

School Year: **2020-21**



School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Granada High School
Address	400 Wall Street Livermore, CA 94550
County-District-School (CDS) Code	01-61200-0133397
Principal	Matthew Hart
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	November 10, 2020
Schoolsite Council (SSC) Approval Date	October 5, 2020
Local Board Approval Date	November 10, 2020

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 2019 - 2020 year was 2,292 students in grades nine through twelve. The Granada student body is 50% White, 28% Hispanic or Latino, 8% Asian, 2% African American, and the remaining 12% is made up of various ethnic groups. Within those demographics, 6% of Granada students are classified as English Learners, and 11% 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, 93 Full-Time Equivalent (FTE) teachers along with three Regional Occupation Program (ROP) teachers on site, four counselors, and a 53-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, 11 new teachers have joined the staff at Granada High School.

Traditionally, Granada High School runs on a trimester schedule. Now in its thirteenth 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.

Beginning March 16, 2020, the Alameda County Public Health Department gave a shelter-in-place order that effectively shut down in-person instruction in school; the order remains in place. Because of this, Granada and the rest of the district's high schools have adopted a Distance Learning Plan. The plan retains the basic five periods grouped within the trimester system, however the daily bell schedule has changed significantly in order to account for the challenges of distance learning. Classes now have online instructional periods twice per week, along with online support sessions for those same classes; the support sessions offer differentiated instruction and support for each class. The new schedule also has asynchronous independent work time scheduled for students, as well as time for social-emotional checks through an Academic Support and Enrichment (ASE) period and time to meet with extra-curricular groups. For teachers, the asynchronous times are used for preparation, collaboration with various groups, and professional development. Our school and District both have plans in place in the event we are able to transition to a hybrid model or even back to full in-person, on-site instruction.

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, four 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 have seen steady growth in the program each year since. The 2017-18 school year was the first year students could graduate with an IB diploma. In addition, 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 three school years, Granada's enrollment has increased by nearly 500 students. As a result, there have been 9 portable classrooms added to campus and 11 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 2020 – 21, 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	0.13%	0.17%	5	3	4
African American	1.02%	1.14%	1%	23	26	23
Asian	7.83%	8.28%	8.29%	177	189	190
Filipino	3.45%	3.72%	3.75%	78	85	86
Hispanic/Latino	26.18%	26.77%	28.66%	592	611	657
Pacific Islander	0.44%	0.53%	0.44%	10	12	10
White	53.25%	51.58%	50.04%	1204	1,177	1,147
Multiple/No Response	0.18%	0.13%	7.59%	4	3	1
Total Enrollment				2261	2,282	2,292

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	581	584	583
Grade 10	588	566	589
Grade 11	560	565	557
Grade 12	513	567	563
Total Enrollment	2,261	2,282	2,292

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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	121	118	139	5.4%	5.2%	6.1%
Fluent English Proficient (FEP)	394	443	461	17.4%	19.4%	20.1%
Reclassified Fluent English Proficient (RFEP)	25	18	17	20.0%	14.9%	14.4%

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.
3. Missing data for 2019-2020 due to the cancellation of the CAASPP.

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:

1. Missing data for 2019-2020 due to the cancellation of the CAASPP.
2. Granada saw a decrease in the number of students performing at or exceeding standards by 2% in 2018/19.
3. 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	1539.1	1541.3	1541.3	1536.3	1536.3	32	32
Grade 10	1564.6	1564.6	1577.3	1577.3	1551.5	1551.5	31	31
Grade 11	1527.0	1527.0	1513.9	1513.9	1539.7	1539.7	29	29
Grade 12	1533.9	1533.9	1542.7	1542.7	1524.4	1524.4	27	27
All Grades							119	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
9		12.50		40.63		31.25		15.63		32
10		29.03		35.48		22.58		12.90		31
11		27.59		27.59		24.14		20.69		29
12		29.63		29.63		18.52		22.22		27
All Grades		24.37		33.61		24.37		17.65		119

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
9		28.13		37.50		18.75		15.63		32
10		48.39		25.81		12.90		12.90		31
11		24.14		48.28		10.34		17.24		29
12		40.74		33.33		7.41		18.52		27
All Grades		35.29		36.13		12.61		15.97		119

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
9		0.00		31.25		40.63		28.13		32
10		6.45		35.48		32.26		25.81		31
11		20.69		17.24		34.48		27.59		29
12		14.81		14.81		44.44		25.93		27
All Grades		10.08		25.21		37.82		26.89		119

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
9		9.38		71.88		18.75		32
10		25.81		51.61		22.58		31
11		0.00		75.86		24.14		29
12		7.41		55.56		37.04		27
All Grades		10.92		63.87		25.21		119

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
9		68.75		12.50		18.75		32
10		77.42		12.90		9.68		31
11		68.97		6.90		24.14		29
12		77.78		7.41		14.81		27
All Grades		73.11		10.08		16.81		119

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
9		12.50		46.88		40.63		32
10		19.35		48.39		32.26		31
11		24.14		37.93		37.93		29
12		14.81		37.04		48.15		27
All Grades		17.65		42.86		39.50		119

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
9		3.13		75.00		21.88		32
10		19.35		61.29		19.35		31
11		13.79		65.52		20.69		29
12		3.70		74.07		22.22		27
All Grades		10.08		68.91		21.01		119

