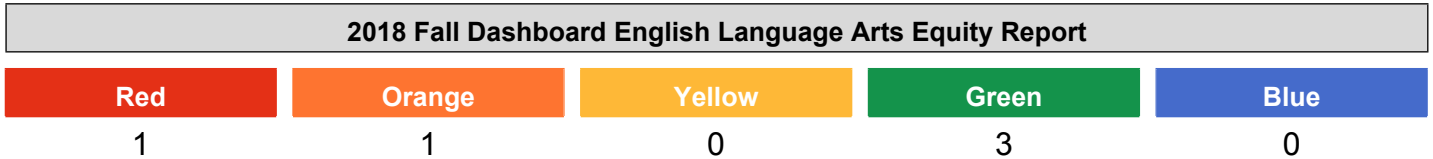
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>37.1 points above standard</p> <p>Declined -18.5 points</p> <p>522 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>100.3 points below standard</p> <p>Declined -34.9 points</p> <p>40 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>45.9 points below standard</p> <p>Declined -31.9 points</p> <p>97 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>134.1 points below standard</p> <p>Declined -15.7 points</p> <p>37 students</p>

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 83.8 points above standard Declined -8.3 points 48 students	 No Performance Color 75 points above standard Increased 42.1 points 20 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 17.1 points below standard Declined -30.6 points 124 students	 Green 54.1 points above standard Declined -31.9 points 44 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 48 points above standard Declined -17.2 points 275 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
161.2 points below standard Declined -75.8 points 19 students	45.2 points below standard 21 students	46 points above standard Declined -18.3 points 406 students

**Conclusions based on this data:**

- Overall scores are strong.
- There is an achievement gap for several significant student groups.

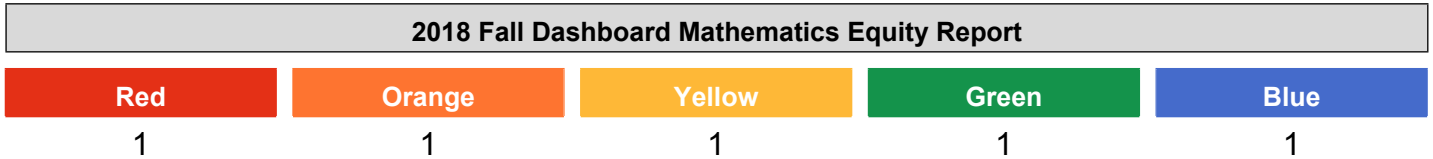
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 16.3 points below standard Declined -19.8 points 521 students	<p><b>English Learners</b></p>  No Performance Color 147.9 points below standard Declined -38.5 points 40 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 115.7 points below standard Declined -44.9 points 97 students	<p><b>Students with Disabilities</b></p>  No Performance Color 219.9 points below standard Declined -51.2 points 37 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue <span style="background-color: #e1eef6; padding: 2px;">65.9 points above standard</span> Maintained -0.2 points 48 students	 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">34.1 points above standard</span> Increased 83 points 20 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e1eef6; padding: 2px;">91 points below standard</span> Declined -41.4 points 124 students	 Green <span style="background-color: #e1eef6; padding: 2px;">3.5 points above standard</span> Declined -45.3 points 44 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Yellow <span style="background-color: #e1eef6; padding: 2px;">3.9 points below standard</span> Declined -17.9 points 274 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1eef6; padding: 2px;">201 points below standard</span> Declined -79.4 points 19 students	<span style="background-color: #e1eef6; padding: 2px;">99.9 points below standard</span> 21 students	<span style="background-color: #e1eef6; padding: 2px;">9.6 points below standard</span> Declined -19 points 405 students

**Conclusions based on this data:**

1. Overall math scores are declining.
2. There is an achievement gap for several significant student groups.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
121	28.1%	27.3%	21.5%	23.1%

### Conclusions based on this data:

1. Students are mostly equally distributed among the four levels.
2. We have a need for support at all ELD levels.

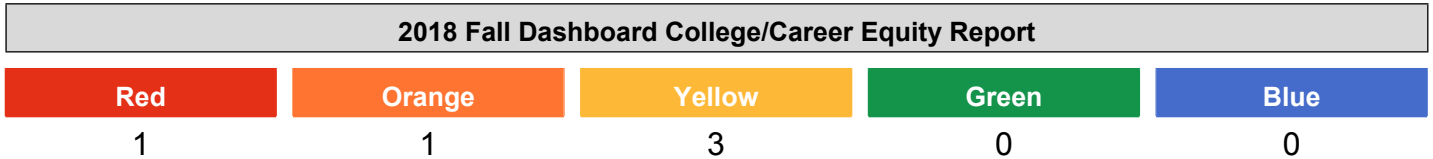
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 60.4% prepared Declined -3.3% 525 students	<p><b>English Learners</b></p>  No Performance Color 17.2% prepared Declined -5.3% 29 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 36.3% prepared Declined -8.5% 113 students	<p><b>Students with Disabilities</b></p>  Red 5.3% prepared Declined -21.1% 38 students

**2018 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 72.5% prepared Declined -11.4% 40 students	 No Performance Color 52.6% prepared Declined -11.7% 19 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 45.2% prepared Maintained -1.4% 124 students	 No Performance Color 72.5% prepared Increased 9.5% 40 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 64.2% prepared Declined -3.4% 293 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2018 Fall Dashboard College/Career 3-Year Performance**

Class of 2016	Class of 2017	Class of 2018
63% <b>Prepared</b>	63.7 <b>Prepared</b>	60.4 <b>Prepared</b>
19.5% <b>Approaching Prepared</b>	18.1 <b>Approaching Prepared</b>	18.1 <b>Approaching Prepared</b>
17.5% <b>Not Prepared</b>	18.1 <b>Not Prepared</b>	21.5 <b>Not Prepared</b>

**Conclusions based on this data:**

- Overall preparation percentages have remained relatively stable.
- Students with Disabilities and Socio-economically Disadvantaged students have the largest preparation gaps.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.



