

# **GRANADA HIGH SCHOOL**

## **SELF-STUDY REPORT**

**400 Wall Street  
Livermore, CA 94550**

**Livermore Valley Joint Unified School District**



**October 1-3, 2018**

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2017 Edition**

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## Preface

We started our self-study in Fall 2017, with the goal of a Fall 2018 visit. The WASC coordinators created a timeline for the tasks and chose dates for professional development; we were able to adhere to our timeline.

We first recruited focus group leaders and met with them to review the WASC process and answer any preliminary questions. We created focus groups with equal representation from departments and invited parents, students, and classified staff members to join the focus groups. Then we met with all focus group members to provide an overview of the WASC process and our timeline. We met in focus groups to analyze data to develop our preliminary critical areas of need and refine both our behavioral expectations and schoolwide learner outcomes. From there, we began to work on the findings and evidence in our focus groups and went back to home groups to collect evidence. Most of the evidence was collected and added to the findings and evidence documents electronically. The curriculum leaders collected hard copies of student work from the teachers in their departments, divided into the following key categories: 1.) Assessment used to guide or modify instruction, 2.) Standards aligned assignments, 3.) Rigorous curriculum, 4.) Relevant curriculum and real-world applications, and 5.) Personalized learning/differentiation. We chose these categories based on patterns and priorities we saw in the self-study findings documents.

The WASC leadership team (focus group leaders, WASC coordinators, administrative team, and curriculum leaders) used the focus group findings and evidence to create and refine our critical student learning needs. We presented the CSLNs to the stakeholders at a staff meeting, where we provided a [venue for brainstorming](#) our action plan. The brainstorming gave us a clear direction for our action plan. With the WASC leadership team's input, along with the input from the staff meeting, we then created an action plan. The action plan was presented at a staff meeting with additional stakeholders present, shared with school site council, and sent out to the entire staff and additional stakeholders.

## Chapter I: Progress Report

### Significant Developments

In 2013, after being approached by the district office about the possibility, a group of Granada High School teachers began exploring the implementation of the International Baccalaureate (IB) Diploma Programme. Because Joe Michell K-8 School is an IB World School and one of our feeder schools, it made sense for Granada High School to consider IB as well. After developing an exploratory committee and visiting several Bay Area schools with the IB Diploma Programme, we felt the IB Programme would be a good fit for Granada, so we designated an IB Coordinator, developed an IB teaching staff, and sent the IB staff to training. We went through the process of developing the courses, adopting textbooks, and having our courses CSU/UC approved. We offered our first IB courses in the 2016-2017 school year. We have been working to incorporate the IB Learner Profile in our classroom instruction, revising our Student Learning Outcomes to reflect the IB Learner Profile, and providing professional development on the IB Learner Profile.

Our academic counselors reported an increase in 5150s and counselor visits related to academic stress in the 2014-2015 school year. We applied to the Challenge Success program through Stanford University, to help us reflect on our practices and address our students' evolving needs. The Challenge Success mission is to "To partner with schools and families to provide kids with academic, social, and emotional skills needed to succeed now and in the future." We asked our students to respond to a Challenge Success survey in Spring 2015 ([full report in Appendix B](#)), where we identified three areas we needed to work on as a school community--assigning meaningful work, evaluating scheduling, and addressing parent expectations. In Fall 2015, a group from Granada High School participated in the Challenge Success conference at Stanford University, to create a vision for addressing our students' social and emotional needs.

A steering committee made up of Granada High School administrators, teachers, counselors, students, and parents began implementing key ideas of the Challenge Success program in early 2016. In addition to whole-staff training and discussions, in February of 2017, teachers were given the opportunity to participate in one of the following activities: shadowing a student through the student's classes and activities; doing one night of a student's homework load and conferencing with the student; completing a self-study of the homework the teacher assigned for one week, including soliciting student feedback; and/or reading an article about student stress and discussing in a small group. Our Challenge Success team also hosted a parent and teacher book club to discuss *How to Raise an Adult* by Julie Lythcott-Haims, beginning in November 2017. "Humans of Granada" is another initiative linked to Challenge Success; Humans of Granada fosters empathy and understanding through weekly Instagram posts, each featuring a different member of the Granada community. The weekly posts include a photo of the person being featured, along with a personal narrative, reminding us that our students and staff are more than their academic identities. Granada High School is proud to be a Challenge Success school.

Maisha Beasley and her team (MEB) brought the African American Scholars Project (AASP) to Livermore Joint Unified School District and Granada High School in 2016-2017. The AASP program has provided an opportunity for our administrators to work with students and families of an underrepresented group on our campus. Because of MEB's commitment, our African American students now have mentorship, scholarship opportunities, and college/career support in a way that has inspired and motivated them to perform at a higher level. Also, they have implemented the Brother and Sister Circles on campus, which have resulted in closer connections between staff and African American students. Some of our African American students have become more involved with campus life such as running for ASB office and reinstituting a Black Student Union club. Our African American families are more involved in their student's education and have an arena to ask questions and provide input that is directly shared with our

administration. This program has changed the climate on campus for our students and provided equitable access to opportunities that were not available previously.

We are proud of our success with our expanded professional development plan ([Appendix Q](#)). We added a Professional Development Coordinator in 2015, whose role is to implement professional development in direct response to teachers' requests and needs. The Professional Development Coordinator frequently surveys teachers about their professional development needs, and needs are met with teacher-led workshops, collaboration time, and district-led collaboration and workshops. The professional development plan has been well-received, as teachers are excited to have their needs met.

Our co-teaching program has continued to grow and evolve. Recognizing a need to support students with IEPs in their science classes, in addition to the existing co-teachers in math and English, we designated a resource teacher to co-teach in biology classes in 2015; in Fall 2017, co-teaching in science expanded to conceptual physics. In fall of 2015 all co-teachers participated in a workshop hosted by the Bureau of Educational Research (BER), "Best Practices in Co-Teaching: Newest Strategies and Realistic Solutions to Challenging Issues (Grades 1-12)," and they met to share and debrief about their experience. Since we have hired many new resource teachers in the last few years, we have an ongoing need for training in the co-teaching model. Having a special education team with expertise in the co-teaching model should have an impact on the program's success.

Since our last visit, Granada has designated a certificated teacher librarian/IB librarian. The teacher librarian is teaching students research and digital citizenship skills, while training teachers and students on available technologies, including EBSCO electronic resources. In anticipation of Granada's first IB Diploma Programme courses in the 2016-2017 school year, the teacher librarian pursued a partnership with the Las Positas College Library. Beginning in January 2016, Granada High School students have had the opportunity to take a class at Las Positas College, taught by a Las Positas College librarian, focusing on research skills. The teacher librarian also serves as our IB Extended Essay

coordinator. To further support educational technology integration, we have two teachers serving as teach leads, who attend monthly district committee meetings and serve as technology mentors at Granada.

In Fall 2016, Principal PJ Daley became our principal. Mr. Daley hosts monthly morning meetings and evening meetings once a trimester to engage parents and community members in “Mat Chats.” Here, Mr. Daley can share Granada’s successes and progress, and parents can bring comments and concerns, opening the lines of communication between the stakeholders.

The LCFF supplemental funds have allowed us to provide specialized support for English Learners, socioeconomically disadvantaged students, and foster children. Recognizing that professional development is a powerful investment that supports students, in addition to sending teachers to the California League of Schools Conference, funds have been used to send teachers and parents to the California Association for Bilingual Educators (CABE) Conference. Granada also invested in classroom technology designed to implement best practices for engaging and supporting English Learners. The Granada library also acquired 10 Playaways (MP3 players with preloaded audio books) of many of the required English class novels, to support English Learners in their reading comprehension. Granada continues to fund an English Learner Liaison who supports students, families, and staff. Field trips are also funded through LCFF. Among the highlights were field trips to Las Positas College to participate in STEM labs and learn about financial literacy, colleges in the Central Valley to encourage postsecondary education, a ranch to hear a motivational speaker, the Exploratorium to support student interest in STEM, and the Diego Rivera murals in San Francisco as a celebration of culture. We are also able to purchase school supplies for students in need of assistance.

Granada earned the Gold Ribbon distinction, awarded by the California Department of Education in 2015, for progress on our WASC goals that focus on providing standards-based intervention. Specifically, Granada was honored for its English Common Core State Standards Intervention Program. This program incorporates a response to intervention model that includes both a Literacy course and the

use of Academic Support and Enrichment (ASE) to meet the varied needs of students so they receive support when they need it, before they might end up failing a course.

Although our goal is to provide support before a student fails a course, in the event that a student does fail a course, we are working to make our credit recovery more immediate, as well. Granada students use PLATO (for health, social science, and science) and ALEKS (for math) online learning platforms to make up failed courses within the academic calendar year. The English department created their own credit recovery courses, based on the current English class curriculum; the course takes place in Google Classroom. The history department is exploring the possibility of also creating their own credit recovery courses. If a student is unable to make up the course(s) during the school year, summer school continues to be an option.



## **Schoolwide Critical Areas for Follow-up, from our previous visits**

- The timeline for the Action Plan is overly ambitious for the goals identified.
- Teachers' familiarity and implementation of the Common Core Standards are inconsistent with the report's description.
- Instructional practices and activities are limited in facilitating access and successful educational outcomes for students who are economically disadvantaged or English Learners.
- There is a need for continued focus on using varied teaching techniques and differentiated instruction for lower achieving students.
- The use of in class formative assessment and content based intervention is inconsistent.
- There is a need to fully implement the RTI program to serve the needs of EL, and other underperforming students.
- Application of the "Thinking Standards" has not been systematically applied.
- There is a need to continue the embedding of "Thinking Standards" into assignments, assessments and other student work.
- Cross Curricular integration among the disciplines is limited.
- Rubrics to assess student mastery of the Thinking Standards need to be developed and calibrated.
- Opportunities for curriculum integration and cross curricular projects are limited.

## **Ongoing Follow-up Process**

The action plan has been an integral part of our daily operations at Granada High School. We incorporate discussions about Academic Support Enrichment (ASE) and the Thinking Standards in our department collaborations, staff meetings, and professional development activities. All teachers recognize the need for intervening in an immediate, targeted manner, and our ASE program is continually being revisited and modified to fit our teachers' and students' needs. The revised Student Learning Outcomes (formerly called Thinking Standards) are posted in all classrooms, mentioned in many syllabi, and are available on the website and in the student handbook ([Appendix R](#)). In 2015, teachers were beginning to assess the Thinking Standards on the Thinking Standards Rubric ([Appendix S](#)). Teachers met for department team collaboration in January 2016, where they were able to create exemplar lessons to be assessed using the Thinking Standards Rubric. We have had several staff meetings, including small group discussions, with a particular focus on our action plan and progress. We followed through on all the steps

of the previous action plan on time, and we developed plans for revision of those programs as we moved past the dates dictated by the action plan.

To prepare this report, the WASC co-coordinators gathered data and sought input from the teachers, administrators, students, and parents. We also met with the previous WASC coordinator to better understand the history of the process. Curriculum leaders' meetings became an important place to gather input from the departments and to disseminate information back to the departments. Focus groups, home groups, and staff meetings allowed us formal venues for soliciting feedback from our community.

Principal PJ Daley had regular Mat Chats with community members, where they were able to discuss our school's vision and work. The School Site Council had ongoing discussion about our school's action plan. (Samples of Mat Chat notes and School Site Council minutes are available [here](#)). Mr. Daley spoke on the "State of the School" at our annual Back to School night, where he was able to share our goals and progress. As we continue to make it our goal to develop community support and engagement, we are making an effort to share our successes with the community, through our Granada Pride initiative. We also began using Illuminate Education in 2016 as a tool to share student information and achievement data with teachers and administrators; the next district goal is to give parents access to Illuminate, so they will have access to the same robust data we have. In Fall 2017, we transitioned to using SchoolLoop for our gradebook and communication platform, to keep parents and community members aware of our work at Granada.

## **Action Plan Progress**

**Goal 1:** Develop a school-wide intervention program that offers intensive interventions for those students with fundamental needs and provides regular, targeted interventions for students with content-area needs.

### **Areas for Growth Addressed:**

- The timeline for the Action Plan is overly ambitious for the goals identified.
- Teachers' familiarity and implementation of the Common Core Standards are inconsistent with the report's description.
- Instructional practices and activities are limited in facilitating access and successful educational

outcomes for students who are economically disadvantaged or English Learners.

- There is a need for continued focus on using varied teaching techniques and differentiated instruction for lower achieving students.
- The use of in class formative assessment and content based intervention is inconsistent.
- There is a need to fully implement the RTI program to serve the needs of EL, and other underperforming students.

1. Create and fill an Intervention Coordinator position with adequate release time to help implement and sustain the intervention process

**Progress: We created this position, and it was sustained through spring of 2013. As a result of the feedback during review of the program, the position was eliminated and responsibilities were transferred to the vice principal and department chairs. Giving more control to the department chairs allowed the individual departments to adapt the Academic Support and Enrichment (ASE) program to support their courses.**

2. Develop and refine essential/unwrapped standards in all departments

Original Timeline: Spring 2012-Spring 2013

**Progress: The English, math, science, and world language departments all completed this within the original time frame. After revisiting the list of truly essential content standards, the individual departments identified the verbs and nouns in the essential standards, helping them to identify the actions they want their students to take and the products the students will create. The social science department identified essential content standards in the original time frame, and they are working as a department to identify specific CCSS literacy standards to implement.**

3. Plan and compose formative assessments that test for student acquisition of essential standards

Original Timeline: 2012-2013 School Year

**Progress: The English, math, science, and world language departments all completed this within the original time frame. The formative assessments vary in type, and are shared within the department. They have been revised over time, to improve the accuracy of the assessments and to provide more flexibility. As of 2015-2016, the world language department no longer used the formative assessments they created specifically for ASE because they found that ASE support didn't happen quickly enough to be relevant. They now offer support based on their current lessons. The social science department has developed common lessons and assessments that incorporate literacy standards, and they are working on developing targeted assessments directly linked to essential standards, which can identify students who need intervention.**

**Though some common formative assessments are still used in the departments (including interim block assessments in math and English, tests and quizzes in biology, and shared standard-based grading assessments in math), these original formative assessments, designed to be directly tied to ASE assignments, are not being used as of 2016-2017.**

4. Identify students for intensive literacy instruction; implement literacy class

Original Timeline: Make use of existing literacy class for resource students Fall 2012; revise English Workshop planning for Fall 2013

**Progress:** The English Workshop class revision was completed in Fall 2013; a reading diagnostic was given to all Workshop students the first few days of the trimester, and the students with the lowest reading levels were transferred to 12-week Literacy class. The program was expanded in Fall 2014 to include a year-long Literacy course, and all Workshop classes were transferred to the first trimester so students with literacy needs can be enrolled in the class as early as possible. The literacy class has been very successful, and many students continue to see dramatic increases in their reading levels. The literacy class supports a diverse group of students, including English Learners and/or socioeconomically disadvantaged students.