Conclusions based on this data:

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

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-19

% 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	21.8%	57.9%	79.7%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	577	82.3	9.0%
Body Composition	577	74.4	14.7%
Abdominal Strength and Endurance	577	93.6	6.4%
Trunk Extensor Strength and Flexibility	577	93.1	6.9%
Upper Body Strength and Endurance	577	83.4	16.6%
Flexibility	577	95.7	4.3%

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
Aerobic Capacity	561	80	20
Body Composition	561	71	29
Abdominal Strength and Endurance	566	95	5
Trunk Extensor Strength and Flexibility	566	94	6
Upper Body Strength and Endurance	566	81	19
Flexibility	566	95	5

Conclusions based on this data:

1. In 2018-2019 (the last year of full data), Granada met the goal of 80% proficiency (at least 5 out of 6), rising 4 percentage points from 2017-2018.
2. Overall, Granada's physical fitness scores are much higher than the State average.
3. Missing data for 2019-2020 due to the cancellation of the PFT.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	%	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	6.1

1.

2.

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

7th or 9th Grade

11th Grade

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

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

2.

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2282	21.5	5.2	0.0

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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	5.2
Foster Youth	1	0.0
Homeless	6	0.3
Socioeconomically Disadvantaged	491	21.5
Students with Disabilities	215	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	1.1
American Indian	3	0.1
Asian	189	8.3
Filipino	85	3.7
Hispanic	611	26.8
Two or More Races	176	7.7
Pacific Islander	12	0.5
White	1177	51.6






Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Yellow		
College/Career  Green		

Conclusions based on this data:

1. Suspension rate and achievement in mathematics are areas of growth/improvement for Granada, moving forward.
2. Graduation rate has continued to be the highest performing indicator for Granada's Equity report.
3. Data missing for 2020 due to statewide pandemic restrictions.

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>41 points above standard</p> <p>Increased ++4.6 points</p> <p>522</p>	<p>English Learners</p>  <p>Orange</p> <p>87.4 points below standard</p> <p>Increased ++14.3 points</p> <p>43</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>12.4 points below standard</p> <p>Increased Significantly ++31 points 106</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>89.2 points below standard</p> <p>Increased Significantly ++45.9 points 37</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 70 points above standard Declined -13.8 points 41	 No Performance Color 40.2 points above standard Declined Significantly -34.8 points 19
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1 points below standard Increased Significantly ++17.3 points 144	 Green 66.2 points above standard Increased ++12 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 56.2 points above standard Increased ++8.8 points 281

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
112.6 points below standard Increased Significantly ++45.1 points 24	55.9 points below standard Declined -10.3 points 19	55 points above standard Increased ++9.7 points 395

Conclusions based on this data:

- Overall English Language Arts scores are strong.
- There is an achievement gap for several significant student groups -- including EL, SWD, Hispanic students, and Socioeconomically Disadvantaged -- although all demonstrated growth in 2019.
- Data missing for 2020 due to statewide pandemic restrictions.

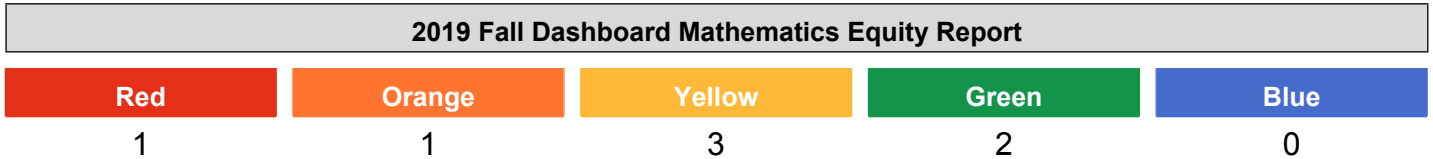
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 16.7 points below standard Maintained 0 points 518	<p>English Learners</p>  Red 148.3 points below standard Maintained ++1 points 42	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Yellow 83.2 points below standard Increased Significantly ++32.2 points 105	<p>Students with Disabilities</p>  Orange 150.5 points below standard Increased Significantly ++61.2 points 37

2019 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 2	 Green 56.5 points above standard Declined -9.4 points 41	 No Performance Color 27.5 points below standard Declined Significantly -61.6 points 20	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 64.6 points below standard Increased Significantly ++26.4 points 143	 Green 1.8 points above standard Maintained -1.7 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 2.3 points below standard Maintained ++1.9 points 277

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
171.9 points below standard Increased Significantly ++23.3 points 24	116.9 points below standard Declined -13.5 points 18	4.1 points below standard Increased ++5.9 points 393

Conclusions based on this data:

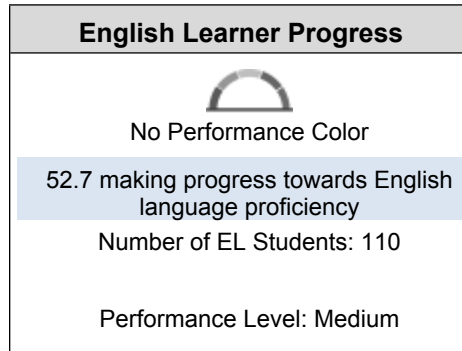
1. Overall math scores are declining.
2. There is an achievement gap for several significant student groups including EL students, who are performing in the red zone, and SWD, who are in the orange zone.
3. Data missing for 2020 due to statewide pandemic restrictions.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.5	32.7	9.0	43.6

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.
3. Data missing for 2020 due to statewide pandemic restrictions.