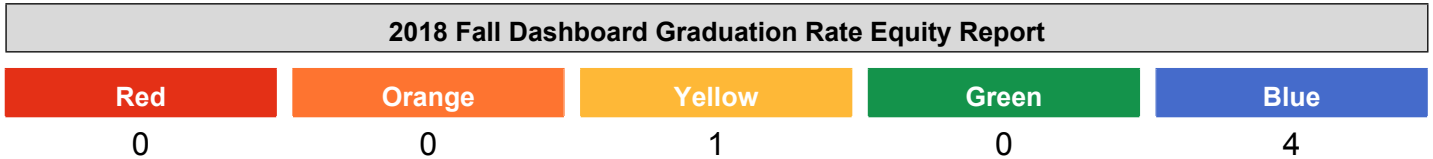
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 98.1% graduated Maintained -0.4% 525 students	<p><b>English Learners</b></p>  No Performance Color 93.1% graduated Increased +2.8% 29 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 96.5% graduated Increased +1.2% 113 students	<p><b>Students with Disabilities</b></p>  Yellow 92.1% graduated Declined -2.6% 38 students

**2018 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 100% graduated Maintained 0% 40 students	 No Performance Color 100% graduated Maintained 0% 19 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 96% graduated Maintained -0.1% 124 students	 No Performance Color 100% graduated Maintained 0% 40 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 98.3% graduated Maintained -0.7% 293 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2018 Fall Dashboard Graduation Rate by Year**

2017	2018
98.5% graduated	98.1% graduated

**Conclusions based on this data:**

- The overall graduation rate is very high.
- There is an achievement gap with Students with Disabilities, though their overall graduation rate is still relatively high.

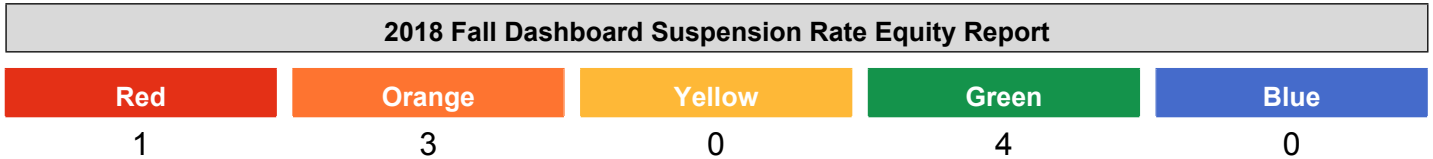
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 4.6% suspended at least once Increased 1.1% 2331 students	<p><b>English Learners</b></p>  Green 6% suspended at least once Declined -1.8% 134 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 4 students
<p><b>Homeless</b></p>  No Performance Color 7.7% suspended at least once 13 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 5.5% suspended at least once Increased 0.3% 525 students	<p><b>Students with Disabilities</b></p>  Red 10.8% suspended at least once Increased 4.9% 213 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8% suspended at least once Increased 8% 25 students	 No Performance Color Less than 11 Students - Data 6 students	 Orange 2.2% suspended at least once Increased 1.6% 179 students	 Green 1.2% suspended at least once Maintained -0.2% 83 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.1% suspended at least once Declined -1% 616 students	 Green 5.1% suspended at least once Declined -0.4% 176 students	 No Performance Color Less than 11 Students - Data 10 students	 Orange 5.3% suspended at least once Increased 2.3% 1236 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.4% suspended at least once	3.5% suspended at least once	4.6% suspended at least once

**Conclusions based on this data:**

1. Suspension rates have increased over the past few years.
2. Granada's EL population has seen improvement in this area.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Subject: Academics

### Goal Statement

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

### Basis for this Goal

Smarter Balanced Assessment  
Completion of A-G requirements  
CTE Pathways completion rates  
Graduation rates  
District Writing Assessment  
ELPAC  
EL Reclassification  
Other local assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP 2019 results Administrator/teacher/counselor observation/feedback	The percent of students scoring Standard Met or Exceeded in English Language Arts in 2019 is 67%. The percent of students scoring Standard Met or Exceeded in mathematics in 2019 is 50%	To increase the percentage of students scoring Standard Met or Exceeded in English Language Arts to 70%. To increase the number of students scoring Standards Met or Exceeded in mathematics to 60%.

### Planned Strategies/Activities

#### Strategy/Activity 1

Literacy/Reading Comprehension:  
English Workshop and Literacy Courses  
Co-teaching in English courses  
Utilize Academic Support and Enrichment (A.S.E.) program to provide targeted intervention for students in English Language Arts, focusing intervention on SBAC strands  
Administer Interim Block Assessments to support student mastery of ELA strands  
English Learner support through targeted ELD software  
Professional development to support English Learners  
Instructional Rounds and exemplar lessons for English Learners  
Use of document cameras and voice projection systems in content area courses to facilitate academic language development and content access by English Learners  
Provide ELD Support period each trimester  
Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/19/2019 – 6/4/2020

## Person(s) Responsible

Principal/Teachers/El Liaison

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,500
<b>Source</b>	LCFF - Supplemental
<b>Description</b>	Trimesters 1, 2, and 3. Includes ongoing revision of the English Workshop course; continuation of an additional level of intensive intervention for students reading at 6th grade level or below (Literacy course). Provide books for English Learners and SED students to develop literacy.
<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Trimesters 1, 2, and 3. Co-teaching in English 9 and English 10 will support Students with Individualized Educational Plans (IEPs) and provide support for all students in each class.
<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Weekly 25-minute interventions through A.S.E. Program also provides additional support for students already achieving at grade level, to support their advancement in proficiency.