5. Identify students for intensive behavioral intervention class; implement behavioral intervention class

Original Timeline: Identify students beginning Winter 2012; implement class in Spring 2013

**Progress:** The behavior intervention class was implemented in Spring 2013 and revised in 2013-2014. Enrollment in the class was based on referrals from teachers and vice principals. In 2014, with fewer students being referred to the class, we revisited the value of the course as a means to provide behavior intervention. We determined that there was not a viable need for the class, as we recognized that the small number of students with noteworthy behavior intervention needs should be served through behavior plans through their IEPs or through regular classroom support.

6. Identify students in need of English Language Development instruction and allocate sections for ELD class.

Original Timeline: Identification and class both ongoing

**Progress:** The ELD class was re-instituted in 2012-2013, upon enrollment of students with CELDT levels 1 or 2, and in 2015-2016 we continued to have one year-long ELD class, with one teacher teaching ELD 1 and ELD 2 during the same period. Beginning in fall of 2016, we were able to separate ELD 1 and ELD 2, to better meet the differing needs of our ELD students, and two Spanish teachers taught ELD in the 2016-2017 school year. In 2017, we hired an English teacher, who expressed interest in ELD and who taught 3 sections of ELD 1 and 3 sections of ELD 2 in 2017-2018; the class sizes vary from 8-18. Meeting the needs of EL students to ensure their academic success continues to be an area of need.

7. Identify other schools using similar intervention programs and provide time and resources for teachers to visit and explore those programs.

Original Timeline: Trimesters 2 and 3 of 2012-2013 school year

**Progress:** Although a few Granada teachers did attend a one-day conference and read a book about a similar Response To Intervention program, we did not visit other schools. No schools were found that were similar enough to be helpful as models.

8. Implement content intervention program on small-scale during homeroom time, using one teacher per department and a limited number of students; meet for feedback and review

Original Timeline: Trimester 3 in Spring 2013

**Progress:** We decided this did not make sense. Given the plan we came up with, it wasn't possible to do a small-scale roll-out of the program during homeroom time, so instead, we planned for a full program roll-out in the fall of 2013.

9. Increase scale of intervention program; every teacher does intervention class every other week; meet for feedback and review

Original Timeline: Trimester 1 in Fall 2013

**Progress:** When reteaching or intervention is called for, Academic Support Enrichment provides the opportunity for focused instruction for lower achieving students, both general education and special education. We ran the ASE program every week instead of starting with every other week. Not every teacher does intervention/support every week, but all classrooms are being used for ASE—for support, tutorial, or enrichment. We met in curriculum leaders’ meetings, in departments, in cross-curricular small groups, and as a whole staff to offer feedback and review the ASE program.

During trimester 2 of the 2014-2015 school year, the English department collected data to determine the effectiveness of attending support sessions in ASE. For one standard in each English course (grades 9-11), all students who were assigned support for that standard were later re-assessed, whether they attended support or not. The students who attended support classes during ASE generally did better on the second benchmark assessment. Overall, those who attended support sessions had an 81% pass rate on the second assessment, whereas those who did not attend support had a 53% pass rate. Final grades also slightly improved. Of all course grades earned by all students in 2014-2015, 85% were proficient (A, B, or C), while 15% were below proficient, with 8% D grades and 7% F grades. This depicts a 2% decline in D and F grades from 2013 – 2014, and shows the highest number of college-recommending grades in the past six years.

With a change in principals during the 2016-2017 school year, we decided to put ASE on hold for a couple months, until we could revise our ASE program. We spent time soliciting feedback from teachers, students, and parents, to find out how ASE can better serve our students’ learning needs. By October of 2016, we had a new intervention plan in place that allowed teachers to assign intervention (with required attendance) to students who need support. The determination of what the students need is now left up to the teachers and students. Students who are not assigned intervention are invited to use the ASE time to get help from teachers, make up tests and labs, catch up on work, or study. We moved ASE from the middle of the school day to before first period, so those who do not need support or time to catch up during ASE are invited to start school 30 minutes later on Wednesday. This alleviated the issue of having students who just “needed somewhere to be.”

The ASE program is serving our original purpose of supporting students in a targeted, immediate manner. The feedback on the program revision has been positive.

10. Increase frequency of intervention periods to once-per-week

Original Timeline: Begin trimester 2 in Winter 2013

**Progress:** We did a full weekly roll-out of the ASE program in the fall of 2013. Though the visiting committee noted that our initial timeline was ambitious, we were able to adhere to it, for the most part.

11. Review program and consider expansion to two-days per week

Original Timeline: End of 2012-2013 school year and ongoing review each year

**Progress:** We did a program review in Spring 2014; the ASE program was retained with major revisions, though it continued to be scheduled once-per-week. Resulting from staff feedback, departments were given more freedom in their ASE offerings, allowing them to tailor the program to their departments’ needs. What was formerly known as

**“intervention” is now called “support.” All departments are now invited to offer tutorials to support students, even when students are not *assigned* support. The general “reading” classrooms were eliminated and changed to content-specific reading (world history textbooks or English 9 novels, for example). Department chairs have taken control of the reporting of standards and ASE assignments.**

**The program was significantly revised again in Fall 2016, when we moved the ASE period to before school and allowed teachers to assign ASE to students for any reason, not only based on common formative assessments.**

12. Review intervention program and revise accordingly on a regular basis

Original Timeline: Preferably every trimester after full implementation is in place

**Progress: This continues to happen.**

13. Provide professional development opportunities focused on supporting students who are lower-achieving, socioeconomically disadvantaged, and/or English Learners.

Timeline: 2015-2016 school year and beyond

**Progress: Granada has directed its LCFF Supplemental Budget ([Appendix A](#)) to providing support to students who are socioeconomically disadvantaged and/or English Learners. This allocation has provided for enrichment opportunities for students (college field trips, STEM field trips), as well as providing teachers with professional development opportunities to strengthen their abilities to meet the needs of all students. Built into the LCFF budget is funding for teachers who work with English Learners to attend the California Association of Bilingual Educators (CABE) Conference. Granada also sent teachers to the National Council of Teachers of Mathematics (NCTM) Conference in the spring of 2016, where teachers participated in sessions that support equitable access to the curriculum. In addition, all Granada teachers are certified CLAD or BCLAD and have expertise in incorporating instructional strategies into their lessons so that English Learners can access and master the curriculum.**

**To further support teacher expertise in the classroom, the professional development plan ([Appendix Q](#)) implemented in 2015-16 has provided several focus sessions with follow-up sessions for teachers to expand their ability to meet the needs of English Learners. In 2015-2016, teachers were also collaborating to develop exemplar lesson plans that provide CCSS and Thinking Standards focus and are accessible to all students. The LCFF budget allows release time for teachers to observe colleagues to build their own capacity for effectiveness teaching all students. The district office provided an EL training for all staff in fall of 2017. We hope to both continue and expand these professional development opportunities.**

**Goal 2:** Revise our Schoolwide Learning Outcomes and plan and implement a system of accountability for the achievement of those SLOs.

**Areas for Growth Addressed:**

- Application of the “Thinking Standards” has not been systematically applied.
- There is a need to continue the embedding of “Thinking Standards” into assignments, assessments and other student work.
- Cross Curricular integration among the disciplines is limited.
- Rubrics to assess student mastery of the Thinking Standards need to be developed and calibrated.
- Opportunities for curriculum integration and cross curricular projects are limited.

1. Develop new Schoolwide Learning Outcomes

Original Timeline: **February 2012**

**Progress: We revised the Schoolwide Learning Outcomes, implementing our “Thinking Standards.” In Fall 2017, we again revised the Thinking Standards, and we changed the name back to SLOs. The new SLOs (pp. 43-44) better reflect of our identity as an IB school and a Challenge Success school.**

2. Revise school mission and vision statements based on new "Thinking Standards."

Original Timeline: Late Spring 2012

**Progress: Completed by Spring 2012. We also further revised our mission statement to reflect the IB ideals (in 2015) and the revised SLOs (in 2017). The Mission and Vision statements and the revised SLOs appear on page 22.**

3. Communicate new Thinking Standards to students through website, handbook, classroom posters, etc.

Original Timeline: Spring 2012-Fall 2012

**Progress: The Thinking Standards are posted on the website, in the handbook, and in classrooms. Many course syllabi also explicitly state the Thinking Standards. Teachers have posters with the “Four Cs” of Common Core, the IB Learner Profile, our district’s CCSS focus, and the Thinking Standards, so teachers can mark the elements addressed in their lessons. Now that we’ve revised the SLOs again, we are working on revising our other materials and continuing to integrate them. We recognize a need to make these more a part of our everyday vocabulary at Granada.**

4. Design and write rubrics for each of the Thinking Standards

Original Timeline: 2013-2014

**Progress: In 2013-2014, a committee of teachers designed a rubric for all five Thinking Standards ([Appendix S](#)). The rubric was distributed to the staff, with the charge to transition to using the rubric on identified course assignments so that the school community would begin to recognize the connection between curriculum and the Thinking Standards.**

5. Organize and implement Thinking Standards review project for a core department in grades 9, 10, and 11; store in English dept. portfolios

Original Timeline: 2014-2015

**Progress:** In May of 2015, each department chose a project to assess on the Thinking Standards Rubric, for each class they teach. In September 2015, we distributed the project lists and rubrics to the curriculum leaders again, to remind them of their departments' decisions. At a January 2016 staff meeting, we again emphasized the need for incorporating the Thinking Standards and using the rubric, including providing an example of an assignment assessed on the rubric.

As of 2016, we were not collecting rubric score data, but we were asking teachers to report on when and how they were using the rubric via a survey. Teachers also used the survey to rate the rubric's effectiveness and offer feedback. As of February 2016, rubric use data indicated a largely positive response to using the Thinking Standards Rubric. Though more work is still needed, we made quite a bit of progress embedding the Thinking Standards in the curriculum. With the adoption of Turnitin.com, the English department no longer uses writing portfolios, so we are not storing rubrics in the portfolios.

In anticipation of our next WASC self-study, we stopped requiring teachers to use the Thinking Standards rubric in 2016-2017.

6. Explore the creation of a "Seniors in Transition" class, similar to the freshman FIT class, that includes a final Thinking Standards project.

Original Timeline: 2015-2016

**Progress:** In November of 2015, the staff met in discussion groups to begin exploring the possibility of a senior transition course. Our natural inclination was to provide a "bookend" at the end of senior year that balanced our FIT course, required of all students at the start of their freshman year. We have recognized that, with our authorization as an International Baccalaureate Diploma Programme School, seniors in the DP will complete the capstone Theory of Knowledge course along with the core requirements that will attest to their mastery of the Thinking Standards. Students enrolled in ROP capstone courses may already be demonstrating their mastery of the Thinking Standards. While many teachers were supportive of a senior capstone course, particularly with a focus on a senior project and support with college and job applications, another common suggestion was to include a culminating Thinking Standards project in an existing, required senior course.

In Spring 2016, we developed a committee to continue exploring this possibility. After several meetings, and exploring several options, the committee eventually decided to table the idea of a senior capstone course.

7. Continue to develop opportunities for cross-curricular collaboration, with a focus on the cross-curricular nature of the Thinking Standards.

Original Timeline: Ongoing

**Progress:** Granada teachers recognize the value of collaborating in a cross-curricular manner. Our professional development program allows time for teachers to collaborate on cross-curricular lessons. The Thinking Standards rubric has provided common language for assessment across the disciplines. The development of Project Lead the Way courses is fostering collaboration between math and technology teachers. The IB teaching staff is working together to both collaborate on curriculum and plan assessments on a collaborative schedule. The IB Theory of Knowledge course (a required element of the IB Diploma) examines the various ways of knowing in the different areas of knowledge (mathematics, science, social science, and the arts), making it cross-curricular in nature. In Spring 2017, teachers organized a "multimedia cross-curricular QR code art show,"



where the art department collaborated with math and CTE to present visual art, math, and tech projects with QR codes attached, designed to connect each work of art to a virtual location. When English teachers teach *The Things They Carried*, they have a social science teacher who is a Vietnam veteran share his experiences with the students. Theatre arts and video productions are collaborating on a screenwriting and scriptwriting course. The video productions teacher trains short story students to use the audio booths, for use in their short story podcasts. We plan to continue to develop our cross-curricular collaboration opportunities, to support the implementation of pathways, as well as our schoolwide implementation of the Thinking Standards (now SLOs).

## **Critical Areas of Follow-up not currently in the action plan**

The Visiting Committee identified three other areas of growth that did not fit under our Action Plan items.

Those areas, along with our progress, are identified below.

1. There is limited use of opportunities for Real World Experiences.

**Progress:** While Granada's focus on incorporating real world experiences into classroom instruction has primarily been at the discretion of the individual classroom teacher, beginning in 2015-16, the staff as a whole has increased their focus in this area. Several math teachers are incorporating Project Based Learning (PBL) into their courses. PBL is a strand within the staff's professional development plan, and many are building their capacity to provide PBL within their courses. Schoolwide, Granada has defined career pathways within the courses we offer to students, and has created committees to develop internship opportunities as well as capstone projects or courses in support of the Thinking Standards that will also provide real world experiences. Granada continues to expand its offering of Project Lead the Way (PLTW) courses, which have a real world component at the heart of their hands-on learning. (Granada introduced Introduction to Engineering Design [IED] in 2013-14, and has since added Principles of Engineering[POE], Introduction to Computer Science [ICS], Computer Science and Engineering [CSE], along with Exploring Computer Science [ECS]; in 2016-17, we will offer Civil Engineering and Architecture [CEA] and Computer Integrated Manufacturing [CIM].)

Many Granada students continue to participate in the Regional Occupational Program (ROP) courses offered on campus (Medical Occupations, Marketing, Economics of Business Ownership, Sports Medicine, Developmental Psychology of Children) which have at their core the incorporation of real world experiences as part of classroom instruction. ASL students attend deaf events and sign to elementary students. Beginning in 2017, the PE department invited bicycle safety representatives to work with their PE classes, and the students learned bike safety and were able to practice during PE classes.

Granada Students participate in community events via partnerships fostered by our College and Career Specialist, such as Manufacturing Day, GetSet (Girls Exploring Technology, Science, and Engineering Together) activities, and Girls Who Code trips to the Lawrence Livermore Laboratory. Granada also hosts an annual career fair each spring, with community representatives, and Tri-Valley ROP hosts a larger college and career fair each fall, with representatives from colleges, trade schools, and the military, which rotates through the local schools. We also host college representatives regularly during lunch, for interested students to meet representatives from colleges and trade schools. In September 2017, for example, we had 11 lunchtime meetings.