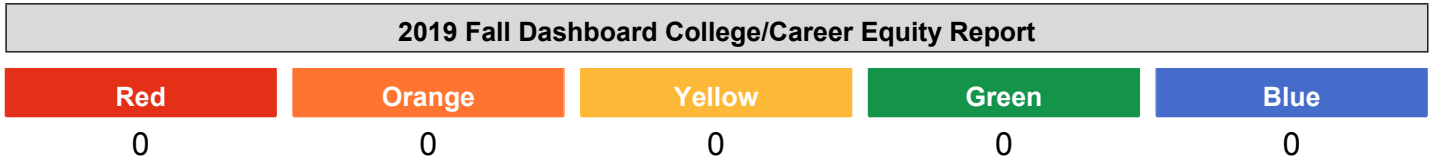
School and Student Performance Data

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.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>61.2</p> <p>Maintained +0.8</p> <p>546</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 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 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
60.4 Prepared	60.4 Prepared	61.2 Prepared
18.1 Approaching Prepared	18.1 Approaching Prepared	15.4 Approaching Prepared
21.5 Not Prepared	21.5 Not Prepared	23.4 Not Prepared

Conclusions based on this data:

1. Overall preparation percentages have remained relatively stable.
2. Students with Disabilities and Socioeconomically Disadvantaged (SED) students have the largest preparation gaps.
3. Data missing for 2020 due to statewide pandemic restrictions.

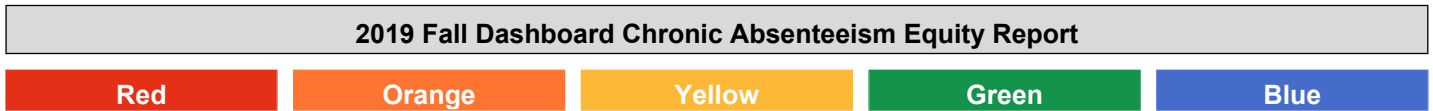
School and Student Performance Data

Academic Engagement Chronic Absenteeism

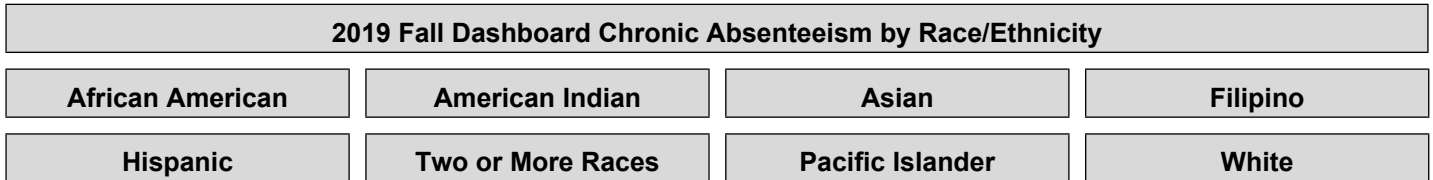
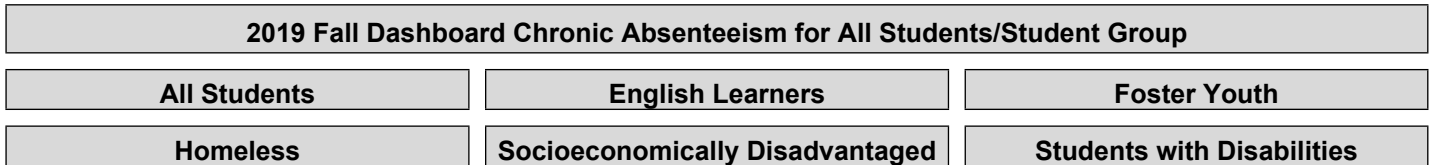
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

- 1.

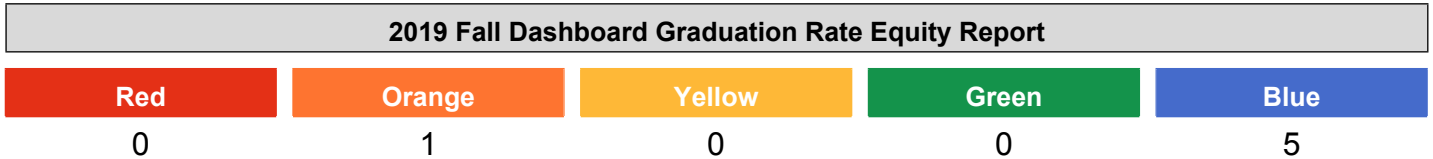
School and Student Performance Data

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 97.8 Maintained -0.3 547	<p>English Learners</p>  No Performance Color 87.5 Declined -5.6 32	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p>  Blue 96.9 Maintained +0.5 130	<p>Students with Disabilities</p>  Orange 86.1 Declined -6.1 43

2019 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 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 100 Maintained 0 49	 No Performance Color 100 Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 Blue 96.3 Maintained +0.3 134	 Blue 97.7 Declined -2.3 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 97.9 Maintained -0.4 287

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
98.1	97.8

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.