## Strategy/Activity 2

Mathematics:  
Co-teaching in Algebra I and Geometry courses  
Utilize Academic Support and Enrichment (A.S.E.) program to provide standards-based, timely, targeted intervention for students in Mathematics  
Administer Interim Block Assessments to support student mastery of math strands  
Professional development to support English Learners  
Instructional Rounds and exemplar lessons for English Learners  
Use of document cameras and voice projection system in math courses to facilitate academic language development and content access by English Learners  
Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement  
Use of Math Academy to help with pre-requisite skills for Algebra class  
Tutoring program at Las Positas college

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/19/2019 – 6/4/2020

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Trimesters 1, 2, and 3. Co-teaching in Algebra 1 and Geometry courses will support Students with IEPs and provide support for all students in each class.
<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Weekly 25-minute interventions through A.S.E. Program also provides additional support for students already achieving at grade level, to support their advancement in proficiency.
<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Administer Interim Assessment Block to students in Algebra I, Geometry, Algebra II, and Pre-Calculus and advanced courses in November and February.
<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Use of Math Academy to help with pre-requisite skills for Algebra class.
<b>Amount</b>	0
<b>Description</b>	Use document cameras in classrooms with English Learners to enhance implementation of Specially Designed Academic Instruction in English(SDAIE) strategies and interactive learning.
<b>Amount</b>	0
<b>Description</b>	December 2019, March 2020, June 2020. Work with teachers to analyze assessment data. Monitor course grades.
<b>Amount</b>	0
<b>Description</b>	Referrals to math tutoring program available through Las Positas.

## Strategy/Activity 3

Writing:  
 Co-teaching in English courses  
 English Workshop  
 Utilize Academic Support and Enrichment (A.S.E.) program to provide, timely, targeted intervention in writing for all students in English Language Arts  
 Improve capacity among all staff for writing instruction across the curriculum, especially for working with English Learners  
 Instructional Rounds and exemplar lessons in writing for English Learners  
 Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

8/19/2019 – 6/4/2020

**Person(s) Responsible**

Principal/Teachers/EL Liaison

**Proposed Expenditures for this Strategy/Activity**

**Amount** 0

**Source** General Fund

**Description** Trimesters 1, 2, and 3. Co-teaching in English 9 and English 10 courses will support Students with IEPs and provide support for all students in each class.

**Amount** 0

**Source** General Fund

**Budget Reference** 1000-1999: Certificated Personnel Salaries

**Description** Trimesters 1 and 2 include ongoing Literacy course to provide intensive intervention for students reading at 6th grade level or below.

**Amount** 0

**Source** General Fund

**Budget Reference** 1000-1999: Certificated Personnel Salaries

**Description** ASE period. Weekly, 25-minute interventions. Program also provides additional support for students already achieving at grade level, to support their advancement in proficiency.

**Amount** 6,000

**Source** LCFF - Supplemental

**Description** Participate in professional development supporting writing: California Association of Teachers of English Conference; California League of Schools Conference, California Association of Bilingual Educators Conference. Provide professional development for teachers of EL students.

**Amount** 0

**Source** General Fund



**Description**

December 2019, March 2020, June 2020. Work with teachers to analyze assessment data. Monitor course grades.

**Strategy/Activity 4****Articulation:**

Granada will provide training for teachers so that we can implement the IB Middle Years Programme in grades 9 and 10, providing a cohesive program that can emphasize connections to math. Granada teachers and counselors will meet with Las Positas staff to understand program needs for student success. Granada IB Steering Committee will work with Joe Michell K-8 to facilitate communication and encourage enrollment into Granada's IB Diploma Programme. Granada staff will collaborate with teachers in like departments for shared California State Standards implementation, especially in the form of exemplar lessons.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

8/19/2019 – 6/4/2020

**Person(s) Responsible**

Math Department Chair; Vice Principal; Teachers, IB Coordinator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	25,000
<b>Source</b>	General Fund
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Granada will provide training for teachers so that we can implement the International Baccalaureate (IB) Middle Years Programme in grades 9 and 10, providing a cohesive program that can emphasize connections to math.
<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Description</b>	Participation in meetings at Las Positas College. Participation in Tri-Valley Educational Collaborative (TEC) meetings. Ongoing articulation between Career Technical Education (CTE) Department and Las Positas, Laney College
<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Description</b>	Communication and visits between staff at Granada and Joe Michell to support continuation of IB Programme from Joe Michell to Granada.

**Strategy/Activity 5****Graduation Rate:**

Continue to use credit recovery options during the school day (Edgenuity, ALEKS, etc.) for students behind in credits to remediate coursework

Utilize interventions such as math department office hours and A.S.E. for students to get assistance before falling behind and potentially failing a class  
Ongoing communication with parents about student progress

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/19/2019 – 6/4/2020

### Person(s) Responsible

Administration, Counselors, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Description</b>	Transcript reviews at the end of each trimester to see what students need to remediate coursework.
<b>Amount</b>	0
<b>Description</b>	Teachers assign students to ASE as needed. Communicate with parents via phone conversations, emails and face to face meetings.

### Strategy/Activity 6

UC/CSU A-G and CTE pathway completion:  
4 Year plans developed in FIT classes  
Monitoring student class requests  
Use programs, such as Overgrad, to check on course  
College planning nights  
College Application Writing Workshop

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/19/2019 – 6/4/2020

### Person(s) Responsible

Administration, Counselors, College and Career Counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified

**Description**

First trimester freshman year  
Registration in the spring of 2020  
First trimester of the year and ongoing

**Amount**

0

**Description**

Senior planning night in October 2019 and Tri-Valley college and career fair held annually.