Teachers invite guest speakers from the community into their classes. Guest speakers are an integral part of our curriculum at Granada, and a few examples follow: FIT classes have our School Resource Officers talk to them about suicide prevention, Environmental Science classes hear from a representative at the EPA, IB History of the Americas classes learn about college applications from an admission specialist and listened to a Holocaust survivor speak, and IB Language and Literature hear from a policy specialist at Twitter and a climate researcher from Lawrence Livermore National Laboratories. For NASA's "Introduce a Girl to an Engineer Day," a group of Granada students were invited to participate in a teleconference with two different NASA engineers, Jill Marlowe, Director of Research and Ali Luna, ESD Program Director.

2. Inconsistent enforcement of behavioral absolutes

**Progress:** The Behavioral Absolutes are posted in each classroom and common area at Granada High School and are published in the student handbook, online, and in most course syllabi. Students are expected, as part of their enrollment at Granada High, to adhere to the absolutes. Teachers are expected, as part of their professional responsibilities, to enforce them. Inconsistent enforcement can be changed to consistent enforcement through teacher commitment. When needed, administrative guidance can ensure schoolwide consistency of enforcement. Within the Absolutes themselves, the administrative and attendance staff collaborate to address students whose behavior falls short of expectations by following through on referrals, providing counseling, contacting parents/guardians, referring students to additional counseling support, and by providing disciplinary consequences and detentions, as needed.

In 2017-2018, we responded to a need to revisit the behavioral absolutes by soliciting feedback from departments. We then took the feedback and revised the absolutes. We brought a draft to curriculum leaders and WASC focus group leaders, who then provided additional feedback. Finally, we presented them to the staff, for one last chance for feedback before making a final version. They are now called "Behavioral Expectations" (p. 22 and [Appendix R](#)).

3. Develop a plan for following up on Granada High School graduates.

Original Timeline: Spring of 2017

**Progress:** Beginning with the Class of 2014, the counseling department has kept records of students' plans following graduation from Granada through a district-wide senior survey and transcript records. We have access to state reports, but have not yet developed a feasible means for following up on our graduates once they have left us. IB recommends following up on IB Diploma Programme graduates, so we will need to implement this beginning next year, and this program could be expanded to the greater student population.

## **Chapter II: Student/Community Profile and Supporting Data and Findings**

### **School and Community Profile**

Granada High School opened its doors in January 1963 and is proud to be continuing its tradition of academic excellence and ongoing innovation. Home of the Matadors, Granada is a community of nearly 2,430 students, teachers, counselors, administrators, and support staff. In academics or athletics, theater or studio broadcast, biotechnology or band, Granada offers opportunities for students to learn and grow academically and socially during their four years of high school, preparing them to succeed in their next endeavor of college or career. Since Granada's WASC accreditation visit in the fall of 2012, the staff has worked to develop as a professional learning community with an emphasis on developing essential standards, creating common assessments, and establishing pacing guides to ensure content equity among teachers and courses so that all students can succeed. This collaborative culture continues to develop among the staff.

Granada is one of two comprehensive public high schools in the Livermore Valley Joint Unified School District, a district that includes all of the Livermore community. Livermore is currently a city of over 89,000 people, home to the Lawrence Livermore National Laboratory and Sandia National Laboratory, 50 wineries, a variety of technology, business, and retail enterprises. We even have an element on the periodic table named after us--Livermorium! The city offers cultural arts programs, a vibrant park and recreation district, and strong schools--ranging from preschools to Las Positas Community College. There is also one continuation high school, Del Valle; an independent study high school, Vineyard; and in Fall 2010 a charter high school, Livermore Valley Charter Preparatory, opened in Livermore, but it was closed by Fall 2017.

Granada High School, in its student population, reflects the interests and diversity of the

community. In 2014-2015, we saw our first increase in enrollment since 2007, with opening enrollment at 2,017, and the trend has continued, with opening enrollment at 2,267 students in Fall 2017. Our student body is 55% Caucasian, 25% Hispanic or Latino, 7% Asian, 3% Filipino, 1% African American, and the remaining 9% is made up of various ethnic groups. About 87% of Granada graduates go on to some form of post-secondary education.

In 2017-2018, we had four administrators, 98 teachers, 3.4 counselors and a school psychologist, and a 54-member support staff that includes custodians, campus supervisors, office clerical staff, a school resource officer, an athletic director, and instructional assistants. We look forward to adding one additional full-time counselor and one additional administrator in 2018. Granada's faculty experienced significant turnover due to a large number of retiring teachers in the ten years leading up to our last WASC self-study. Most of Granada's teachers have been at Granada for fewer than ten years, and many for fewer than five.

In 2008-2009, Granada made radical changes to the schedule. Previously, a 4x4 block system had been in place, in which students had the ability to take four classes each day for 90 minutes. Every nine weeks, the students earned five units of credit for each course. Ten-unit courses, most courses at Granada, would run a total of 18 weeks, and then students would generally switch to all new classes for the second half of the school year. In 2008, Granada switched to a trimester system. Students currently have five 70-minute periods available each trimester. Each class is twelve weeks long, at the end of which the students receive five units for each course. Ten unit classes--most classes at Granada--typically last for 24 total weeks, though those trimesters might not be consecutive. This has extended the number of total weeks students spend in core classes, and has freed up the schedule to include a more robust variety of electives and intervention classes.

Granada has historically enjoyed a great deal of stability in the principal position, most principals having served terms of at least five years. Any change in principal leadership is therefore an important

event. In 2009, Principal Chris Van Schaack, who had been principal for six years, took a job at the district office. The district then promoted Vice Principal Philomena Rambo to the principal position, where she remained a principal until 2015. In 2016, PJ Daley assumed the role of principal, with previous positions as a principal at Altamont Creek Elementary School and a vice principal at Granada. Van Schaack, Rambo, and Daley were all previously vice principals at Granada, so in addition to stability, there has been a continuity of promotion in filling the position.

Granada is dedicated to ensuring that all students receive and complete four academically rigorous years of study that will prepare them for whichever 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 postsecondary institution. Granada has found ways to create and fund innovative intervention measures, such as English Workshop and three-trimester math, and continues to find ways to meet the needs of all students. Granada thrives on its mix of academic focus and extracurricular spirit. Students and staff work hard both in class and at the many opportunities to get involved outside of class.

Granada High School is a Challenge Success school. Through Stanford University's Challenge Success program, we encourage students to live balanced lives and challenge the contemporary view of success. We also invite parents and teachers to join in this crucial conversation about supporting all student needs, not just academic needs.

In 2013-2014, Granada began the process of becoming recognized as an International Baccalaureate World School, and the Class of 2018 will be the first class with graduates in the International Baccalaureate Diploma Programme. In its very early stages, the IB cohort remains small, but we are seeing encouraging growth in the program. In our second year as an IB World School, the number of students enrolled in the full Diploma Programme has nearly doubled--going from 11 to 20, and we have nearly 60 students registered for the Diploma Programme in 2018-2019. In addition to students who

are taking on the full IB Diploma, we have many more students enrolled in the “Certificate Programme,” meaning they are taking at least one IB course, but they are not choosing to take on the full IB Diploma. The full diploma requires 6 subject courses and 3 “Core” elements (writing an extended essay, completing a community service element, and taking a theory of knowledge course), so some students choose to explore IB without committing to the full diploma. The Class of 2018 has 70 students enrolled in individual IB classes, and the Class of 2019 has 144 students enrolled in individual IB classes, so the certificate students have more than doubled.

The IB authorization process necessitated revising our mission and vision statements to align with the philosophy of the International Baccalaureate Programme. The new mission and vision statements are as follows:

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

**Vision:** Granada High School uses a focus on state standards, continuous technological developments, staff development, and a schoolwide commitment to excellence and innovation in order to produce students who can problem solve; follow and apply logical processes; interpret and evaluate texts and data; effectively communicate in a global society, using a variety of media; and advocate for personal and community well-being.

In Fall 2017, we revised our Student Learning Outcomes and Behavioral Absolutes to reflect our school’s evolving values.

#### **Student Learning Outcomes:**

Every Granada student will be able to:

- Follow and apply logical processes.
- Problem-solve.
- Interpret and evaluate texts and data.
- Inquire and reflect on their learning.
- Effectively communicate in a global society, using a variety of media.
- Advocate for personal and community well being.

#### **Behavioral Expectations (formerly called Behavioral Absolutes):**

Granada students show respect for themselves and others by:

- Being in class on time.
- Supporting learning for all students.
- Using language that is not vulgar or hateful.
- Responsibly using technology, materials, and facilities.

## School Performance Indicators

### Student Demographics

#### Enrollment

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>9th</b>	540	492	536	547	572	581
<b>10th</b>	511	533	498	534	576	591
<b>11th</b>	503	476	503	481	518	561
<b>12th</b>	520	467	454	473	470	514
<b>Total*</b>	2095	1990	2017	2059	2164	2267
<b>Increase</b>	-30	-105	+27	+42	+105	+103

Source: CDE Data Quest for 2010-2017 and PowerSchool for 2017-2018 (pulled 9/25/17)

Our enrollment began increasing in 2014, and the trend has continued since. The increase in enrollment can be partially attributed to the closing of Livermore Charter Preparatory High School in 2017 (and the impending closing of the school in the previous school year). The increased enrollment has led to a need for more textbooks, staff, and classroom space.

**Ethnicity**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Hispanic or Latino</b>	492	487	507	506	545	592
<b>American Indian</b>	10	9	6	7	8	5
<b>Asian</b>	102	102	120	137	160	177
<b>Pacific Islander</b>	9	7	5	7	6	10
<b>Filipino</b>	63	60	66	68	66	78
<b>African American</b>	33	29	31	32	20	23
<b>White</b>	1257	1159	1144	1152	1201	1204
<b>Two or more races</b>	126	127	133	148	155	168
<b>Not Reported</b>	3	10	5	2	3	4

Source: CDE DataQuest.

The ethnic makeup of Granada has remained relatively consistent. The two most significant changes have been an increase in Hispanic and Asian students and a decrease in white students, even with the increasing enrollment.

**Special Programs**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>EL</b>	76	101	116	96	125	121
<b>Free/ Reduced Lunch</b>	309	283	354	310	346	Not available
<b>Sp. Ed. as of Dec. 1</b>	180	147	153	150	145	192
<b>GATE</b>	381	354	321	231	231	193

Sources: EL data from Data Quest, Free/Reduced lunch from Data Quest, Special Education from CASEMIS, and GATE from PowerSchool (as of 10/11/17) and CALPADS.



Our EL student population has grown by 45 students since 2012-2013. Approximately 15% of our students qualify for free and reduced lunch, making free and reduced lunch our largest special program. GATE numbers are declining, and the Special Education numbers increased in the last year by almost 50 students. The drop in GATE numbers may be partially attributed to budget cuts about a decade ago, when we lost some of our funding for enrichment programs.

### State Priority 1: Basic (conditions of learning)

#### Staffing data

##### Number or positions

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Admin</b>	4	4	4	4	4	4
<b>Counselors</b>	3	3	3	3.4	3.4	3.2
<b>Teachers</b>	75	75	77	81	83	90
<b>Classified</b>	38	38	38	49	49	49

Source: School Profile

As our enrollment increases, we are hiring more teachers and classified staff members.

Administrators and academic counselors remain stagnant, despite the increase in students. We look forward to adding a full-time counselor and a full-time vice principal in 2018-2019.

##### Average number of years teaching

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Average years</b>	13	13	13	14	13	13

Source: CALPADS

**Average Class Sizes**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>ELA</b>	27	26	26	26	27	Not yet available
<b>Math</b>	27	25	28	27	27	Not yet available
<b>Science</b>	29	28	26	27	28	Not yet available
<b>History</b>	30	27	28	30	30	Not yet available
<b>Overall</b>	28	26	27	26	Not yet available	Not yet available

Source: CDE DataQuest

Class sizes have remained consistent. It should be noted, however, that some IB classes have disproportionately small class sizes, as we get the program off the ground, so that makes the average class sizes a bit deceiving. Anecdotally, teachers do report larger class sizes over the last two years in classes outside of the IB Programme.

**Rate of teacher misassignment**

We have no misassigned teachers at Granada High School, which is our consistent pattern. All teachers are teaching in their areas of expertise, and all teachers have CLAD certification (or the equivalent built into their teaching credentials).

**Instructional materials**

All departments have worked to align their curriculum to the appropriate Common Core State Standards and subject standards. Many departments have created pacing guides to address their essential standards (Appendix T). All new course proposals reflect the most current standards, and we are working on revising science course descriptions to reflect NGSS and CCSS.

All students have access to the district-adopted course materials at home, in class, and in the

library. As we grow, we are working with the curriculum department to meet our instructional materials needs, and they have been supportive, making sure all students have access to all required materials, in good condition.

## **Facilities**

Even with our growing population, the Granada administration has continued to value classroom space for each teacher. With the exception of a few teachers, all teachers at Granada have their own classrooms, and we avoid requiring teachers to travel from classroom to classroom, whenever possible. In 2008-2009, we built a brand new science building, including a quad area, ensuring access to the facilities necessary for our growing science program. In 2017-2018, we added five portable classrooms to help accommodate our increase in enrollment; we will need to continue adding classroom space.

In June of 2016, recognizing a need to update our facilities, the Livermore community passed a facilities bond, Measure J ([Appendix U](#)). We have already benefited from new turf on the football field and parking lot improvements. In Summer 2018, we will begin construction on new facilities, including a swimming pool, weight room, dance room, quad, classroom, and bleachers. The facilities bond will allow for continued improvements over the next few years.

## **State Priority 2: State Standards (Conditions of Learning)**

Our previous WASC self-study facilitated a concerted effort to fully implement the Common Core State Standards. Whereas our previous work was introductory in nature, the last few years, we really dug deep into the standards to determine essential standards and glean meaning from them. Though we are not using the previously created pacing guides and assessments (as of 2016-2017), the work of creating them allowed our teachers to become more familiar with both Common Core and content standards. Newer teachers have been trained in the most current content and performance standards in their teacher credentialing programs.

The English and math departments are taking CAASPP interim block assessments, and the

chosen tests reflect the essential standards and areas where growth is needed in their content areas.

Through taking the interim assessments, not only will students be assessed on key skills, but the students and teachers will also increase their familiarity with the test format.

When department teams create exemplar lessons, they are using the state standards to drive their lesson creation. These lessons are forming a bank of exemplar lessons (Appendix V). We need more time to work on these and continue this project, as we recognize the value.