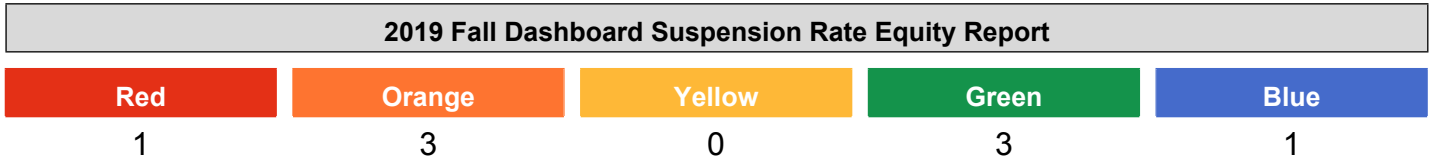
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 4 Declined -0.6 2343	<p>English Learners</p>  Orange 9.8 Increased +3.9 132	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  No Performance Color 7.1 Declined -0.5 14	<p>Socioeconomically Disadvantaged</p>  Orange 7.5 Increased +2 547	<p>Students with Disabilities</p>  Red 10.6 Maintained -0.2 235

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 15.4 Increased +7.4 26	 No Performance Color Less than 11 Students - Data 4	 Green 1.6 Declined -0.7 193	 Blue 0 Declined -1.2 87
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.7 Increased +1.7 644	 Green 3.3 Declined -1.8 180	 No Performance Color 8.3 12	 Green 3.6 Declined -1.7 1197

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.6	4

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
Career Technical Education (CTE) Pathways completion rates
Graduation rates
District Writing Assessment
English Language Proficiency Assessments for California (ELPAC)
EL Reclassification
Other local assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Progress and Performance (CAASPP) 2019 results Administrator/teacher/counselor observation/feedback	The percent of students scoring Standard Met or Exceeded in English Language Arts in 2019 was 67%. The percent of students scoring Standard Met or Exceeded in mathematics was 2019 is 50%	Increase the percentage of students scoring Standard Met or Exceeded in English Language Arts to 70%. Increase the number of students scoring Standards Met or Exceeded in mathematics to 60%. If the CAASPP is not available, then our goal would be to reduce the number of students that fail English and Math classes to less than 7 percent.

Planned Strategies/Activities

Strategy/Activity 1

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

Make use of document cameras and voice projection systems in content area courses to facilitate academic language development and content access by English Learners.

Provide ELD Support period each trimester.

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

Acquire new textbooks for Spanish Native Speaker students, Test of English Language Learning diagnostic, School Supplies, Listenwise online curriculum, and iPads for TELL test.

During Distance Learning: All of the above strategies and activities adapted for use during Distance Learning.

During Distance Learning: Provide differentiated support for students through scheduled Support sessions.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/20-6/10/21

Person(s) Responsible

Principal/Teachers/EI Liaison

Proposed Expenditures for this Strategy/Activity

Amount	2,500
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Source	LCFF - Supplemental
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Description	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.
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Amount	0
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Source	General Fund
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	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.
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Amount	0
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Source	General Fund
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	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.
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Amount	30,300
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Source	LCFF - Supplemental
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Description	Acquire new textbooks for Spanish Native Speaker students, Test of English Language Learning diagnostic, School Supplies, Listenwise online curriculum, and iPads for TELL test.
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Strategy/Activity 2

Mathematics:

Offer co-teaching in Algebra I and Geometry courses to help support Special Education students.

Reconfigure mathematics sections so that more students are able and prepared to participate in two-trimester math rather than three-trimester math.

Make use of an Algebra I lead and a Geometry lead to support teachers in preparing students for success in two-trimester math classes.

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

Administer Interim Block Assessments to support student mastery of math strands.

Provide professional development to support English Learners.

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

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

Utilize Math Academy to help with Algebra pre-requisite skills for struggling students, including EL students.

Provide access to tutoring program at Las Positas college.

Utilize Dual Immersion (Spanish) classes in Algebra I and Geometry and make available to EL students.

During Distance Learning: All of the above strategies and activities adapted for use during Distance Learning.

During Distance Learning: Provide differentiated support for students through scheduled Support sessions.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/20-6/10/21

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Amount	0
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Amount	0
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Administer Interim Assessment Block to students in Algebra I, Geometry, Algebra II, and Pre-Calculus and advanced courses in November and February.

Amount	0
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Use of Math Academy to help with pre-requisite skills for Algebra class.
Amount	0
Description	Use document cameras in classrooms with English Learners to enhance implementation of Specially Designed Academic Instruction in English (SDAIE) strategies and interactive learning.
Amount	0
Description	Work with teachers to analyze assessment data. Monitor course grades and prepare more students for success in two-trimester math courses.
Amount	0
Description	Referrals to math tutoring program available through Las Positas.
Amount	0
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Create sections for Algebra I lead and Geometry lead.