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

**Source**

None Specified

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions for Learning

### Goal Statement

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SWIS Data Referral and Suspension Data Attendance Data CWA SART and SARB data Physical Fitness Data	Attendance rates have been in the high 90% for the past few years; goal to increase it to 97%. Decrease tardies from 5% to 3% or less. Improve fitness gram test scores to 80%.	Attendance rates will continue to be in the mid 90s with a target to improve over 97%. Physical fitness test scores will improve to be over 80%. Suspensions will decrease by 5%.

### Planned Strategies/Activities

#### Strategy/Activity 1

Character Education/Suspensions/Diversity Appreciation/Respectful and inclusive environments for students:  
Challenge Success Program  
Continue to foster supportive teacher-student relationships  
Enforce Behavior Expectations  
Trainings about academic honesty  
Humans of Granada campaign  
Granada P.R.I.D.E. and PBIS Tier I implementation  
Choose Love

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

8/19/2019-6/4/2020

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	Discretionary
<b>Description</b>	Attend PBIS Conference (Fall 2019) Develop and implement Action Plan to improve student well being Survey all students in Winter 2019
<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Description</b>	Training and PD for staff on PBIS, Choose Love, and other topics to improve social emotional health on campus.
<b>Amount</b>	2000
<b>Source</b>	General Fund
<b>Budget Reference</b>	0001-0999: Unrestricted: Locally Defined
<b>Description</b>	Use of staff and student PBIS team to work with individual teachers on Tier I implementation

## Strategy/Activity 2

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

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/19/2019-6/4/2020

## Person(s) Responsible

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

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

<b>Description</b>	Letters generated by A2A for truant students. Vice principals follow up with support for students and families. Streamline reports for tardies, detentions, and follow-up
<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Review student attendance data. Meet with student and family to see if there is a need that can be addressed (TUPE, AXIS, or Horizons counseling, etc.)
<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Description</b>	Work with Child Welfare Advocates and Student Services to provide SART and SARB meetings to find support for truant students

### Strategy/Activity 3

Physical Fitness:  
Continue ongoing rigorous curriculum in Physical Education courses, adding emphasis on nutrition to promote overall health.  
Continue to encourage students to participate in athletics, especially at the freshman level.  
Provide professional development for freshman coaches.  
Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/19/2019-6/4/2020

### Person(s) Responsible

Principals/PE Teachers/Coaches/HealthTeachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Description</b>	Infuse nutrition-based curriculum to supplement fitness in all PE 1 and PE 2 classes. (Trimester 2,3)
<b>Amount</b>	0
<b>Description</b>	Inform students and families of athletics available at Granada and explain process Extend invitation to 8th graders in Spring 2019 for next year's enrollment Provide professional development opportunities to coaches to support their cultivation of student athletes of character and physical fitness
<b>Amount</b>	0

**Description**

March 2020, June 2020. Work with teachers to analyze FitnessGram assessment data. Monitor athletic participation by sport and grade level.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Parent and Community Engagement and communication

### Goal Statement

Enhance parent and community engagement and communication

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Blackboard Messaging system Social Media Outlets (Facebook, Twitter, etc) Parent participation at events, sports teams, club performances, etc. Parent attendance and participation in meetings	Approximately 10% of Granada families are members of parent groups (Supporters, Band Boosters, etc.) Approximately 60% of students are involved with athletics, music and drama at GHS	Increased parental involvement by ten percent in parent organizations such as ELAC, Granada Supporters, Band Boosters, etc. Increased communication between parents, teachers, and staff to know what events are happening at the school.

### Planned Strategies/Activities

#### Strategy/Activity 1

Update social media outlets often (website, school app, facebook, twitter, etc)  
English Learner Parent Education Opportunities  
Communicate at least monthly with parent community (in conjunction with newsletter)  
Hold open parent meetings

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

8/19/2019-6/4/2020

#### Person(s) Responsible

Principal/Teachers/VP and secretary who oversees website

#### Proposed Expenditures for this Strategy/Activity



<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Description</b>	Update each platform at a minimum of once a week to spread information to the Granada community.
<b>Amount</b>	0
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Using Blackboard messenger, phone, and/or email parents with school news and information Continue monthly "Mat Chats" mornings at the Civic Center Library. Continue parent meetings for student support. Continue E.L.A.C. meetings