### **State Priority 3: Parental Involvement (Engagement)**

Granada High School is fortunate to have several supportive parent groups. We have an active School Site Council (including three parent representatives), which provides significant impact on the Single Plan for Student Achievement ([Appendix M](#)) and LCFF budget ([Appendix A](#)). They were also instrumental in providing feedback during the IB authorization process.

Granada Supporters and Granada Music Boosters provide the needed financial support for many of our programs and projects. Granada Supporters invites teachers to propose projects for their consideration. Thanks to Granada Supporters, we have several new computer labs on campus, athletics facilities, and state of the art classroom materials. Granada Supporters also runs a robust BINGO program, where volunteers from programs and classes can work to earn hours that convert into funding for their projects.

Our Challenge Success team also includes parents. They provide a perspective on our students' lives outside of the school day that we may not otherwise have. They are also instrumental in changing the conversation about what it means to have “successful” children.

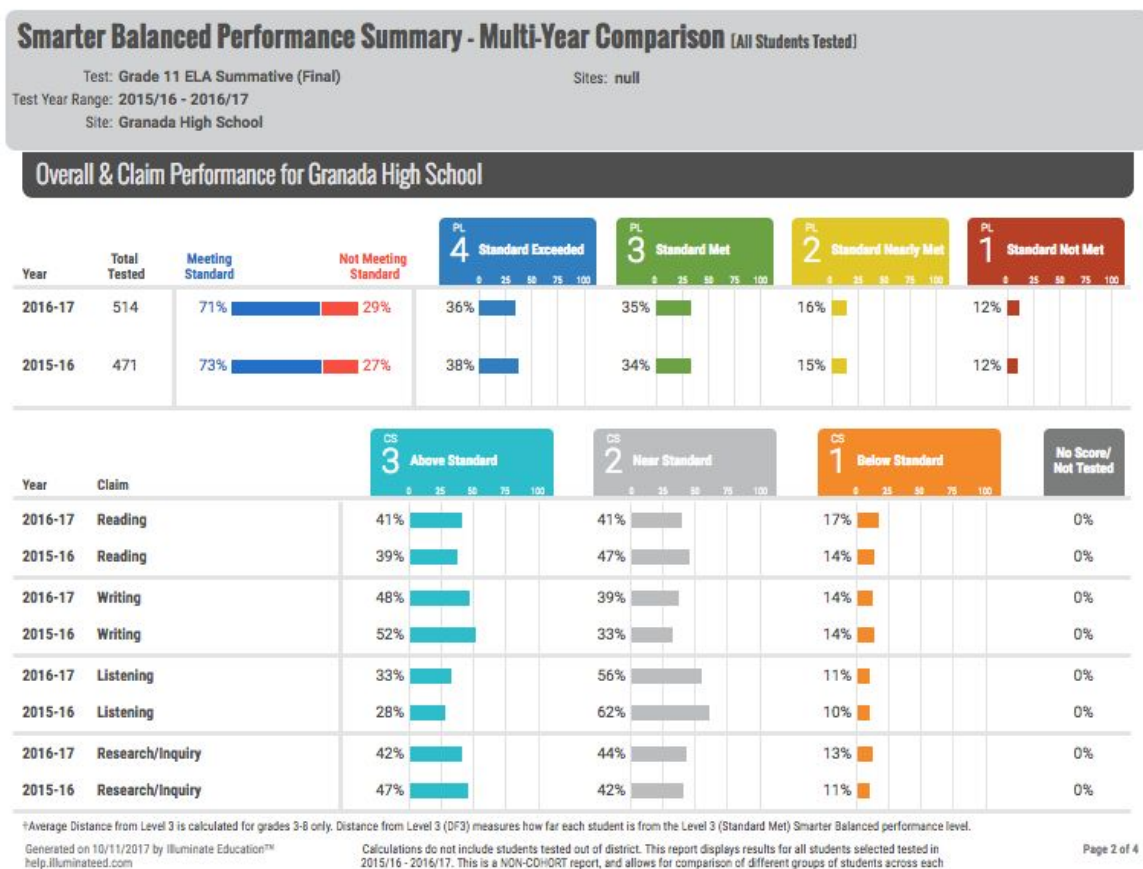
Parent volunteers provide snacks for staff meetings, check out textbooks in the library, and chaperone dances. They open their homes and pocketbooks to their students during homecoming preparations, and they are excited to sit in the audience and watch their students perform during the homecoming skits (or livestream the skits from work or home).

Granada has an active English Learner Advisory Committee, lead by our EL liaison, Maria Elena Ventura. The ELAC committee provides an opportunity for parents to become involved in the school community and learn more about our school and community resources. The parents chaperone field trips, fundraise, and host cultural festivals. They also provide a fantastic, home-cooked breakfast at staff development days. Our EL liaison helps the parents understand more about our school community and traditions (homecoming, for example) and introduces them to community resources (health and legal resources, for example).

We use technology as a tool to keep our parent community engaged and informed. Our school's [website](#) provides announcements and pertinent information. We also run two Granada Pride social media accounts, on Twitter and Facebook. We use the online gradebook and communication platform SchoolLoop to communicate academic progress with parents. Many teachers also maintain [websites](#) and/or homework calendars to communicate current curriculum and homework with families. In future years, we plan to give our parents access to Illuminate Education, where they will be able to view their students' achievement data.

## State Priority 4: Pupil Achievement (Pupil Outcomes)

### California Assessment of Student Performance and Progress (CAASPP) Multi-year Performance Summary of English Language Arts (ELA) 2015-2016 and 2016-2017



This table compares the last two years of English Language Arts CAASPP testing data, as reported in Illuminate. Though there are slight variations from year to year, which is unsurprising since we are comparing two different groups of students, our achievement in ELA remains largely consistent. Overall, our students who met or exceeded standards in ELA dropped 2% from 2015-2016 to 2016-2017. The largest percentage of students below standard are in reading and writing, and the smallest percentage of students who exceeded standard are in listening. Though reading and writing are continual areas of focus in English classes, in 2016, recognizing a need to improve in listening skills, our English teachers started playing more podcasts and radio broadcasts to incorporate more listening strategies.

## 2016-2017 ELA CAASPP Subgroup Summary

## Smarter Balanced Subgroup Summary

2017: Grade 11 ELA Summative (Final)

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

Roster Date: Control Panel (10-11-2017)  
 Gender(s): Male & Female  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All



Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.



## 2016-2017 ELA CAASPP Subgroup Summary (continued)

## Smarter Balanced Subgroup Summary

2017: Grade 11 ELA Summative (Final)

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by Illuminate Education™

Calculations include students tested out of district. Subgroups for this report are based on demographic data provided in the CAASPP file.

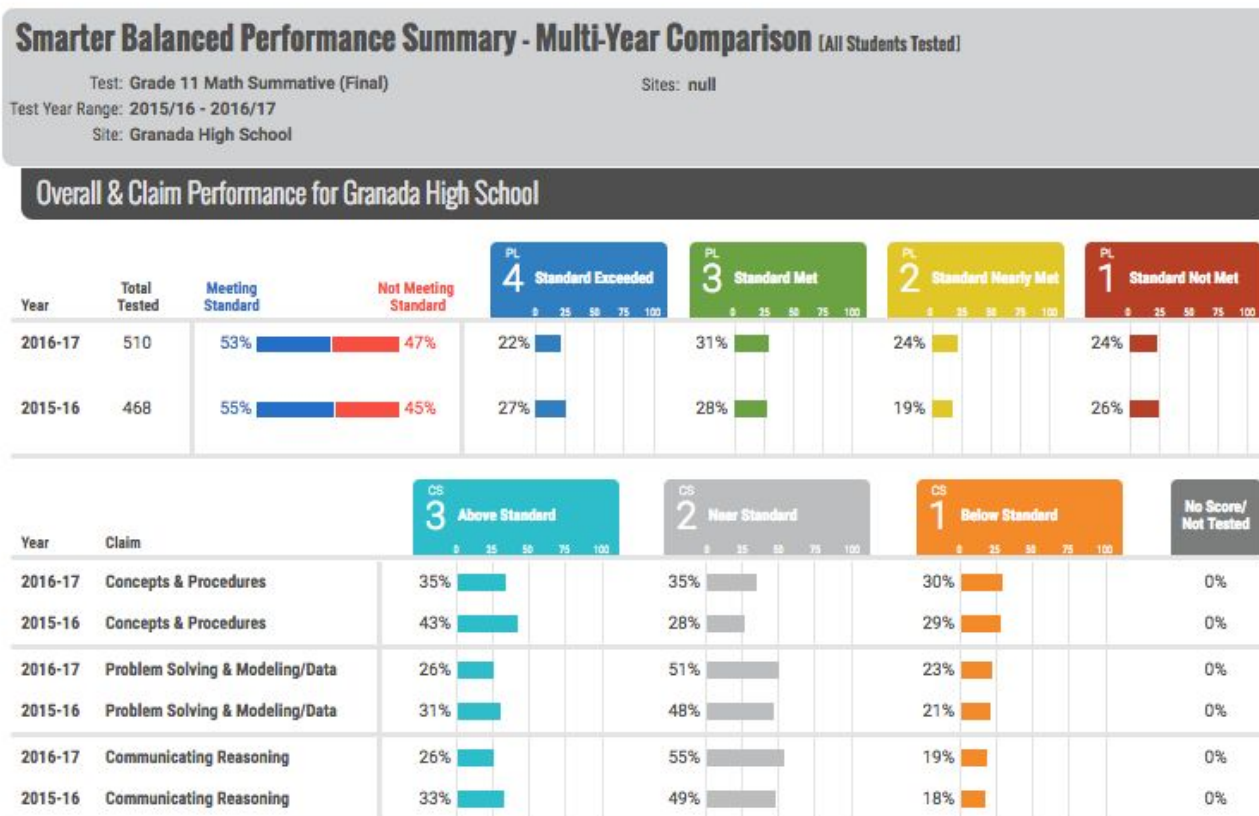
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Our subgroup summary for the most recent CAASPP test shows some serious areas of concern. Though 71% percent of our students met or exceeded standard in ELA, only 49% of socioeconomically



disadvantaged students, 9% of English Learners, and 7% of students with disabilities met or exceeded standards in ELA. This continues to be a major area of concern for Granada. Achievement gaps of 63% for English Learners and 64% for students with disabilities are significant.

### California Assessment of Student Performance and Progress (CAASPP) Multi-year Performance Summary Math 2015-2016 and 2016-2017



\*Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Generated on 10/11/2017 by Illuminate Education™  
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Calculations do not include students tested out of district. This report displays results for all students selected tested in 2015/16 - 2016/17. This is a NON-COHORT report, and allows for comparison of different groups of students across each

Page 2 of 4

Like ELA, our math scores remain mostly stable. In 2015-2016, 55% of students met or exceeded standards in math, and in 2016-2017, we went down to 53%. Since CAASPP tests through Algebra 2, and not all juniors have completed Algebra 2, this partially accounts for the lower scores.

## 2016-2017 Math CAASPP Subgroup Summary

## Smarter Balanced Subgroup Summary

2017: Grade 11 Math Summative (Final)

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

Roster Date: Control Panel (10-11-2017)  
 Gender(s): Male & Female  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

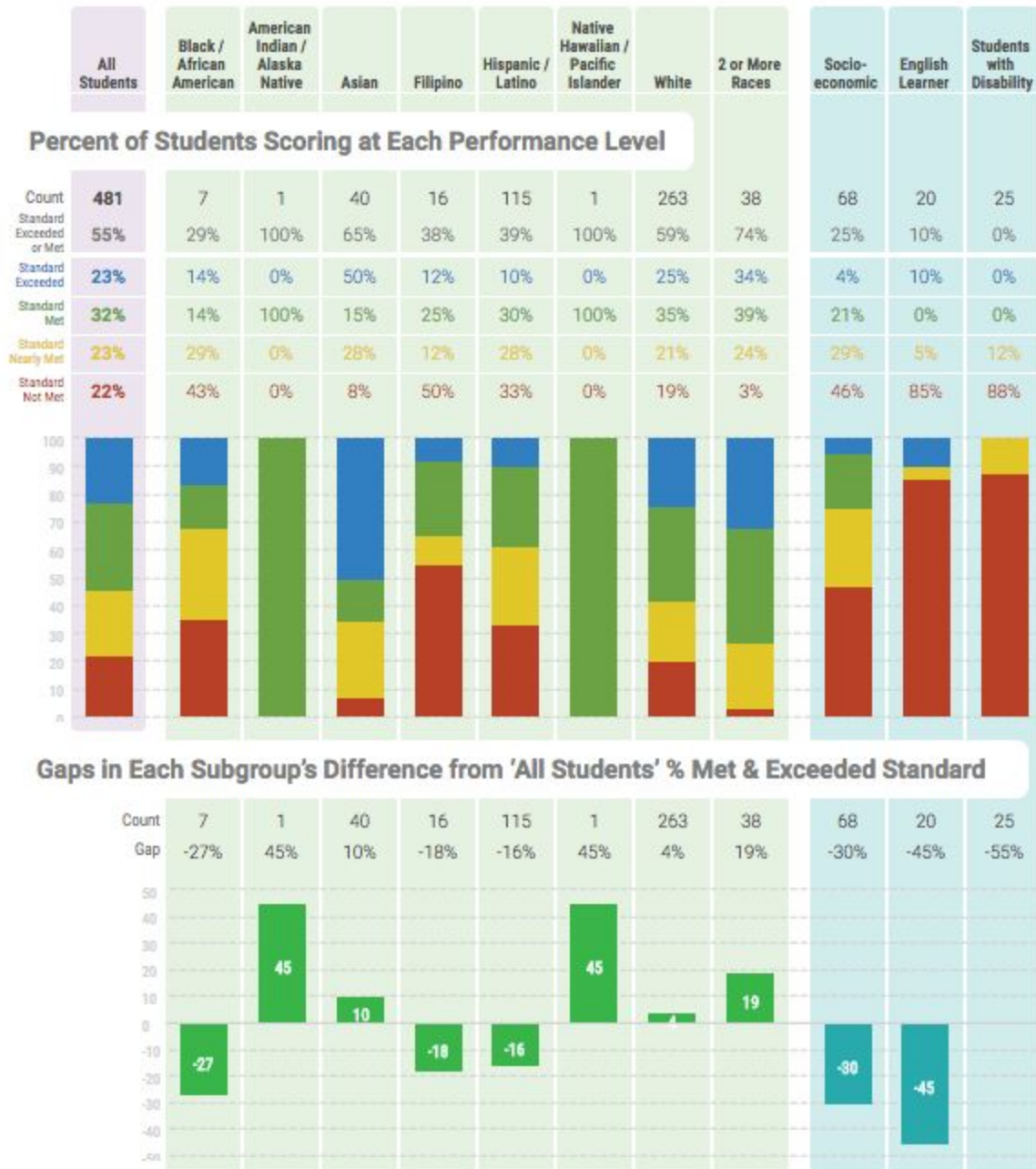


Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

## 2016-2017 Math CAASPP Subgroup Summary (continued)

### Smarter Balanced Subgroup Summary

2017: Grade 11 Math Summative (Final)



The same groups of students who struggled in ELA are of concern in math. 23% of

socioeconomically disadvantaged students, 0% of students with disabilities, and 9% of English Learners met or exceeded standards in math. The achievement gap is smaller in math--30% for SED, 44% for EL, and 53% for SWD. Another significant achievement gap for math is African American students, at 28%.