Strategy/Activity 3

Writing:
 Offer English Workshop as academic remediation.
 Work with English Department to revise Workshop courses to better identify and meet the needs of struggling students.
 Offer Co-teaching in English courses to help support Special Education students.
 Utilize Academic Support and Enrichment (A.S.E.) program to provide, 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.
 Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.
 During Distance Learning: All of the above strategies and activities adapted for use during Distance Learning.
 During Distance Learning: Provide differentiated support for students through scheduled Support sessions.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/20-6/10/21

Person(s) Responsible

Principal/Teachers/EL Liaison

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	General Fund
Description	Trimesters 1, 2, and 3. Co-teaching in English 9 and English 10 courses will support Students with Individual Education Plans (IEP) 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	11,430
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	Work with teachers to analyze assessment data. Monitor course grades.

Strategy/Activity 4

Articulation:

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.

Provide opportunity for teachers and counselors to meet with Las Positas staff to understand program needs for student success.

Enable Granada IB Steering Committee in working with Joe Michell K-8 to facilitate communication and encourage enrollment into Granada's IB Diploma Programme .

Provide collaboration time with teachers in like departments for shared California State Standards implementation.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/20-6/10/21

Person(s) Responsible

Math Department Chair; Vice Principal; Teachers, IB Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	25,000
Source	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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.
Amount	0
Source	General Fund
Description	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
Amount	0
Source	General Fund
Description	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.
Create ongoing communication with parents about student progress.
Develop College and Career Readiness (CCR) articulation meetings with counselors and special education teachers to identify CCR goals for each special education student.
Staff English Language Learner Liaison
During Distance Learning: All of the above strategies and activities adapted for use during Distance Learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/20-6/10/21

Person(s) Responsible

Administration, Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	General Fund

Description	Transcript reviews at the end of each trimester to see what students need to remediate coursework.
Amount	0
Description	Teachers assign students to ASE as needed. Communicate with parents via phone conversations, emails and face to face meetings.
Amount	21,430
Source	LCFF - Supplemental
Description	Staff English Language Learner Liaison

Strategy/Activity 6

UC/CSU A-G and CTE pathway completion:
 Develop 4-year plans for each student in FIT classes.
 Monitor student class requests.
 Use programs, such as Overgrad, to check on course planning.
 Provide college planning nights.
 Provide College Application Writing Workshop.
 Provide counseling articulation with prospective GHS students at feeder middle schools.
 During Distance Learning: All of the above strategies and activities adapted for use during Distance Learning.
 During Distance Learning: Provide meeting times for counselors to check in both with students and with whole classes

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/20-6/10/21

Person(s) Responsible

Administration, Counselors, College and Career Counselor

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Description	Counseling for first trimester freshman year. Registration counseling in the spring of 2021. First trimester of the year and ongoing counselor check-in meetings with each student. Provide counseling articulation with prospective GHS students at feeder middle schools.
Amount	0
Description	Senior planning night in October 2020 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%. There were 154 suspensions in 2019-2020.	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%. If physical fitness tests are not available, then our goal will be to have Physical Education class failures account for less than 5 percent of final grades. Suspensions will decrease by 5%.

Planned Strategies/Activities

Strategy/Activity 1

Character Education/Suspensions/Diversity Appreciation/Respectful and inclusive environments for students:
Employ the Challenge Success program to help students with social-emotional skills and to promote work/life balance.
Continue to support, maintain, and revise our PBIS Tier I Granada P.R.I.D.E program.
Enforce behavior expectations by implementing PBIS Tier II and III programs.
Provide trainings to students about academic honesty.
Support the Humans of Granada campaign to celebrate empathy and resilience.
Support the use of the Choose Love curriculum in classes and during homeroom sessions.
Provide college and cultural field trips for EL students.
Provide conference training for ELD teacher.
During Distance Learning: All of the above strategies and activities adapted for use during Distance Learning.
During Distance Learning: Utilize ASE to provide Social/Emotional check-ins.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020-6/10/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,500
Source	Title II Part A: Improving Teacher Quality
Description	Attend PBIS Conference (Fall 2020) Revise Action Plan to improve student well being Survey all students in Winter 2020
Amount	0
Source	General Fund
Description	Training and PD for staff on PBIS, Choose Love, and other topics to improve social emotional health on campus.
Amount	2,000
Source	LCFF - Base
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Use of staff and student PBIS team to work with individual teachers on Tier I implementation
Amount	13,500
Source	LCFF - Supplemental
Description	Provide college and cultural field trips for EL students.
Amount	2,500
Source	LCFF - Supplemental
Description	Provide conference training for ELD teacher.