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 1

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP 2019 results Administrator/teacher/counselor observation/feedback	To increase the percentage of students scoring Standard Met or Exceeded in English Language Arts to 70%. To increase the number of students scoring Standards Met or Exceeded in mathematics to 60%.	Not Met: On the CAASPP ELA test, 67 percent of students scored Standard Met or Exceeding Standards. On the CAASPP Math test, 50 percent of students scored Standard Met or Exceeding Standards.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension: English Workshop and Literacy Courses; Co-teaching in English courses; Utilize Academic Support and Enrichment (A.S.E.) program to provide targeted intervention for students in English Language Arts, focusing intervention on SBAC strands; Administer Interim Block Assessments to support student mastery of ELA strands; English Learner support through targeted ELD software Professional development to support English Learners; Instructional Rounds and exemplar lessons for English Learners; Use of document cameras in content area courses to facilitate academic	Five sections of English Workshop and Literacy Co-teaching in English 9 and English 10; Utilized ASE to provide targeted intervention for students in all subjects, including English; Administered Interim Assessment Block in English 9, 10, and 11; Purchased ELD Edge software and curriculum; Used document cameras in content area courses to facilitate academic language development and content access by English Learners; Ongoing evaluation of each program through Wednesday professional development time.	Ongoing revision of the English Workshop course; continuation of an additional level of intensive intervention for students reading at 6th grade level or below (Literacy course). Provide books for English Learners and SED students to develop literacy. LCFF - Supplemental 2,500	LCFF - Supplemental 2,500
		Trimesters 1, 2, and 3. Co-teaching in English 9, English 10, English 11, and English Workshop courses will support Students with IEPs and provide support for all students in each class.	General Fund 0
		1000-1999: Certificated Personnel Salaries General Fund 0	General Fund 0
		Weekly 25-minute interventions through	General Fund 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>language development and content access by English Learners; Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.</p>		<p>A.S.E. Program also provides additional support for students already achieving at grade level, to support their advancement in proficiency. 1000-1999: Certificated Personnel Salaries General Fund</p>	
<p>Mathematics: Provide co-teaching in Math courses; Utilize Academic Support and Enrichment (A.S.E.) program to provide standards-based, timely, targeted intervention for students in Mathematics; Administer Interim Assessment Block to support student mastery of math strands; Provide professional development to support English Learners Instructional Rounds and exemplar lessons for English Learners; Use of document cameras in math courses to facilitate academic language development and content access by English Learners; Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement; Facilitate tutoring program at Las Positas College.</p>	<p>Offered co-taught Algebra I, Geometry, and Math Academy courses; Utilized ASE to provide standards-based, timely, targeted intervention for students in Mathematics; Administered Interim Assessment Block in Algebra I, Geometry, Algebra II, and Pre-Calculus; Provided professional development sessions led on Wednesdays to support teachers in helping English Learners, Used document cameras in all math classes; Evaluated each program using Wednesday professional development time; Referred students to the tutoring program run through Las Positas College.</p>	<p>Co-teaching in Algebra 1 and Geometry courses will support Students with IEPs and provide support for all students in each class. Additional support by Special Education aides in Algebra 2 courses will add to Academic Support coursework for advanced math students, as needed. 1000-1999: Certificated Personnel Salaries General Fund 0</p> <p>Weekly 25-minute interventions through A.S.E. Program also provides additional support for students already achieving at grade level, to support their advancement in proficiency. 1000-1999: Certificated Personnel Salaries General Fund 0</p> <p>Administer to 11th graders in Geometry, Algebra II and advanced courses in November, February, March. 1000-1999: Certificated Personnel Salaries General Fund 0</p> <p>Develop exemplar lessons and engage in Instructional Rounds to improve instructional practice to meet the needs of English</p>	<p>General Fund 0</p> <p>General Fund 0</p> <p>General Fund 0</p> <p>LCFF - Supplemental 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Learners. LCFF - Supplemental 2,500	
		Use document cameras in classrooms with English Learners to enhance implementation of SDAIE strategies and interactive learning. 0	General Fund 0
		December 2018, March 2019, June 2019. Work with teachers to analyze assessment data. Monitor course grades. 0	General Fund 0
		Beginning in the first trimester where students can sign up and then throughout the remainder of the school year. None Specified 0	None Specified 0
<p>Writing: Co-teaching in English courses; English Workshop and Literacy Courses; Utilize Academic Support and Enrichment (A.S.E.) program to provide, timely, targeted intervention in writing for all students in English Language Arts; Improve capacity among all staff for writing instruction across the curriculum, especially for those working with English Learners; Instructional Rounds and exemplar lessons in writing for English Learners; Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.</p>	<p>Offered 5 sections of English Workshop and Literacy; Offered Co-teaching in English 9 and English 10; Utilized ASE to provide targeted intervention for students in all subjects, including English; Ongoing evaluation of each program through Wednesday professional development time.</p>	<p>Provide co-teaching in English 9, English 10, English 11, and English Workshop courses will support Students with IEPs and provide support for all students in each class. General Fund 0</p>	<p>General Fund 0</p>
		<p>Provide Literacy course to provide intensive intervention for students reading at 6th grade level or below. 1000- 1999: Certificated Personnel Salaries General Fund 0</p>	<p>General Fund 0</p>
		<p>Implementation begins Trimester 1 and grows throughout the year. Weekly 25-minute interventions. Program also provides additional support for students already achieving at grade level, to support their advancement in proficiency 1000-1999:</p>	<p>General Fund 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Certificated Personnel Salaries General Fund 0</p> <p>Participate in professional development supporting writing: District Common Core Implementation Team; California Association of Teachers of English Conference; California League of Schools Conference, California Association of Bilingual Educators Conference. Continued work on implementation of California State Standards to support writing in all subjects. Develop exemplar lessons and engage in Instructional Rounds to improve instructional practice to successfully teach writing to English Learners.</p> <p>LCFF - Supplemental 2,500</p> <p>December 2018, March 2019, June 2019. Work with teachers to analyze assessment data. Monitor course grades.</p> <p>General Fund 0</p>	<p>LCFF - Supplemental 2500</p> <p>General Fund 0</p>
<p>Articulation: Granada math teachers will meet with middle school teachers to strengthen curriculum to support student success in math; Granada teachers and counselors will meet with Las Positas staff to understand program needs for student success; Granada IB Steering Committee will work with</p>	<p>Held Vertical articulation meetings with middle school teachers on district-led professional development Wednesdays; Collaborated between Granada IB admin and Joe Michell IB admin to facilitate transition of students between the schools; Used district-led professional development time on Wednesdays to</p>	<p>Team of math teachers will meet with teachers from feeder schools to collaborate around developing Algebra foundational skills before students move to high school. (November, January, March) 1000-1999: Certificated Personnel Salaries Title II and discretionary 1,000</p>	<p>Title II and discretionary 1000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Joe Michell K-8 to facilitate communication and encourage enrollment into Granada's IB Diploma Programme; Granada staff will collaborate with teachers in like departments for shared California State Standards implementation, especially in the form of exemplar lessons .</p>	<p>meet with like departments at other schools.</p>	<p>Participation in meetings at Las Positas College. Participation in TEC meetings. Ongoing articulation between CTE Department and Las Positas, Laney College</p> <p>General Fund 0</p> <p>Communication and visits between staff at Granada and Joe Michell to support continuation of IB Programme from Joe Michell to Granada. Research MYP for IB to determine if it is a viable option for Granada moving forward</p> <p>General Fund 0</p>	<p>General Fund 0</p> <p>Foundation 0</p>
<p>Graduation Rate: Continue to use credit recovery options during the school day (PLATO, ALEKS, etc.) for students behind in credits to remediate coursework; Utilize interventions such as math department office hours and A.S.E. for students to get assistance before falling behind and potentially failing a class; Provide ongoing communication with parents about student progress.</p>	<p>5 sections of credit recovery classes were made available; Utilized interventions such as math department office hours and ASE for students that need support; Teachers contacted parents through email and SchoolLoop gradebook to communicate student progress.</p>	<p>Transcript reviews at the end of each trimester to see what students need to remediate coursework. General Fund 0</p> <p>Teachers assign students to ASE as needed. Communicate with parents via phone conversations, emails and face to face meetings.</p> <p>0</p>	<p>General Fund 0</p>
<p>UC/CSU A-G and CTE pathway completion: 4 Year plans developed in FIT classes Monitoring student class requests Use programs, such as overgrad to check on course</p>	<p>4-year plans developed in FIT classes Student class requests were monitored by Counseling and Career Center Used programs such as Overgrad to check on progress</p>	<p>First trimester freshman year Registration in the spring of 2019 First trimester of the year and ongoing</p> <p>None Specified 0</p>	<p>None Specified 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
College planning nights	Multiple college planning nights were offered for seniors	Senior planning night in September 2018 and Tri-Valley college and career fair held annually. 0	None Specified 0