### California English Language Development Test (CELDT) Scores Comparison 2015-2016 and 2016-2017

#### Performance Level Percent Change

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

Generated on 09/28/2017  
by Illuminate Education

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

Our most recent CELDT scores are encouraging. The above table reflects students for whom we had two data points, tracking their performance level changes. Our early advanced level increased by 14%, and we saw drops in all of the bottom three levels. There was no change in the advanced level. Though our English Learners continue to struggle on the CAASPP, they are improving on the CELDT. Some of this may be attributed to our increased focus on restoring ELD and revamping the ELD curriculum.

## Achievement Data Summary

Achievement Area	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Change
AP-# Students Tested	355	394	414	417	Not avail.	62
AP-% passing with 3+	80	79	54	78	78	-2
IB- # of Students Tested	N/A	N/A	N/A	N/A	24	N/A
IB- % passing with 4+	N/A	N/A	N/A	N/A	71	N/A
SAT- % of scores >1500	Not avail.	74	69	68	Not avail.	-6
Fitness-% 5+ criteria met	79	77	77	82	79	0
Attendance rate	96	96	98	97	97	1
Graduates-% meeting a-g	54	56	55	57	58	4
Grades-% D-F	16	12	11	9	16	0
CAASPP- % standard met/exceeded Math	No test	No test	51	57	55	4
CAASPP- % standard met/exceeded ELA	No test	No test	77	75	73	-4
CELDT- % adv/earl adv	60	62	40	42	52	-8
EL reclassified as FEP- %	18	15	13	12	Not avail.	-6
Attended a four-year college/university- %	32	32	34	39	39	7
Attended a two-year college- %	51	51	52	48	48	-3

Sources: CDE DataQuest, Key Data 3-year summary, PowerSchool (grades), and GHS Single Plan and School Profile

**Note about the discrepancies in the data:** CAASPP and CELDT data in this table were pulled from DataQuest, whereas the numbers in the charts above were pulled from Illuminate, so the numbers vary a bit. DataQuest represents a “point in time,” whereas Illuminate is all students tested. The numbers are still very similar.

In 2014, we participated in an initiative to encourage a more diverse (and larger) group of students to take Advanced Placement courses. The AP numbers increased, likely as a result of this initiative and our growing enrollment. More students are going to four-year colleges and universities and meeting a-g requirements. Over time, our CELDT scores have fallen, but the trend is moving in the other direction. EL reclassification rates are down, as well.

#### State Priority 5: Pupil Engagement (Engagement)

##### Attendance

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Attendance Rates</b>	96	96	98	97	97
<b>Truancy Rate</b>	11.59%	7.91%	10.24%	11.1%	Not yet available

Sources: Attendance from Single Plan, truancy from CDE DataQuest

##### Dropouts by Ethnicity

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Total Dropouts</b>	17	15	6	5	Not yet available
<b>Overall Rate</b>	.8%	.8%	.4%	.2%	Not yet available
<b>White (dropout rate)</b>	.6%	.3%	.3%	0%	Not yet available
<b>Hispanic (dropout rate)</b>	1%	1.8%	.4%	.8%	Not yet available
<b>African American (dropout rate)</b>	6.1%	3.4%	0%	0%	Not yet available

Source: CDE DataQuest

Our attendance rates remain high, and our dropout rates remain low. Dropout rates are



declining further. The dropout rate for African American students in 2012-2013 was alarming, but it was never repeated. While Hispanic students are overrepresented as part of the dropout rate, their percentage of the total has varied widely from year to year with no observable pattern.

#### Graduation Rates

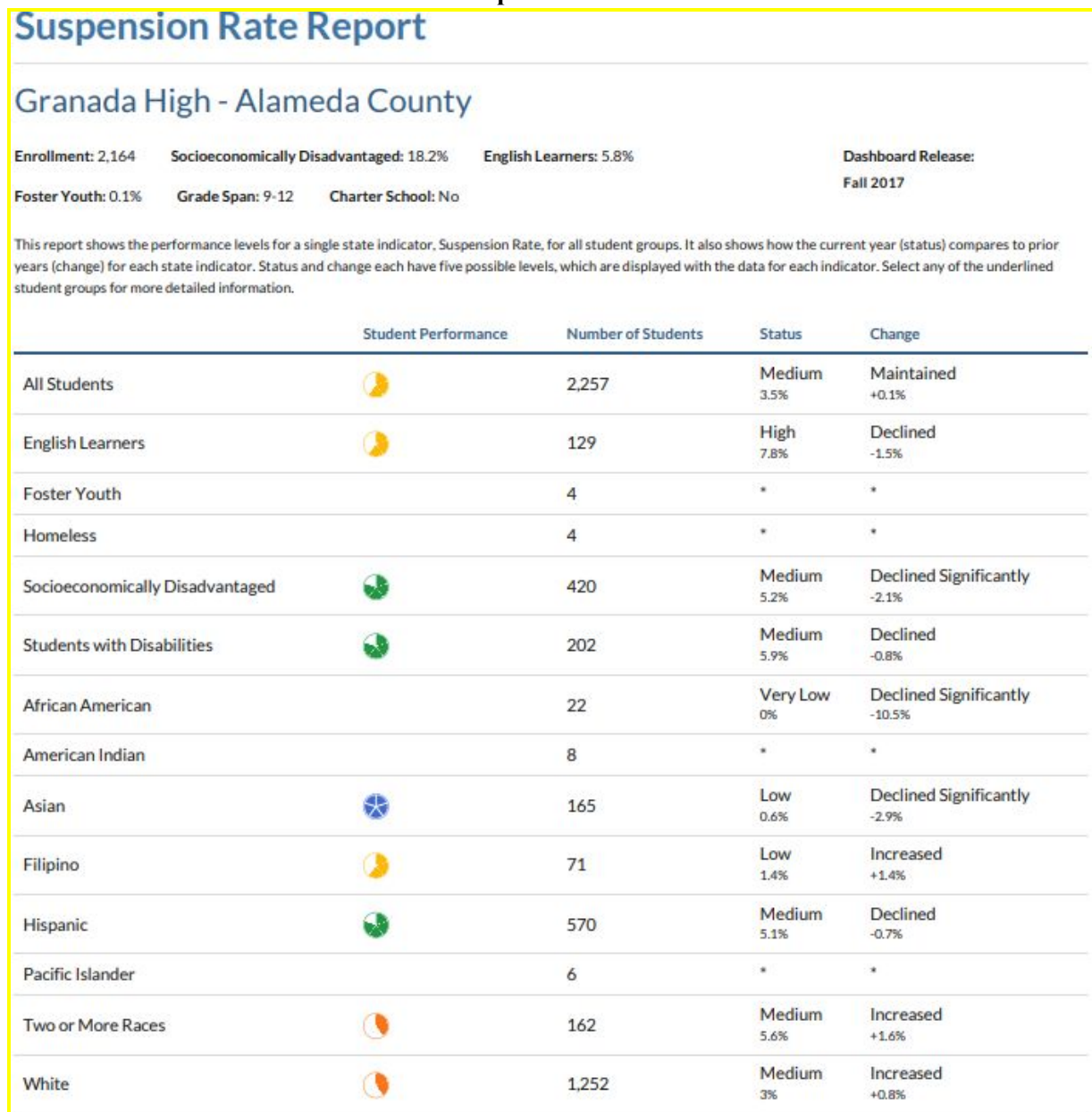
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Average
<b>Overall</b>	96.7	95.2	96.7	97.3	Not avail.	96.5
<b>Hispanic</b>	96	90.1	96.4	93.6	Not avail.	94
<b>Asian</b>	96.8	90.5	100	100	Not avail.	96.8
<b>Filipino</b>	100	100	100	100	Not avail.	100
<b>African American</b>	71.4	66.7	66.7	72.7	Not avail.	69.4
<b>White</b>	97.6	96.9	97.8	99.6	Not avail.	98
<b>Two or more races</b>	90	100	91.7	96.7	Not avail.	94.6

Source: CDE DataQuest

Our graduation rates remain high, and our overall graduation rate is growing. African American students have the lowest graduation rate, with a 27% gap between their average graduation rate and the average of the overall graduation rate. This gap is significant and concerning and is part of what led us to establish the African American Scholars Project (AASP), as described in chapter one. Improving all measures of success for our African-American students remains one of our most urgent goals.

## State Priority 6: School Climate (Engagement)

## Suspension Rates



Source: California School Dashboard

Our suspension rates have remained relatively stable. The most significant decrease is in suspensions of African American students; the high suspension rate of African American students was a concern we previously identified and continue to address.



**Expulsion Rates**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b># of expulsions</b>	5	1	4	2	1
<b>Expulsion rate</b>	.23%	.05%	.19%	.09%	.04%

**Healthy Kids Survey**

Note: The Healthy Kids Survey reflects responses from both Livermore and Granada High Schools, since the data is for the entire district, divided by elementary and secondary grades. Full report of the Healthy Kids Survey is in [Appendix D](#).

**Table A5.1*****Perceived Safety at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	25	14	19	16
Safe	50	50	49	41
Neither safe nor unsafe	20	32	27	32
Unsafe	3	3	3	7
Very unsafe	1	1	2	4

*Question HS A.91/MS A.81: How safe do you feel when you are at school?*

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

Our Healthy Kids Survey results have remained largely consistent. Very few students feel unsafe at school. In 2015-2016, 4% of 9th grade students and 4% of 11th grade students felt “unsafe” or “very unsafe.” Though these numbers are low, ideally, all students would feel safe at school.

**Table A4.4*****School Developmental Supports, Connectedness, and Academic Motivation***

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>												
Total school supports	42	47	11	26	57	17	33	51	16	16	63	21
Caring adults in school	40	51	9	28	58	14	38	49	14	21	68	11
High expectations-adults in school	61	34	6	41	50	8	43	50	7	27	64	9
Meaningful participation at school	21	51	28	10	54	35	10	51	39	2	52	46
<b><i>School Connectedness</i></b>	63	31	6	53	41	6	46	43	11	38	46	16
<b><i>Academic Motivation</i></b>	46	38	16	34	49	16	27	46	27	14	45	41

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

83% of 9th graders and 79% of 11th graders felt the school supports were rated as high or moderate, and a few more students recognized high or moderate rates of caring adults at school. Though the students largely felt the adults in the school had high expectations for them, they sometimes felt their input on school improvement was not as valued. Only 64% of 9th grade students surveyed and 61% of 11th grade rated their opportunities for meaningful participation in school improvement as high or moderate. 16% of 9th graders and 27% of 11th graders said academic motivation was low, indicating a decrease in the perception of high academic motivation as the students age. 94% of 9th graders and 89% of 11th graders felt school connectedness was high or moderate, which is reflective of the feeling of Granada Pride across campus.

#### **State Priority 7: Course Access (Conditions of Learning)**

In 2016-2017, 58% of Granada graduates met a-g requirements, and if the pattern continues, this number will continue to grow. Students have access to a wonderful range of courses including IB, AP, ROP, Project Lead the Way, and intervention courses. The current college preparatory course offerings, as listed in our school profile, are in the appendices of this report. Course offerings continue to grow, as

teachers are always proposing new courses to meet our students' needs and interests. Students are also able to take courses at Livermore High School and Las Positas College, providing access to an even greater variety of courses. We adhere to an open enrollment policy, so college preparatory courses are accessible to all students. Vice Principal Tori Ha oversees the course approval process at Granada.

### **Perception Data**

In November 2017, we invited all focus group members to participate in a perception survey and provided time in department meetings for teachers to complete the survey; three classified staff members, two parents, and 65 teachers responded to the survey. Individuals could respond to questions with strongly agree, agree, neutral, disagree, or strongly disagree. Almost all questions had a response rate of at least 50% marking agree or strongly agree, while almost every question had a response rate of at least 25% of neutral. We hypothesize that this high rate of a neutral response is a result of a lack of understanding about the question and/or policies and procedures at Granada High. Also, some of the questions may not have directly affected some staff members.

A set of questions asked teachers to rank the school on a scale of (1-5), 1 being what we do best and 5 being what we need to improve upon as a school. 3 of the 5 questions had an average score of 3, while 2 of the questions had an average response of a 1.5 (Instruction) and a 4 (Culture). These results share some insights into our staff. We feel that we are very good at delivering instruction, but our culture is an area that we need to improve upon. "Culture" is a very vague term. This gives us reason to explore the perception of culture with our staff and which about our culture that we can improve upon.

Complete survey data is available in [Appendix C](#).

### **Schoolwide Learner Outcome Progress (See SLOs on p. 22).**

At Granada, we use graduation rates, CAASPP scores, passing percentages, the Healthy Kids Survey, and student activities to judge the overall achievement of our Student Learning Outcomes.

Students are demonstrating their ability to *analyze texts and data*, through their reading, writing, and listening scores on the ELA CAASPP, where an average of 86% of 11th grade students are above or near meeting standard in these three performance strands. We will also analyze District Write scores (using scores on a four-point CCSS rubric), starting in 2017-2018, to evaluate our students' ability to *analyze texts and data* and *effectively communicate*. 86% of students tested were above or near standard in research and inquiry on the ELA CAASPP, demonstrating their ability to *inquire*. Our graduation rates, consistently above 95%, are an indication of students' abilities to *follow logical processes* and *reflect on their learning*. 77% of students were above or near the standard for *problem solving* in math. In our 2015 Challenge Success survey, we learned that "53% reported that a stress-related health or emotional problem caused them to miss a social, extracurricular or recreational activity more than once in the past month," which helped to inform our decision to add a SLO related to *well-being*. Both the Healthy Kids Survey and Challenge Success surveys and an analysis of student activities give us an indication of their ability to advocate for *personal and community well-being*. Our leadership students organized "Homecoming for Houston" in October 2017, where they adopted a high school affected by Hurricane Harvey. The project, one of many service projects, was very successful, showing our students can *advocate for community well-being*. The cross-disciplinary nature of the Student Learning Outcomes allow us to continue working on and assessing these skills in all courses at Granada.

### **Summary**

In October 2017, we met in focus groups to do a preliminary analysis of the available data, described above. All focus groups recognized the need to address our achievement gap for English Learners and students with disabilities. Though we have worked to address these needs, we understand that this continues to be an area for growth.