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.
During Distance Learning: Provide tech support/hot spots to support student attendance.
During Distance Learning: Personalized attendance calls home when absent.
During Distance Learning: Follow SB98 Attendance Procedures.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020-6/10/2021

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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
Amount	0
Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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.)
Amount	0
Source	General Fund
Description	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.
 Support Tobacco Use Prevention and Education (TUPE) program.
 Conduct ongoing evaluation of success of each program, modifying as needed to see continuous student achievement.
 During Distance Learning: All of the above strategies and activities adapted for use during Distance Learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020-6/10/2020

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount 0

Source General Fund

Description Infuse nutrition-based curriculum to supplement fitness in all PE 1 and PE 2 classes. (Trimester 2,3)

Amount 0

Description Inform students and families of athletics available at Granada and explain process
 Extend invitation to 8th graders in Spring 2021 for next year's enrollment
 Provide professional development opportunities to coaches to support their cultivation of student athletes of character and physical fitness

Amount 0

Description 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 online 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	Increase parental involvement by ten percent in parent organizations such as ELAC, Granada Supporters, Band Boosters, etc. Increase 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).
Adopt and support Schoology as online learning platform.
Provide education opportunities for parents of English Learner students.
Communicate at least monthly with parent community (in conjunction with newsletter).
Expand School-Site Council to include data analysis group opportunity for parents.
Provide supplies and staffing for English Learner Advisory Committee meetings.
During Distance Learning: All of the above strategies and activities adapted for use during Distance Learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/20-6/10/21

Person(s) Responsible

Principal/Teachers/VP and secretary who oversees website

Proposed Expenditures for this Strategy/Activity

Amount 0

Source General Fund

Description Update each platform at a minimum of once a week to spread information to the Granada community.

Amount 0

Source General Fund

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Using Blackboard messenger, phone, and/or email parents with school news and information
Continue monthly "Mat Chats" mornings at the Civic Center Library (during Distance Learning use virtual format).
Continue parent meetings for student support.
Continue E.L.A.C. meetings

Amount 3,000

Source LCFF - Supplemental

Description Provide supplies and staffing for English Learner Advisory Committee meetings.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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%.	Due to California's response to the COVID-19 pandemic, the CAASPP was canceled. As an alternative method of assessment, the fail rate for Algebra I, Geometry, and Algebra II classes was 7%.

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 (ASE) program to provide targeted intervention for students in English Language Arts, focusing intervention on SBAC strands Administer Interim Block Assessments to support student mastery of ELA strands 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	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, 11; Purchased ELD Edge software and curriculum; Used document cameras in content areas 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. 4000-4999: Books And Supplies LCFF - Supplemental 2,500	Provide books for English Learners and SED students to develop literacy. 4000-4999: Books And Supplies LCFF - Supplemental 2,500
		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. 1000-1999: Certificated Personnel Salaries General Fund 0	1000-1999: Certificated Personnel Salaries General Fund 0
		Weekly 25-minute interventions through ASE program also provides additional	1000-1999: Certificated Personnel Salaries General Fund 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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</p>		<p>support for students already achieving at grade level to support their advancement in proficiency 1000-1999: Certificated Personnel Salaries General Fund 0</p>	
<p>Mathematics: Co-teaching in Algebra I and Geometry courses Utilize Academic Support and Enrichment (ASE) program to provide standards-based, timely, targeted intervention for students in Mathematics Administer Interim Block Assessments to support student mastery of math standards Professional development to support 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 I Tutoring program at Las Positas college</p>	<p>Offered co-taught Algebra I and Geometry 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; Offered two sections of Math Academy to help prepare students for Algebra I; 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. 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 IAB tests to 11th graders in Geometry, Algebra II and advanced courses in November, February, March. 1000-1999: Certificated Personnel Salaries General Fund 0</p> <p>Use of Math Academy to help with pre-requisite skills for Algebra class 1000-1999: Certificated Personnel Salaries General Fund 0</p> <p>Use document cameras in classrooms with English Learners to</p>	<p>1000-1999: Certificated Personnel Salaries General Fund 0</p> <p>1000-1999: Certificated Personnel Salaries General Fund 0</p> <p>1000-1999: Certificated Personnel Salaries General Fund 0</p> <p>General Fund 0</p> <p>0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		enhance implementation of SDAIE strategies and interactive learning. 0	
<p>Writing: Co-teaching in English courses English Workshop Utilize Academic Support and Enrichment (A.S.E.) 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</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>	Referrals to math tutoring program available through Las Positas 0	0
		Co-teaching in English 9 and English 10 courses will support Students with IEPs and provide support for all students in each class. 1000-1999: Certificated Personnel Salaries General Fund 0	1000-1999: Certificated Personnel Salaries General Fund 0
		Trimesters 1 and 2 include ongoing Literacy course to provide intensive intervention for students reading at 6th grade level or below. 1000-1999: Certificated Personnel Salaries General Fund 0	1000-1999: Certificated Personnel Salaries General Fund 0
		Weekly 25-minute interventions through ASE. 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	1000-1999: Certificated Personnel Salaries General Fund 0
		Participate in professional development supporting writing: 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	Multiple conferences canceled due to pandemic response. LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		writing in all subjects. Develop exemplar lessons and engage in Instructional Rounds to improve instructional practice to successfully teach writing to English Learners. LCFF - Supplemental 6,000	
<p>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</p>	<p>IB training provided for teachers to prepare to implement the IB Middle Years Programme in grades 9 and 10; Las Positas hosted annual articulation meeting with high school staff; Granada IB has coordinated with Joe Michell K-8 throughout implementation; department Professional Learning Communities have worked on revising pacing guides and essential standards lists</p>	<p>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. 1000-1999: Certificated Personnel Salaries General Fund 25,000</p>	<p>General Fund 25,000</p>
		<p>Participation in meetings at Las Positas College. Participation in Tri-Valley Educational Collaborative (TEC) meetings. Ongoing articulation between CTE Department and Las Positas, Laney College General Fund 0</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. General Fund 0</p>	<p>General Fund 0</p>
<p>Graduation Rate: Continue to use credit recovery options during the school day (Edgenuity, ALEKS, etc.) for students behind in credits to remediate coursework</p>	<p>4 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</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</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	email and SchoolLoop gradebook to communicate student progress	needed. Communicate with parents via phone conversations, emails and face to face meetings. General Fund 0	
College and Career Readiness: 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	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; Multiple college planning nights were offered for seniors, as well as the College Application Writing Workshops	4-year plans developed in FIT classes; use of programs such as Overgrad General Fund 0	