## Analysis

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

In both English and Math, a range of remediation and intervention classes were utilized in accordance with the SPSA goal. This included co-taught math and English classes, English Workshop and Literacy Workshop. Other school programs such as ASE and FIT were used for targeted intervention and 4-year planning, and Academic Prep sections were provided to help with credit recovery. All other strategies were implemented with only minor changes made to the plan.

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

CAASPP scores in English remained consistent from the previous year and in Math dropped by two percentage points. Granada has a very high graduation rate and a high-level of graduates go on to participate in post-secondary education.

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

No significant differences.

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

Changes to strategies will include further developing our tiered intervention system for academics, behavior, and social-emotional support, as well examining the role that three-trimester math has had in remediating students.



# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 2

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SWIS Data Referral and Suspension Data Attendance Data CWA SART and SARB data Physical Fitness Data	Attendance rates will continue to be in the mid 90s and hopefully improve over 97%. Physical fitness test scores will improve to be over 80%.	Nearly Met: The attendance rate for 2018-2019 was 96.02%. Physical fitness scores did not reach the goal, though they remain high compared to state averages.

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Character Education/Suspensions/Diversity/Appreciation/Respectful and inclusive environments for students: Challenge Success Program; Continue to foster supportive teacher-student relationships; Enforce Behavior Expectations; Trainings about academic honesty; Humans of Granada campaign; Granada P.R.I.D.E.; Choose Love.	Enforced behavioral expectations through Tier II and Tier III behavior support systems; Held trainings about academic honesty given through FIT classes; Humans of Granada campaign updated regularly throughout the year; Provided Choose Love activities for all students on select days and then in select classes afterward.	Attend Challenge Success Conference (Fall 2018, Spring 2019); Develop and implement Action Plan to improve student well being; Survey all students in Winter 2019  Discretionary 7000	Discretionary 7,000
		Training and PD for staff on PBIS, Choose Love, and other topics to improve social emotional health on campus. General Fund 0	General Fund 0
		PBIS training conferences for teachers and administration LCAP 5000	LCAP 2500
Attendance/Chronic Absenteeism: Continue to emphasize importance of daily attendance with students and families;	Utilized A2A truancy process throughout the year; Detentions held for students with excessive tardies, along with extra-curricular blocks;	Letters generated by A2A for truant students. Vice principals follow up with support for students and families. Streamline reports for tardies, detentions, and follow-up	General Fund 0



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize A2A truancy process for truant students; Continue detention process for tardies; Monitor chronically absent students and provide support where needed/appropriate	Child Welfare Advocate staff monitored chronically absent students and providing a range of support where needed.	1000-1999: Certificated Personnel Salaries General Fund 0  Review student attendance data. Meet with student and family to see if there is a need that can be addressed (TUPE, AXIS, or Horizons counseling, etc.) 2000-2999: Classified Personnel Salaries General Fund 0	General Fund 0
Physical Fitness: Continue ongoing rigorous curriculum in Physical Education courses, adding emphasis on nutrition to promote overall health; Continue to encourage students to participate in athletics, especially at the freshman level; Professional Development for Freshman Coaches; Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.	Rigorous curriculum in place in PE; High numbers of students were involved in athletics programs; Evaluated each program throughout the year, using Wednesday professional development day	Infuse nutrition-based curriculum to supplement fitness in all PE 1 and PE 2 classes. (Trimester 2,3) General Fund 0  Inform students and families of athletics available at Granada and explain process; Extend invitation to 8th graders in Spring 2019 for next year's enrollment; Provide professional development opportunities to coaches to support their cultivation of student athletes of character and physical fitness.  0  March 2019, June 2019. Work with teachers to analyze FitnessGram assessment data. Monitor athletic participation by sport and grade level. 0	General Fund 0  General Fund 0  General Fund 0

## Analysis

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

Implementation of PBIS Tier I initiatives was very successful, so much so that the next school year will enable us to realize a full implementation of the program. Other social/emotional programs described above were also implemented, such as Choose Love and Humans of Granada. Challenge Success had some support but there was much more focus

on training in behavior management than on training in social/emotional competencies, so that is something that we would like to return to this coming school year. Programs for attendance support were implemented as described, as were the programs to support healthy lifestyles.