As our school grows, we are working to keep up with the growth. We recognize a need for continuing to update our instructional materials and purchasing more instructional materials to meet our

growth. We also notice that our counseling and administrative team has not grown with our school population, which is not ideal.

Our data indicates that our higher-achieving students are well-served. We have two rigorous college preparatory programs, AP and IB, and our elective program offers robust opportunities for exploring passions. Though Challenge Success supports the whole school, it is of particular benefit to students suffering from academic stress, and higher-achieving students are often learning to balance their rigorous course loads.

In our focus groups, we will need to continue exploring ways to support our struggling students and evaluate our current intervention program, to see if it is meeting our students' needs. We will also analyze the impact of our student population growth and find ways to lessen the "growing pains."

At this point in the process, our critical student learning needs are:

- The achievement gap for English Learners and Students with Disabilities
- Serving our students' discipline and counseling needs, as our population grows

## Chapter III: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources



#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

##### Vision – Mission – Schoolwide Learner Outcomes – Profile (page 22)

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Granada High School has clearly stated Mission and Vision Statements. These statements were written and revised over the years by staff with input from parents and students through the school-site council, and they are aligned with mission and vision statements at the district. The most recent revision involved updating both to reflect and include International Baccalaureate standards.	Included in <a href="#">course catalog</a> and student handbook on the GHS <a href="#">website</a>

##### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development

and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The Mission and Vision Statements and the ESLRs were both developed and revised by staff during Tuesday staff meetings and Wednesday professional development time. Department chairs were involved in the process through the Curriculum Leaders meeting and parents and students were also involved through School Site Council. The last full WASC visit also utilized the focus and home groups to involve different groupings of staff in the process.</p> <p>All departments discussed the behavioral absolutes. As a result of discussions, the behavioral absolutes were modified to better reflect our learning community.</p>	<p>Notes from ESLR revision meeting (<a href="#">directions</a> and <a href="#">notes compiled</a>)</p> <p>Revised <a href="#">Behavioral Absolutes Input: Science Department</a></p> <p>Updated on posters in classrooms</p>

### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>School Site Council is used to involve parents and students in the development of vision statements, mission statements, ESLRs, and the school's part of the LCAP. There are also processes in place at district, including board approval, that involve stakeholders in the LCAP process. There are other avenues for stakeholders to exert influence, including Peachjar, daily announcements (El Aviso), Mat Chats, the marquis, Rotary club meetings, and the principal's school board presentation for the annual single plan. The IB Coordinator holds regular parent meetings, where parents can ask questions. IB teachers also often attend the meetings.</p> <p>The Challenge Success team is hosting a book club (beginning in fall of 2017), centered around the book <i>How to Raise an Adult</i> by Julie Lythcott-Haims, where parents and teachers are involved in a discussion about the epidemic of overparenting.</p>	<p><a href="#">School Site Council Description: Website</a></p> <p><a href="#">School Website</a></p> <p><a href="#">Daily Announcements</a></p> <p><a href="#">Rotary Club Meeting minutes</a></p> <p><a href="#">Student Handbook</a></p> <p><a href="#">FIT Handbook Worksheet</a></p> <p><a href="#">Single Plan</a></p> <p><a href="#">IB parent meeting email</a></p> <p><a href="#">Book club email</a></p>

## A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

### Governing Board and District Administration

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.



**A2.1. Prompt:** Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.

Findings	Supporting Evidence
School Board has policies and bylaws that support the school's vision. The School Board also annually reviews and approves the Single Plan	<a href="#">School Board minutes</a> and <a href="#">policies</a> Principal's presentations of <a href="#">Single Plan</a>

**A2.1. Additional Online Instruction Prompt:** Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Findings	Supporting Evidence
Online classes are used for credit recovery only, and the school uses programs that are either UC accredited or developed by school staff in conjunction with each class's course description. In addition, credit recovery happens under the guidance of a credentialed classroom teacher.	English through Google Classroom Social studies and world language through <a href="#">PLATO</a> Math through <a href="#">ALEKS</a> <a href="#">Master Schedule</a>

### Understanding the Role of the Governing Board

**A2.2. Indicator:** There is clear understanding about the role and responsibilities of the governing board and the professional staff.

**A2.2. Prompt:** Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.

Findings	Supporting Evidence
Staff responsibilities are developed in accordance with student needs, administrative guidance, education code, and the contractual agreement with the teachers' union. In addition, staff are notified yearly of administrative responsibilities and assignments, including department assignment and student assignment. Curriculum leader responsibilities are listed in the union contract.	<a href="#">LEA Agreement</a> Course request count <a href="#">CA Education Code</a> <a href="#">GHS Administrative duties list</a>

### Governing Board and Stakeholder Involvement

**A2.3. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.3. Prompt:** Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
We have several campus groups that exist to provide input on school-site decisions. Principal Daley invites parents to monthly meetings ("Mat Chats"), providing a venue for discussion and information dissemination. Our EL Liaison, Maria Elena Ventura, meets monthly with the English Learner Advisory Committee, consisting of staff, parents, and students. There are parent and student representatives on the School Site Council, providing an important line of communication. The School Site Council approves the Single Plan for Student Achievement. The Faculty Communication Council meets with district administration monthly to be	<a href="#">Mat Chats Schedule</a> (Minutes are not taken, but some informal notes are available <a href="#">here</a> ) <a href="#">School Site Council Minutes</a> <a href="#">FCC Minutes November 2017</a> <a href="#">ELAC Minutes</a>



sure the district office is in touch with the daily operations of the school sites.	
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### Board's Evaluation/Monitoring Procedures

**A2.4. Indicator:** There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

**A2.4. Prompt:** *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
The school develops its Single Plan for Student Achievement in accordance with the district LCAP, and the SPSA -- along with every other major school document -- is cleared through School Site Council and reviewed by the district before going up for board approval. The school budget is developed by the principal in cooperation with the district office and its Chief Business Official.	<a href="#">Board Minutes</a> <a href="#">SPSA</a> <a href="#">LCAP</a> <a href="#">Comprehensive Safe School Plan</a>

### Complaint and Conflict Resolution Procedures

**A2.5. Indicator:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

**A2.5. Prompt:** *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
Williams Uniform Complaint procedures are posted in every classroom and processes for resolution are available through the school and district. In addition, there are multiple avenues for conflict resolution. These include both local mediation and involvement by the Student Services department at the district office.	<a href="#">Uniform Complaint Form</a> School Board Quarterly report on complaints filed under the Williams Uniform Complaint Procedures

## A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

### Broad-Based and Collaborative

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Departments and smaller department teams collaborate regularly, and the	<a href="#">Curriculum Leader Agenda</a>

<p>curriculum leaders team works to both disseminate information and collaborate on decisions. Section allocation is developed by the principal in conjunction with curriculum leaders and in accordance with student need as dictated by course request. The collaborative planning process differs from department to department. In one PE example use of the FitnessGram results help PE teachers to determine areas of focus. For example, aerobic capacity and push-ups are areas of weaknesses, so teachers have changed lesson plans to focus on those skills.</p> <p>GHS has a professional development coordinator on site as well as one through the district. Their roles are to create and implement a professional development plan based on the school community's needs.</p>	<p><a href="#">Department agendas and minutes</a>  <a href="#">Shared Google Docs of collab notes showing data gathered that assists decision making per department</a>  <a href="#">English Department Goal Setting</a>  <a href="#">Surveys of teacher collaboration</a></p> <p>Professional Development Planning (Deb Bailey)</p> <p>Illuminate</p> <p>Wednesday collaboration meetings 2:00-3:05</p> <p><a href="#">Mat Chats</a> with “stakeholders” ie. parents/community</p>
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### Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
The school's Single Plan for Student Achievement is developed by school administration with the collaboration of the Curriculum Leaders and the School Site Council. The school analyzes various selections of achievement data in order to determine the goals on the SPSA	<p><a href="#">California Dashboard Data</a>  <a href="#">CAASPP scores</a>  AP enrollment and scores (Tori Ha)</p>

### Staff Actions/Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>In some areas, shared decision-making is very clear, but in other areas it is not so clear (ie. mandated by the district). When staff are included in decision making it is often via Google survey, committees, staff meeting direct feedback, email, etc.</p> <p>Prior to pursuing IB, an exploratory committee made up of interested teachers, counselors, and administrators visited neighboring IB schools. We also sent staff to IB trainings.</p>	<p><a href="#">Notes from debrief after the Berkeley High IB visit</a>  <a href="#">Science Offerings Solutions Notes</a>  <a href="#">Science Hazardous Waste Training Responsibility</a>  <a href="#">Science NGSS Needs Meeting</a></p> <p>ASE revisited based on staff/student feedback</p> <p>District/state has encouraged an increase in CTE classes “Project Lead the Way”</p>

### Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and*

*resolving differences among the staff or administration.*

Findings	Supporting Evidence
Communication among staff and administration is widely present with a variety of systems employed. The principal sends out a weekly update email, and teachers are included on all-school emails sent out to parents. Google surveys are used for planning and communication. Professional learning teams use Google calendars and Google Team Drives for planning and communication. For example, the IB staff shares an assessment calendar, a Team Drive, and ManageBac (IB-specific learning management software).	Many Google surveys (for planning and communicating) E-mail Weekly Granada Gratitudes <a href="#">“A Look Ahead” from PJ</a> School-wide Google calendar <a href="#">Granada Pride Forms</a>

#### A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

##### Qualifications and Preparation of Staff

**A4.1. Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**A4.2. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
The human resources department ensures that all teachers are credentialed in their subject areas. Both IB and AP teachers attend appropriate trainings for their courses. ELD teachers have also attended conferences, for best practices in ELD instruction. Teachers are sent to conferences, based on their instructional needs (standards-based, for example). More training is needed for teachers teaching in the co-teaching program.	<a href="#">Human resources website</a> IB trainings to date: 16 IB teachers trained in their subjects through Category 2; 4 at Category 1; 2 administrators; 1 program coordinator; 1 IB librarian; and 1 Counselor (Jon Cariveau)
Both classified and certificated staff complete Keenan Safe Schools training each August. Some topics are annual (child abuse reporting procedures, for example) and others rotate (recognizing depression and suicidal behavior, for example). All school staff also attended an intruder training, to review and discuss lockdown procedures.	AP training (Tori Ha) <a href="#">TV-TIP website</a> Office PD opportunities
All new teachers participate in a teacher induction program, TV-TIP. Teachers have district instructional coaches and training.	

##### Staff Assignment and Preparation

**A4.2. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Curriculum leaders work with the administration to help place teachers in appropriate teaching assignments, based on their training	<a href="#">Master Schedule</a> New teacher meetings (Tori Ha, Bryan

<p>and experience.</p> <p>In addition to the formal teacher induction program (TV-TIP), Granada High School also offers voluntary new teacher support meetings, also attended by administration and some experienced teachers. Departments provide informal curriculum support to each other.</p> <p>Our professional development program has built in time for collaboration, allowing teachers to plan and create curriculum together. As one example, the 9th grade team of the English department started creating exemplar lessons for each required book.</p> <p>IB teachers and AP teachers are offered formal trainings for teaching their courses.</p> <p>Parents expressed some concern over the homework load and the challenges of the trimester system (angst over changing classes).</p>	<p>Hahn, and Mike McCafferty support) English 9 <a href="#">exemplar lessons</a></p>
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### Defining and Understanding Practices/Relationships

**A4.3. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.3. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Each year, administrative responsibilities and district contact information are distributed to the staff. Each trimester, the office staff sends out a directory, including each teacher's current schedule.</p> <p>A current Granada High School faculty handbook is in the process of being created. Teachers would like more information about the referral process for students in crisis, including knowing when to refer to a vice principal versus a counselor versus our student resource officer. We are in the very beginning stages of exploring a new <b>PBIS</b> (Positive Behavior Intervention and Supports) program. The committee has met once so far. Beginning in T3 of 2018, we will referring students to the office using a <b>new referral form</b> and keeping data on discipline referrals.</p> <p>The student handbook is posted on the website annually and distributed in print form to each freshman student.</p> <p>Pacing guides (Appendix T) are course-specific, and curriculum leaders are responsible for sharing curriculum guides with the teachers in their departments.</p> <p>We have a published academic honesty policy, along with IB assessment</p>	<p><a href="#">Administrative responsibilities T2 directory/schedule</a></p> <p>Faculty handbook (Tori Ha) <a href="#">New discipline referral form</a> <a href="#">Presentation to committee on PBIS</a></p> <p><a href="#">Student handbook</a></p> <p><a href="#">Academic honesty policy</a></p>

and language policies.	
The counseling teams from the two comprehensive high schools are working together to compare policies and create an academic policy handbook. Though this is still in progress, they are working on the handbook during their monthly counselor meetings.	<a href="#">Counseling policy handbook, in progress</a> (Sylvie Langbehn)

### Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.4. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.4. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
Though we have professional development time built into our schedule, teachers always need more time to collaborate and prepare; this need is most acute with our new teachers. We currently have two professional development days (in August and October) and one flexible professional development day (on a teacher's own time) in the schedule, along with Wednesday afternoon collaboration time.	Professional Development in August (PJ Daley)
Some time is set aside on Wednesdays for International Baccalaureate and special education collaboration, to meet the special needs of those groups of teachers. Teachers not in those specific groups are given time to collaborate within their departments and interdepartmentally. Monthly district collaboration also takes place on Wednesday afternoons. AP teachers would like a clearer pathway for their professional development (similar to IB teachers). We also have a need to develop co-teaching professional development. The last three years, we have had annual sessions on working with EL students, but our staff would like more regular training.	<a href="#">Agenda for IB Extended Essay supervisor's training</a> <a href="#">IB meeting agenda</a> Professional development plan (Appendix Q)
The Livermore Education Association provides grants for professional development, should teachers choose to apply for the grants. They also send teachers to CTA conferences.	<a href="#">LEA grant application</a> and <a href="#">email about CTA conferences</a>

**A4.4. Additional Online Instruction Prompt:** *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
N/A	

### Supervision and Evaluation

**A4.5. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Prompt:** *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
The evaluation process is designed to support professional growth, and it can be effective if the evaluator is constructively critical. Teachers would	<a href="#">Evaluation document</a> <a href="#">Email about WASC meetings</a>

<p>appreciate more of a visual presence of administrators in the classrooms.</p> <p>There is a perceived lack of accountability for professional development time on Wednesdays. Mr. Daley recently sent out a reminder email about the importance of and expectation of attendance at Wednesday meetings. Deb Bailey, professional development coordinator, sends out surveys for teachers to report on their Wednesday work.</p> <p>Parents don't know how teachers are spending Wednesday professional development time, and we discussed sharing the professional development calendar via the school website.</p>	<p><a href="#">Surveys of participation in Wednesday collaboration</a></p>
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**A4.5. Additional Online Instruction Prompt:** *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
N/A	