Analysis

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

Programs at the school were implemented and maintained throughout the year. A range of remediation and intervention classes were utilized in accordance with the SPSA goal. 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. Training for IB MYP implementation was completed with in-person and remote trainings. However, planned staff professional development was canceled due to the nation-wide response to the COVID-19 pandemic.

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

Because of the state-wide response to COVID-19, the CAASPP was canceled. In lieu of standardized testing scores, Granada has used the fail rate for class as a barometer of achievement for our math classes. By that metric, students have shown some improvement in math achievement.

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 as continuing to shift remediation classes to include preparation for success in standard two-trimester math classes.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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
<p>SWIS Data Referral and Suspension Data Attendance Data CWA SART and SARB data Physical Fitness Data</p>	<p>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%.</p>	<p>Due to the state-wide response to the COVID-19 pandemic, the data for our expected outcomes was interrupted by the required shift to Distance Learning. However, before that point, Granada was on track to meet its goals.</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 PRIDE and PBIS Tier I implementation Choose Love</p>	<p>Challenge Success Program surveys given and data analyzed; Establishment of Tier I PBIS program with Granada PRIDE; early states of enforcing behavioral expectations through Tier II and III 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</p>	<p>Attend PBIS Conference (Fall 2019) Develop and implement Action Plan to improve student well being Survey all students in Winter 2019 Discretionary 2,000</p> <p>Training and PD for staff on PBIS, Choose Love, and other topics to improve social emotional health on campus. General Fund 0</p> <p>Use of staff and student PBIS team to work with individual teachers on Tier I implementation 0001-0999: Unrestricted: Locally Defined General Fund 2,000</p>	<p>Discretionary 2,000</p> <p>General Fund 0</p> <p>General Fund 1,500</p>
<p>Attendance/Chronic Absenteeism: Continue to emphasize importance of daily attendance with students and families</p>	<p>Utilized A2A truancy process throughout the year; Detentions held for students with excessive tardies;</p>	<p>Letters generated by A2A for truant students. Vice principals follow up with support for students and families. Streamline reports for</p>	<p>1000-1999: Certificated Personnel Salaries General Fund 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Utilize A2A truancy process for truant students. Continue detention process for tardies Monitor chronically absent students and provide support where needed/appropriate</p>	<p>Monitoring of chronically absent students with Child Welfare Advocates and school Coordination of Services (COST) team</p>	<p>tardies, detentions, and follow-up 1000-1999: Certificated Personnel Salaries General Fund 0</p>	
		<p>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</p>	<p>2000-2999: Classified Personnel Salaries General Fund 0</p>
		<p>Work with Child Welfare Advocates and Student Services to provide SART and SARB meetings to find support for truant students General Fund 0</p>	<p>General Fund 0</p>
<p>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.</p>	<p>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</p>	<p>Infuse nutrition-based curriculum to supplement fitness in all PE 1 and PE 2 classes. (Trimester 2,3) General Fund 0</p>	<p>General Fund 0</p>
		<p>Inform students and families of athletics available at Granada and explain process Extend invitation to 8th graders in Spring 2020 for next year's enrollment Provide professional development opportunities to coaches to support their cultivation of student athletes of character and physical fitness 0</p>	<p>0</p>
		<p>March 2020, June 2020. Work with teachers to analyze FitnessGram assessment data. Monitor athletic</p>	<p>0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		participation by sport and grade level. 0	

Analysis

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

Granada has fully implemented a Tier I PBIS system, and is now maintaining and revising its program while looking to build on that foundation with a Tier II/III program. Teams for both programs have been established and early programs have been identified for II/III, though implementation has been limited by the necessities of Distance Learning during the pandemic response. The COST team has enabled us to more carefully plan our intervention services, and we are hoping to build on this in the coming year.

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

Before student dismissal interrupted the year, Granada was on track to meet all of its stated goals. Suspensions were down about 1%, attendance was just over 97%, and the limited amount of Physical Fitness Tests we were able to do were just under 80 percent.

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.

Given the significant changes to the attendance law in response to the necessity of Distance Learning, we will adjust this goal to include the new metrics and codes in Goal #2. We will also need to alter how we judge discipline, since the school does not suspend during Distance Learning.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Blackboard Messaging system Social Media Outlets (Facebook, Twitter, etc) Parent participation at events, sports teams, club performances, etc. Parent attendance and participation in meetings	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.	The amount of communication increased with the addition of more Mat Chats and with additional parent information sent home from the school via monthly "need to know" newsletter. Parental involvement in parent organization consistent with previous years.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Social media was updated constantly; Provided English Learner parent education opportunities through ELAC; Held Mat Chats and newsletter sent out monthly; expanded Mat Chats to 2 night events; Held Open parent meetings through Mat Chats, Back to School Night, and numerous other informational nights	Update each platform at a minimum of once a week to spread information to the Granada community. General Fund 0 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	General Fund 0 1000-1999: Certificated Personnel Salaries General Fund 0

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 teachers. Parent input through ELAC and Mat Chats worked throughout the year, and additional nighttime Mat Chats were utilized 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 is a community event that draws in hundreds of parents and students, and Mat Chats make the principal available for questions and discussion to the public.