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

Granada attendance continues to be very high relative to other high schools, and the strategies we've implemented in order to support chronically truant youth have also helped. Granada has a strong culture of achievement and student support, though more thorough implementation of programs like Choose Love and Challenge Success would help to better support our students with social/emotional regulation issues, especially anxiety. There is also a strong culture of physical fitness at the school, though we continue to see a significant tier of students unable to score proficiently on the Physical Fitness Test.

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

Our District contributed to the cost of PBIS training, lowering the actual cost.

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

We will continue all of the strategies within this goal, though we'd also like to strengthen the application of those strategies that deal specifically with social/emotional competencies, such as Challenge Success and Choose Love. We will use new survey data available through Panorama to help us measure where students need support.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

Enhance parent and community engagement and communication

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Blackboard Messaging system                      Social Media Outlets (Facebook, Twitter, etc)                      Parent participation at events, sports teams, club performances, etc.                      Parent attendance and participation in meetings</p>	<p>Increased parental involvement in parent organizations such as ELAC, Granada Supporters, Band Boosters, etc.                      Increased communication between parents, teachers, and staff to know what events are happening at the school.</p>	<p>Strong parental support in ELAC, Supporters, Boosters.                      Communication through multiple media available between parents, teachers, and staff through email, text messaging, phone messaging, website support, Back to School Night, Expo Night, and Mat Chats.</p>

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Update social media outlets often (website, school app, facebook, twitter, etc);                      Provide English Learner Parent Education Opportunities                      Communicate at least monthly with parent community (in conjunction with newsletter);                      Hold open parent meetings</p>	<p>Social media was updated constantly;                      Provided English Learner parent education opportunities through ELAC;                      Held Mat Chats and newsletter sent out monthly;                      Held Open parent meetings held through Mat Chats, Back to School Night, Expo, and numerous other informational nights.</p>	<p>Update each platform at a minimum of once a week to spread information to the Granada community.                      General Fund 0</p> <p>Using Blackboard messenger, phone and/or email parents with school news and information                      Continue monthly "Mat Chats" mornings at the Civic Center Library.                      Continue parent meetings for student support.                      Continue ELAC meetings                      1000-1999: Certificated Personnel Salaries                      General Fund 0</p>	<p>General Fund 0</p> <p>LCFF - Supplemental 2000</p>

## Analysis

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

Social media and websites were consistently updated at regular intervals throughout the year. Blackboard Messaging was utilized by administration and training has since been made available to teachers, increasing its usage there as well. Parent input through ELAC and Mat Chats worked throughout the year as well.

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

Granada receives strong parental support through a variety of channels. Supporters, Boosters, and ELAC all help various Granada programs throughout the year. Back to School Night and Expo are community events that draw in hundreds of parents and students, and Mat Chats makes the principal available for question and discussion to the public throughout the year.

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

Food and other costs necessary for hosting ELAC were paid for through LCFF supplemental funds.

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

Planned expansion of "Mat Chats" by creating forums on specific subjects at different times the day.

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	37,500.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$274,746	274,746.00
LCFF - Supplemental	\$62,507	54,007.00
Title II Part A: Improving Teacher Quality	\$5,000	5,000.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Discretionary	2,000.00
General Fund	27,000.00
LCFF - Supplemental	8,500.00
None Specified	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	0.00
2000-2999: Classified Personnel Salaries	0.00
5000-5999: Services And Other Operating Expenditures	25,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Discretionary	2,000.00
	General Fund	0.00
0001-0999: Unrestricted: Locally Defined	General Fund	2,000.00
1000-1999: Certificated Personnel Salaries	General Fund	0.00
2000-2999: Classified Personnel Salaries	General Fund	0.00
5000-5999: Services And Other Operating Expenditures	General Fund	25,000.00
	LCFF - Supplemental	8,500.00
	None Specified	0.00



# School Site Council Membership

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

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

Name of Members	Role
Matthew Hart	Principal
Dawn Pavon	Classroom Teacher
Martha Gracia	Classroom Teacher
Amie Hauselt	Classroom Teacher
Joan Zymajtis	Classroom Teacher
Sharon Lemmon	Other School Staff
Paula Campbell	Parent or Community Member
Brian Bauman	Parent or Community Member
Kristin Waters-Meyer	Parent or Community Member
Parker Anderson	Secondary Student
Abbey Licon	Secondary Student
Rachel Guerra	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 7, 2019.