## A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

### Allocation Decisions and Their Impact

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Staff have a large impact and say on the allocation of resources in order to best meet the needs of students. Department chairs work closely with administration in the spring preparing which classes to offer for the following year. Departments are given budgets for which they can choose to use on supplies, professional development opportunities, and conferences. The restricted use of LCAP funds for some of our lower achieving groups such as English Learners, has allowed for more technology to be purchased and helped students achieve gains in their placement tests.</p>	<p><a href="#">SPSA</a> <a href="#">LCAP</a></p>

### Practices

**A5.2. Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be*



*more district-based than school-based.)*

Findings	Supporting Evidence
<p>Our Business Services Department has written policies for business practices. Audits take place at the district office and schools for purchases, expenditures, and discretionary budgets, as well as gift accounts. Each August, the district has the office personnel attend a meeting to go over policies and practices, and they provide all appropriate forms. Most purchases are done on purchase orders and received at the district office warehouse. Invoices are paid at the district office. Site audits on ASB are done yearly.</p> <p>Every spring the district estimates the next year's discretionary fund amount to be given to each school site through enrollment projections. PJ then creates a preliminary budget with some of the discretionary funds to be assigned to different departments, and he plans for any major expenses. We have a few discretionary accounts that are required to be spent on a specific item(s) (Parcel Tax for Technology) or students (LCFF Supplemental for EL, Low Income and Disadvantage youth). At the end of May, the site's preliminary discretionary budgets are then given to the district office business department for review, and they set up the budgets in the computerized accounting system for the following year.</p>	<p><a href="#">Fiscal Services website</a></p>

### Facilities

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>Though the facilities are generally in good condition, more classrooms are needed to provide a classroom for each teacher and to reduce overcrowding. As Granada High School grows, our facility needs are also increasing. New portables have been added to help alleviate some of this crunch for space. The Visual and Performing Arts department needs studio space, including an updated theatre.</p> <p>The roof in the leadership room leaks. Teachers report problems with pests (rodents and bugs).</p> <p>In 2016, the community passed Measure J, to update our facilities. The turf was replaced on the field, and in the coming years, Granada is looking forward to a new pool, weight room and P.E. classroom, athletics courtyard, dance room, and relocation of the sand volleyball court and discus throw. Wireless networks, clocks, and public address systems are being updated throughout the district.</p>	<p>Campus tours</p> <p><a href="#">Measure J information</a></p>

### Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology,*

*software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>The textbooks need updating. Many are in poor condition and outdated. We recently adopted and purchased new textbooks for Spanish 1, algebra 1, and all IB courses, so we are making progress. We are in the process of adopting a new textbook for Spanish 2, and those should be available to students and teachers in Fall 2018. Spanish teachers are requesting consumables and supplemental materials to support the new textbook adoptions.</p> <p>In fall of 2017, the curriculum department created a timeline for submitting new courses for approval, to help streamline the process.</p> <p>Course descriptions need updating, to reflect CCSS and NGSS and to accurately reflect supplemental materials. Required materials should be listed as such, rather than supplemental materials, as the district office is not offering financial support for supplemental materials.</p> <p>Technology is a strength. We continue to purchase Chromebook carts, and the existing carts are in good condition. We have several new labs on campus.</p>	<p>Textbooks</p> <p><a href="#">Course description timeline</a></p> <p><a href="#">Course descriptions</a> <a href="#">Instructional materials review packet</a></p> <p>22 Chromebooks of 32 computers each</p>

### Well-Qualified Staff

**A5.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**A5.5. Prompt:** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
<p>Teachers are highly qualified to teach in their subject areas.</p> <p>We have a robust, teacher-driven professional development program, led by a professional development coordinator.</p> <p>The district office funds International Baccalaureate teacher training for all IB teachers, and many IB teachers have attended more than one training.</p>	<p>Deb Bailey (professional development coordinator)</p> <p>Jon Cariveau (IB coordinator)</p>

### Long-Range Planning

**A5.6. Indicator:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>Granada submits a Single Plan for Student Achievement to the school district, for review and approval. The SPSA aligns with the district's LCAP goals.</p>	<p><a href="#">LVJUSD LCAP</a> <a href="#">GHS SPSA</a></p>



## ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

### Summary, Strengths, and Growth Needs

#### Summary (including comments about the critical learner needs)

We have many opportunities for parents, staff, and community members to be involved in the activities and decision-making at Granada High School. The staff are highly qualified, and the administration conducts timely and effective evaluations of the teachers. Both the administration and the counseling department are not growing with our growing student population. The trimester schedule continues to be a challenge for staff and students. Teachers need a three-trimester calendar with important dates, for planning purposes; the staff handbook needs to be finalized and shared with teachers; and the textbook adoption process needs to be revisited and streamlined.

#### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- New facilities from Bond funds
- A 1.2 Staff input on Student Learning Outcomes, Behavioral Expectations
- Site Council - involvement with all parties
- Evaluations by administration are timely and effective for teachers
- Highly qualified staff
- Administration outreach to the community, parents Mat Chats, PeachJar, Expo
- Granada Supporters - input/leadership
- A 1.3/A2.3 - Mat Chats on campus
- Student Study Teams
- Current Leadership created an improvement in faculty morale
- A 3.4: Communication: gathering data and effective transmission
- A 3.1: Staff Collaboration: improved attempt at providing time and specific purposes, calendar
- A 1.1 Changed the vision and mission statement to align with IB, and District statements.
- A 3.4 Course Catalog, school website

#### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Textbook funding, adoption process and timing. Needs for transparency on funding and timing (when each department is due) and streamlining the textbook adoption process.
- Counselors, VP's - need more to be effective, both emotional and academic
- Specialized facilities for classes.
- Trimester scheduling
  - Uneven dates in trimesters: for example Tri 3 has 4 less days than Tri 2, plus 6 testing days and seniors at Disneyland. Teacher planning time is increased, along with difficulty equating the two trimesters per course.
  - Qualitative anecdotal issues with 3 starts per year and the number of student/teacher contacts
  - Increased sections options ineffectively used by the majority of students students could be remedied by more communication with parents and counselors.
- Publication of Staff handbook
- Trimester calendar year needs to be published with major events, meetings, etc.
- A2.3: Communication regarding EL services and support (ELAC meetings) not easily found on website.
- In the past, the District Write lacked planning and communication on the district office's part.
- A3.3: For example, IB was somewhat of a staff involved decision over the course of time. On the other

hand, dual immersion programs seemed to have been handed to the school. \*District decision making disconnected with school staff

- A3.4: The protocol for conflict resolution (staff to staff) needs to be better developed.
- Protocol for streamlining work for students with illnesses? Home hospital versus 504's? Ed code etc?

## Category B: Standards-based Student Learning: Curriculum



### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.2. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p><b>Schoolwide:</b> Granada participates in the Challenge Success program. Through this program, teachers have the opportunity to spend a day in the life of a student by attending their classes and experiencing school curriculum from their perspective. As a part of implementing Challenge Success, our site has evaluated the volume of homework assigned and individual teachers have made adjustments in order to reduce student stress levels.</p> <p><b>CTE:</b> Computer Programming courses allow students to work with modern technology they would interact with in the current workforce</p> <p><b>Math:</b> Geometry classes do Project Based Learning which provides students with 21st century skills. Using the Common Core State Standards, math course teams have created standards for their course. Some math classes use a project-based curriculum to apply student learning to more</p>	<p><a href="#">Challenge Success in Action</a>  <a href="#">CS- Student Shadow List</a>  <a href="#">CS Staff Conversation</a></p> <p>CTE:  <a href="#">Sample Student Work, Intro to Computer Programming</a></p> <p>Math:  <a href="#">Intro to Geometry Final Project</a>  Math projects (<a href="#">Project 1</a> and <a href="#">Project 2</a> Examples)</p>

<p>broad concepts. For example, in Algebra 1 students spend the whole second trimester creating a small business plan that utilizes system of equations, inequalities, statistics, and more (see evidence).</p> <p><b>English:</b> The humanities course emphasizes a unit on morality using outside nonfiction resources. English Teachers attended two summer programs and implemented curriculum from the ELD/BAWP Writers Workshop Program</p> <p><b>Social science:</b> Social Science incorporates LGBTQ lessons into 11th grade curriculum.</p> <p><b>Science:</b> Students learn about modern biological scientific research through the Bacterial Transformation lab. Health teachers utilize case studies within curricular topics. Local guest speakers visit the classrooms supplementing a variety of units: Tri-Valley Haven- Healthy Relationships; SAVE- Consent, Teen Esteem; Self Esteem, Communication skills and Resilience.</p>	<p><a href="#">Caine's Arcade</a></p> <p>English: Humanities <a href="#">“What Makes Us Moral” Time</a> English: <a href="#">Bay Area Writing Project</a> and <a href="#">Kate Kinsella 3D Writers</a> and <a href="#">ELD Workshop</a> English workshop <a href="#">Standards checklist</a></p> <p>Social science: <a href="#">11th Grade framework</a></p> <p>Science: <a href="#">Bacterial Transformation</a> <a href="http://sciencecases.lib.buffalo.edu/cs/TeenEsteemSurvey">http://sciencecases.lib.buffalo.edu/cs/Teen Esteem Survey</a>, <a href="#">Teen Esteem Parent Letter</a>, <a href="#">Tri Valley Haven Scenarios</a>, <a href="#">Tri Valley Haven Handout</a></p>
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#### Academic and College- and Career-Readiness Standards for Each Area

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>All courses are designed around the standards. Most courses have defined essential standards, and new course descriptions reflect the most <b>current standards</b>. In some classrooms, standards are written on the board so students can understand the focus of the lessons. Software such as Illuminate is utilized to tag individual questions with standards in order to identify student success or a need for reteaching.</p> <p>The science department is revising course descriptions to meet <b>NGSS</b>. This is a work in progress. Revised course descriptions are posted on the district’s website.</p> <p>The English department identified <b>essential Common Core State Standards</b>. The standards are broken down by Summative and ASE standards. Specific skills that are required by both are identified in bold. The differentiation was necessary when the English department was trying to determine which standards could easily be addressed in ASE and which standards would need more time.</p>	<p><a href="#">LVJUSD Course Descriptions</a></p> <p><a href="#">English essential standards</a></p>

<p>In most math courses, <b>standards-based grading</b> is used. The standards chosen were created using Common Core State Standards. Teachers provide students with a list of the standards that they will be assessed on and which guide the lessons and assessments. For calculus, clear learning objectives are broken down by a outline. The outline specifically outlines the skills that are required from the students, and the amount of time that they should take to reach those objectives.</p> <p>Expectations for the IB HOA course are broken down by grade, providing time periods, key concepts, and information regarding assessments. All IB courses follow a <b>course outline</b>, approved by the IB during the authorization process.</p> <p>Social science 11 follows a <b>framework</b>, which includes a collection of essential learning questions and basic guiding ideas for the various topics. These are broken down by the different time periods that are being investigated by the class.</p>	<p><a href="#">Calculus Learning Objectives</a></p> <p><a href="#">History of the America Overview</a></p> <p><a href="#">Social Science 11th grade framework chart 2017.docx</a></p>
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**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>The <b>PLATO</b> credit recovery program is A-G approved and mostly used for social science.</p> <p><b>ALEKS</b> is used for our pre-algebra program to assesses students and provide feedback as to what the student is ready to learn. It points out strengths and areas of weakness. This course helps strengthen student math skills, in order to be successful in Algebra. ALEKS is also used for credit recovery in math.</p> <p><b>BYU</b> online and <b>NUVHS</b> are online credit recovery programs available for all college prep or graduation requirements (except health, which we do not allow students to take through BYU).</p> <p><b>English credit recovery</b> for 9, 10, and 11 grade courses was created by the English department, and it is CCSS driven and focused on essential reading and writing state standards.</p>	<p><a href="#">PLATO folder</a></p> <p><a href="#">ALEKS Folder</a></p> <p><a href="#">BYU English Independent Study (10th)</a></p> <p><a href="#">NUVHS Credit Recovery Folder</a></p> <p><a href="#">GHS English 11 credit recovery syllabus</a></p>

### Congruence

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>All courses are taught in alignment with <b>state standards</b> in their subject areas. The majority of courses are <b>A-G approved</b>, especially in core</p>	<p><a href="#">Community health resources</a></p> <p><a href="#">CAS guide</a></p>

<p>curriculum. Other courses that are not A-G approved meet career-readiness standards. Though the <b>student learning outcomes</b> are not always explicitly identified, they are addressed in all courses.</p> <p>In health classes, students do a unit on community resources, where they learn about the resources available to them in their community (health clinics, crisis counseling, etc.), teaching to <b>advocate for their “personal well-being.”</b> IB CAS students, FIT students, and leadership students choose service projects to pursue, connecting to this SLO.</p> <p>Many math classes use standards-based grading, where students have the opportunity to “<b>follow logical processes,</b>” “<b>problem-solve,</b>” “<b>interpret data,</b>” and “<b>reflect</b>” on their learning.</p> <p>Students have the opportunity to “<b>apply,</b>” “<b>reflect,</b>” and revise academic standards for writing in the Social Sciences. In the AP US History classes, the students are creating an action plan to prevent school shootings, tying into the SLO that says students will be able to “<b>advocate for personal and communicate well-being.</b>”</p> <p>Many of the essential standards in English classes focus on “<b>communication</b>” and “<b>interpreting and evaluating texts.</b>” Students discuss literary themes and how they can change the world in which we live in, connecting to “<b>advocating for community well-being.</b>”</p>	<p><a href="#">IB Peer Review, Single Point Rubric, and Markscheme.</a></p> <p><a href="#">Standards Based Grading Gradebook</a></p> <p><a href="#">Geometry Final Exam Study Guide</a></p> <p><a href="#">AP Bio Unit</a></p> <p><a href="#">Course catalog</a></p> <p><a href="#">Standards based grading lists (math, English Workshop)</a></p> <p><a href="#">-3-tri Algebra 2A standards list</a></p> <p>Assignments with standards listed (<a href="#">English 9 exemplar lesson</a>)</p> <p><a href="#">District Algebra 1 Final</a></p> <p><a href="#">APUSH school shooting action plan</a></p>
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### Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>We have several <b>PLTW</b> (Project Lead the Way) computer science courses, where we use the Project Lead the Way curriculum. Project Lead the Way courses use a multidisciplinary approach (integrating science, math, reading, etc.).</p> <p><b>IB classes</b> integrate disciplines by allowing students to discuss their understanding of ways of knowing in each of the core content areas (i.e. Theory of Knowledge class, language classes incorporate history, etc.) The IB Extended Essay is a research project that requires language skills and studying a particular discipline. The IB learner profile also goes beyond the content areas and focuses more on the traits of the learner as a whole.</p> <p>We ensure that our <b>credit recovery</b> options are standards-based and accurate reflections of our courses. When they’re not (BYU health and English classes), we create our own curriculum or find other options. When outsourced curriculum meets our needs and standards, we use it for credit</p>	<p>Computer science <a href="#">Course Policy</a> and <a href="#">Student Webpage Link</a></p> <p><a href="#">School IB Website, Extended Essay tab</a></p> <p><a href="#">English credit recovery syllabus</a></p>

recovery.	
Our math (Thayer/Avilla) and computer science (Baez/Willis) classes regularly <b>collaborate</b> on projects. They also worked together to design a website for Hour of Code.	Hour of Code <a href="#">email of Recognition and Photo</a>