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.

The move to Distance Learning during the COVID-19 pandemic has placed increased need on the online platforms for teachers, so our district has adopted Schoology. Goals for #3 will need to be rewritten to focus on communication home with both students and families during the period of student dismissal.

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	\$3,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	115,160.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$300,562	298,562.00
LCFF - Supplemental	\$84,660	0.00
Title II Part A: Improving Teacher Quality	\$3,500	0.00
Other	42,138	42,138.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
General Fund	25,000.00
LCFF - Base	2,000.00
LCFF - Supplemental	84,660.00
None Specified	0.00
Title II Part A: Improving Teacher Quality	3,500.00

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
	General Fund	0.00
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
0001-0999: Unrestricted: Locally Defined	LCFF - Base	2,000.00
	LCFF - Supplemental	84,660.00
	None Specified	0.00
	Title II Part A: Improving Teacher Quality	3,500.00

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
Kelly Drief	Classroom Teacher
Alyson Noble	Classroom Teacher
Amie Hauselt	Classroom Teacher
Dawn Pavon	Classroom Teacher
Sharon Lemmon	Other School Staff
Catherine Arthur	Parent or Community Member
Amanda Pepper	Parent or Community Member
Kristin Waters-Meyer	Parent or Community Member
Abbey Licon	Secondary Student
Sonia Fletcher	Secondary Student
Gwendolyn St. Clair	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

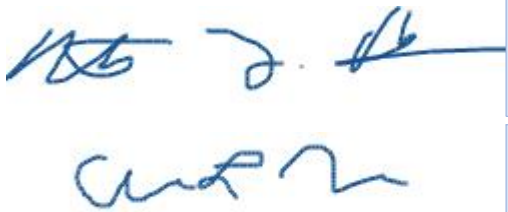
Departmental Advisory Committee

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 5, 2020.

Attested:



Principal, Matthew Hart on 10.7.20

SSC Chairperson, Amanda Pepper on 10.5.20

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2020-2021 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.***
- \$66,463

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.*
- \$64,690

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.***
- \$204,194

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.***
- \$259,691

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.*
- \$35,789

Livermore Valley Joint Unified School District
2020-2021 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 intersession. 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 Speech and 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.

***During the period of COVID-19 pandemic accommodation, programs listed above are functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.*

Appendix D: Programs Included in this Plan

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

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

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$300,562
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$84,660
Total amount of federal categorical funds allocated to this school		\$385,222

Local Funding		
X	Technology Funds – Local Parcel Tax	\$42,138

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

Projected LCFF Supplemental Funds \$84,660

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
English Learner (EL) Liaison (support for EL students and parents in meeting graduation requirements)/Teacher Salary & Benefits	2020-21 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 2021	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"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Galeria textbooks for Spanish Native Speaker students	September 2020	English Language Development	5,000	
Test of English Language Learning diagnostic testing renew license/12 mo. for 60 EL students	May 2021	EL Liaison	1,800	
Supplemental Reading Books for Literacy intervention	Fall 2020	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 2020	EL Liaison	2,500	
Listenwise online curriculum for ELD students	September 2019	ELD	10,500	
iPads for TELL test	October 2020	Site Tech and ELD	10,000	
<u>Total:</u>			32,800	

<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Conference Training for ELD teacher	January 2021	Principal EL Liaison	2,500	
PBIS Training for administration and staff; registration, lodging, meals, etc.	Fall 2020	Principal	11,430	
		<u>Total:</u>	13,930	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
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>	84,660	

Appendix F

School Site: Granada High School LVJUSD Site Allocation Plan for Title I

\$ Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
High quality, supplemental direct language, reading and writing instruction:			
Supplemental materials, computers, software, books, supplies may be purchased:			
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			

Appendix G: Title I School-Level Parental Involvement Policy Granada High School, Livermore, CA

Granada High School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

School-Parent Compact

Building Capacity for Involvement

Accessibility

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, International Baccalaureate, 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 2020-21, 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. All teachers use Schoology as the central platform for online learning. 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. Granada has made a Chromebook available to every students that has requested one, as well as access to an internet "hot spot." Granada has used its technology budget to upgrade teacher computers and buy Chromebooks for student use, and our district office has provided upgrades as well.

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 2020, 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.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2020-21

Elementary School Name: Date English Learner Liaison:

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - Focus on **ELD standards**, not a unit or theme
 - Small groups should be kept to a maximum of 6 students
 - 15 minutes of **Designated ELD** instruction per day (5 days a week)
 - May be scheduled during reading and writing block (15 minutes/level)
 - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK				

Appendix J

2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

PROGRAM DESCRIPTION:

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

<p>What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p>What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p>How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.