Attested:



Principal, Matthew Hart on 10.7.19



SSC Chairperson, Kristin Waters-Meyer on 10.7.19

# Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2019-2020 State and Federally – Funded Categorical Programs

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

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

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, **supporting our District SPSA Goals.***
- \$167,625

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

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

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$154,516

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

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

- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- \$196,089

#### **Migrant Education**

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

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, **supporting our District SPSA Goals.***
- \$228,906

#### **Title IV-A, Student Support and Academic Enrichment:**

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

- *Funds are allocated for after school elementary math programs for at risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- 123,890

**Livermore Valley Joint Unified School District**  
**2019-2020 Migrant Education Program Site Plan – ALL SITES**

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

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

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
- High School Credit Recovery Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
- Migrant Middle and High School Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.
- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide intervention program information, facilitate parent meetings, and conduct program evaluations for the Region and State. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

## Appendix D: Programs Included in this Plan

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

<b>Federal Programs</b>		<b>Allocation</b>
	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$3,500
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$3,500</b>

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$223,837
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$80,520
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$304,357</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$40,788

## Appendix E: Planned Improvements in Student Performance LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

**Projected LCFF Supplemental Funds \$80,520**

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
English Learner (EL) Liaison (support for EL students and parents in meeting graduation requirements)/Teacher Salary & Benefits	2019-20 School Year	English Learner Liaison	21,430	
3 College field trips – 1 per trimester – buses, subs, lunches (if not provided)	September- June	EL Liaison, College and Career Center Counselor	7,000	
2 Cultural field trips – 1 per trimester – buses, subs, lunches (if not provided)	Spring 2020	EL Liaison, English Language Development Teacher	6,500	
<u>Total:</u>			34,930	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
Galeria textbooks for Spanish Native Speaker students	August 2019	English Language Development	13,790	
Test of English Language Learning diagnostic testing renew license/12 mo. for 60 EL students	May 2020	EL Liaison	1,800	
Supplemental Reading Books for Literacy intervention	Fall 2019	English Language Development , literacy teacher, bi- lingual math teacher, EL Liaison	3,000	
School Supplies- basic supplies needed for school for students, calculators, etc. Student Printer – replacing color printer in P-26	September 2019	EL Liaison	2,500	
Listenwise online curriculum for ELD students	September 2019	ELD	10,500	
<u>Total:</u>			31,590	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> </ul>

California League of Schools Conference- 2 admin and 5 teachers- Conference registration, lodging, substitutes, etc.	January 2020	Principal EL Liaison	6,000	<ul style="list-style-type: none"> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
Consultant – ELD Professional Development aimed at helping content teachers in disciplines such as math support for students who are learning English as a second language.	Fall 2019	EL Liaison	5,000	
<u>Total:</u>			11,000	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
English Learner Advisory Committee (ELAC) site 9 monthly meetings – water/light snack	September 2019- May 2020	EL Liaison	1,000	
Childcare & Translating services	September 2019-May 2020	EL Liaison	2,000	
<u>Total:</u>			3,000	
<u>Grand Total:</u>			80,520	

## Appendix H

### **Livermore Valley Joint Unified School District Gifted and Talented Education Plan- ALL SITES**

#### **PROGRAM DESCRIPTION:**

Granada High School will support its Gifted and Talented Education (GATE) students in the following ways:

- The teaching staff, academic counselors and grade level advisors will continue to monitor and encourage our students to achieve at their highest level, guiding GATE students to enroll in Honors and Advanced Placement courses when appropriate.
- Granada staff will continue its work as a candidate school for the International Baccalaureate Diploma Programme.
- Granada will continue work begun in the Equal Opportunity Schools (EOS) program that will identify and encourage qualified students to enroll in Advanced Placement courses, thereby increasing representation of GATE students in advanced level courses.
- Granada staff will continue to explore additional extracurricular means of challenging and supporting GATE students. In 2019-20, Granada offers Mock Trial, Math Club, Literary Society, Pre-Med Society, Robotics, and Science Bowl, in addition to California Scholastic Federation (CSF) and Interact that promote civic achievement.
- The GHS career center will continue to provide support in the area of career and college guidance.
- The Granada GATE representative will continue to attend and support the District GATE Advisory Committee.
- The Granada GATE representative will disseminate information to the faculty and staff from the District GATE Advisory Committee.

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

#### **PROGRAM DESCRIPTION:**

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

All Granada classrooms are equipped with a teacher computer, a projector, a sound amplification system, and a screen to facilitate display and use of online materials as well as computer-based programs such as PowerPoint. Teachers make creative use of a variety of online programs to engage students in their learning including Google Apps for Education, Google Sites, Google Classroom, and Prezi. Teachers also invoke a variety of applications that engage smartphones as educational tools, including Kahoot!, Socrative, Padlet, and Quizlet. Science classrooms and some math classrooms have SmartBoards (or Promethean Boards) that facilitate highly interactive, computerized learning. An increasing number of teachers employ innovative techniques such as the flipped classroom model, online video lectures, and interactive homework.

Students are able to engage in collaborative learning through the use of computers in the classroom, particularly through the growing use of chromebooks. Originally purchased for use with SBAC testing, chromebooks are a vital resource in high demand among Granada staff and students. The technology budget for 2019 – 2020 will be used in part to purchase two additional chromebook carts for the school. One cart will be used predominantly for intervention (credit recovery Edgenuity, ALEKS, etc.)



Students also have a variety of technology courses available to them: Digital Photography, Video Production, Computer Animation, Game Design, Computer Applications, Computer Graphics, Introduction to Computer Science, and Advanced Placement Computer Science. Other courses rely heavily on technology to share their curriculum, including Introduction to Engineering, Principles of Engineering, Computer Assisted Design, and Robotics. Because of the growing interest in computer-based courses, Granada Supporters purchased new computers for the library that are loaded with all the programs that students would need to work outside of the class on class projects. There are both PC and Macs that have specific programs student use in their CTE or Visual Performing Arts (VPA) classes.

Granada continues to encourage innovative ways to incorporate technology into learning and is eager to support professional development that provides training for teachers. The Granada Mini-Conference, in October 2019, enables teachers to share their technological expertise with one another to expand their repertoires. With influx of additional funding, additional materials and training (CUE conference, LEAD conference, GATE Summit) would be easily identified.