### Articulation and Follow-up Studies

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p><b>Middle and high school English teachers</b> collaborate and articulate curricular expectations. Our English teachers visited Mendenhall Middle School, and then they came and visited us. Both days, we debriefed after and shared what we saw.</p> <p>English and math department representatives attend <b>articulation meetings at Las Positas College</b>. They are joined by teachers from across the tri-valley as well as Las Positas College professors. In these meetings, we compare and discuss our courses including what we are expecting of our students and what we cover in our courses.</p> <p>We work with Las Positas College to offer many <b>concurrent enrollment</b> opportunities. Emergency Medical Responder ROP Class is offered to interested Granada students at Las Positas College. Middle College is an alternative educational program offered at the junior and senior year for students interested.</p> <p>ROP offers a wide variety of course offerings for Granada students to earn college credit and vocational job experience.</p> <p><b>Transitional meetings</b> are offered for incoming special education students and families before course registration at the Granada EXPO.</p> <p>Health teachers participate in Bay Area Teachers Talking Health (<b>BATTH</b>), where health teachers across East Bay meet once a month to discuss curriculum, standards, and new legislation affecting health curriculum.</p> <p>Science has created a <b>flow chart</b> which is sent to 8th Grade teachers to help support 9th grade class choices for incoming students. Math teachers</p>	<p><a href="#">Literacy Classroom Visit Walkthrough Tool 4/19/17</a></p> <p><a href="#">LPC articulation meeting minutes from 2014 and 2015</a></p> <p><a href="#">Las Positas Spring Classes</a>  <a href="#">EMR Class at Las Positas</a>  <a href="#">Middle College Flyer</a>  <a href="#">ROP Course Offering</a></p> <p>SPED transition goals</p> <p><a href="#">BATTH essential skills map</a></p>



also collaborate with middle school math teachers, to determine 9th grade math placement.

We currently have **no follow-up with recent graduates**. The district curriculum department is exploring buying a program to help with this (Overgrad). IB also necessitates having some graduate follow-up, so they plan to keep track of where students go to college.

## B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p><b>The counseling and career center</b> communicates upcoming deadlines and college and career planning via the counseling and career center Twitter account, website, audio announcements, and counseling and career newsletter. This provides students with clear deadlines and expectations in order to continue to plan for their career and prepare for college. Counselors meet with individual students and groups of students in the spring to help them determine their future schedules and plans. Students can also schedule appointments with counselors at any time, not just during registration time.</p>	<p><a href="#">Counseling and Career Newsletter Folder from Counseling Dept.</a>  <a href="#">Career Paths Survey</a> and <a href="#">4 Year Plan Quiz</a></p> <p>Counselor group presentations  Counselor individual meeting announcement emails</p>
<p><b>The College and Career fairs</b> give students the opportunity to explore new or unknown careers, which potentially expands their future choices. Additionally, college fairs provide students the chance to gather information about future post-secondary education options.</p>	<p><a href="#">Flyer from College Fair</a></p>
<p><b>Freshman In Transition (FIT)</b> courses allow for a freshman-only class that introduces them to the expectations at Granada High School. These expectations include academic, behavioral, and social expectations or changes that might be different from middle school. FIT has students create a 4-year plan, and they use Overgrad for planning.</p>	<p><a href="#">FIT 4 year plan</a></p>
<p><b>Pathways</b> are designed to help students choose a focused area they are passionate about. The pathways also guide the students to taking appropriate courses for their desired career. The pathway to the biotech industry has career-specific courses that provide students with the</p>	



<p>background knowledge necessary for a successful career in the field of Biotechnology. Additionally, it allows the students to work with local business or professionals in the same field.</p> <p><b>ROP classes</b> are offered in a variety of areas to prepare students for jobs right out of high school</p> <p><b>Challenge Success</b> allows students to see that a non-traditional post-grad pathway is acceptable and successful.</p> <p><b>Middle College</b> is an opportunity for students to finish high school while getting college credit.</p>	<p>ROP class syllabi</p> <p><a href="#">Middle College info</a></p>
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### Accessibility of All Students to Curriculum

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p><b>Graduation requirements</b> demonstrate our commitment to giving all students access to rigorous, relevant, and coherent curriculum.</p> <p>We offer curriculum and experiences with <b>real-world connections</b>. We have a strong CTE program. ROP Outreach Programs connect students with industry outside of highschool (Debbie Nelson, Christine Capitani, Dawn Pavon). Manufacturing Day is an opportunity for students to learn about connections to career paths. Consumer Math is offered for students to learn basic household math. Career Day at Lawrence Livermore National Lab is available for students to see hands-on work in a field that interests them. Get Set provides opportunities for girls to explore STEM.</p> <p>The Algebra <i>Big Ideas</i> textbook offers <b>online support</b>, providing immediate feedback.</p>	<p><a href="#">Course catalog</a></p> <p><a href="#">Manufacturing Day flyer</a></p> <p><a href="#">Consumer math course policies</a></p> <p><a href="#">Career Day Email</a></p> <p><a href="#">Folder from Counseling Dept.</a></p> <p><a href="#">Big Ideas website/sample activities</a></p>

**B2.2. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
<p>There is collaboration amongst counselors, administrators, teachers to ensure students have access to a-g requirements in credit recovery classes.</p> <p>Teachers use School Loop to generate lists of students who are in danger of failing or are failing to ensure students have access to credit recovery.</p>	<p><a href="#">Counselor/teacher correspondence</a></p> <p>Teacher gradebooks</p> <p><a href="#">Course catalog</a></p>

<p>Counselors evaluate transcripts and enroll students in credit recovery courses, which meet a-g requirements.</p> <p>We currently do not have a procedure in place to ensure students have access to lab science credit recovery, though they can use online courses to make-up the other classes.</p> <p>Students can take a number of UC a-g courses throughout their 4 years at GHS, and counselors, students, and families have access to an interactive mapping of UC approved courses (Assist.org).</p>	<p><a href="#">Assist.org</a> and <a href="#">UC Doorways</a></p>
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### Student-Parent-Staff Collaboration

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Students create four-year plans during FIT using Overgrad; the students continue to revise every year, based on their changing interests.</p> <p>Counselors meet one-on-one with every freshman, sophomore, and junior student, to discuss educational goals and registration. They can revise students' 4-year plans, as needed.</p> <p>IB Diploma students and parents fill out an application packet and sign several contracts.</p> <p>SSTs are created when a student is struggling academically. An administrator assigns a SST coordinator to collect data on the student, organize a meeting, and propose interventions. The team (vice principal, teachers, parents, student) meets to discuss what has been done to help the student, and what else can be facilitated for the student's success. The student may qualify for a 504, or testing for special education may be necessary, if the student is still struggling.</p> <p>Teachers <b>communicate with parents</b> via emails, phone calls, conferences, and at Back-to-School night. Parents can also meet with counselors and vice principals, as needed. Schoolloop allows parents and teachers to have access to student grades. They can also email all service providers and stakeholders, as needed.</p> <p>For students with special needs, <b>IEP and 504 meetings</b> allow for the team to monitor and reevaluate student goals. IEPs for students with disabilities (parents, teachers, students, and administrators, and other team members</p>	<p><a href="#">Career Paths Survey</a> and <a href="#">4 Year Plan Quiz</a></p> <p><a href="#">Meetings during 3rd Period</a> <a href="#">Junior Reviews</a></p> <p><a href="#">IB application packet</a></p> <p><a href="#">SST Referral Form</a></p> <p>Email correspondence and notes <a href="#">Illuminate for data</a> SchoolLoop</p> <p><a href="#">IEP meeting notes</a></p>

attend and develop a plan). 504s are created in collaboration with administrators, teachers, parents, and students in order to best meet the needs of students and their individualized learning plans.	
The <b>Migrant Education</b> program includes tutoring, credit recovery, mentorship, and counseling. The migrant education team checks in on the progress of migrant students, via a progress report form.	Maria Elena or Elizabeth Luna for migrant education
<b>CELDT testing</b> helps to place and revise learning plans for English Learners.	

### Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
The <b>Disability Resource Center</b> works with RSP teachers to hold informational meetings to ensure transitioning students have access to resources and know how to self advocate. Special Education students have transition goals to support life after high school.	<a href="#">Online career interest surveys</a> and <a href="#">IEP Transition Goals</a>
<b>ROP courses</b> allow students to gain real world career skills and earn college credit.	<a href="#">ROP website</a>
The <b>African American Scholars Program</b> offers a mentoring program twice a month called <i>Brother and Sister Circles</i> .	<a href="#">African American Scholars Program</a>
<b>College and Career Fairs</b> are offered throughout the year to give students as much information towards their college goals as possible.	<a href="#">Flyer from College Fair</a>

## ACS WASC Category B. Standards-based Student Learning: Curriculum

### Summary, Strengths, and Growth Needs

#### Summary (including comments about the critical learner needs)

We use a variety of different curriculum strategies to assist in the learning process of our students. Teachers have built-in collaboration time to plan curriculum together but also have autonomy to use their own instructional strategies and lessons. We offer a variety of courses for many career and educational pathways and our counseling department provides lots of opportunities to better inform our students about college and career options. We offer Academic Support and Enrichment, which allows for smaller group instruction and intervention, and we are always striving to improve our program for English Language Learners.

#### Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. Academic Support and Enrichment provides a time for all students to get help outside of class.
2. We offer a variety of courses for many career and educational pathways, in particular in Engineering, Biotechnology, and Computer Science.
3. Communication amongst staff, students, and parents is clear and frequent.
4. Teachers have a good deal of autonomy, which allows for creative implementation of the standards.
5. Teachers collaborate and develop curriculum to ensure consistency in rigor and standards within departments.

#### Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. We need a definitive program for our English Language Learners.
2. We need to provide better access to higher-level content and curriculum for struggling students.
3. We need to provide more resources for students with disabilities, such as dedicated classrooms and technology.
4. Consider offering a practical Technical Writing/Consumer Education English class.
5. Create more opportunities for ASE-like (small group/one-on-one) remediation.
6. We need to continue discussing the best scheduling option.
7. Continue to strengthen teacher alignment within departments.

## Category C: Standards-based Student Learning: Instruction



### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
Science classes provide engaging hand-on labs. Science classes collect and analyze data to reach a conclusion. Within their conclusion, students evaluate their results for strengths and weaknesses. Students are generally placed in groups so that they can collaborate on their evaluation. Science is revising course descriptions to align with NGSS. The health curriculum was revised in May 2017 to reflect the new ed code requirements and received a-g approval.	<a href="#">Revised Chemistry course description</a> <a href="#">Snell's Law Lab</a> <a href="#">IB physics week schedule</a> <a href="#">Health Curriculum Revised 2017</a> <a href="#">Measuring Particulates</a>
English classes research historically-related topics to provide background information for literature studies. In this example students research and teach mini-lessons on Twain, Tom Sawyer, riverboats, etc. to help fellow students gain a better understanding of <i>The Adventures of Huckleberry Finn</i> . English classes conduct Socratic seminars to analyze in-depth literature and the history of studied works to gain more understanding and social application.	<a href="#">Mark Twain PPT</a>
Spanish classes research a topic to present, debate, or discuss in class.	<a href="#">World Language Evidence</a>

<p>Students use the target language to defend their position in a debate using researched articles online as evidence. Students presented a family project that required them to research about their own family values and traditions and then compare to that of a family from Latin America.</p> <p>IB courses complete an Internal Assessment that requires them to complete a student- driven project where they have to apply and analyze results and relate it back to course content.</p> <p>CTE classes create projects and portfolios and exhibit them to their peers/community.</p> <p>Social Science classes analyze evidence to develop and support a claim. Students evaluate their in-class writing before turning it in, reflecting clear expectations of student work. Student complete collaborative reflection on quizzes/unit exams in honors social science 9. Some courses in the social science department follow pacing guides.</p> <p>ELD 1 students are enrolled in elective classes and math classes, where their teachers modify their instruction to engage all students.</p> <p>CTE Computer Science has a computer apps class that combines the dual immersion students with ELD students. The content of the class is completely in Spanish.</p> <p>Math students apply mathematical concepts to answer an open-ended prompt using material learned throughout the trimester.</p> <p>Students need support with major assignments to assist with covering the entire scope of a project concisely.</p>	<p><a href="#">CTE - Video of students showcasing their robotics projects to other classes.</a></p> <p><a href="#">CTE Exhibitions Gallery Exhibit peer ratings</a></p> <p>HSS9 Inquiry worksheet</p> <p><a href="#">APUSH DBQ</a></p> <p><a href="#">Social Science: AP Gov Case Study</a></p> <p><a href="#">Bing Bang Boom paragraph writing reflection handout</a></p> <p><a href="#">Example of a translated health handout</a></p> <p><a href="#">Geometric Kite</a></p> <p><a href="#">Breakdown of Major Project</a></p> <p>Test Corrections</p> <p><a href="#">IB Extended Essay Guide</a></p>
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C1.1. Additional Online Instruction Prompt: Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

Findings	Supporting Evidence
N/A	

### Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Performance expectations are made clear across classes. Project and group presentation expectations are made clear. In some classes, standards and outcomes are displayed daily on the board or wall for students to see what they are going to be discussing, learning, or writing on for each lesson.</p> <p>Some examples of clear expectations include:</p> <p>IB courses utilize the <b>IB scoring guides</b> and mark schemes on assessments in the courses.</p>	<p>IB Extended Essay <a href="#">grade descriptors</a> and <a href="#">assessment criteria</a></p> <p><a href="#">Social Science: APUSH DBQ Scoring Activity</a></p> <p><a href="#">World Language Evidence</a></p> <p><a href="#">Computer Graphics - grading rubric.</a></p> <p><a href="#">Research Paper Rubric</a></p> <p><a href="#">Physics Lesson Rubric</a></p> <p><a href="#">Alg. 1 Grading Scavenger Hunt</a></p>

<p><b>Rubrics</b> are regularly used to assess student learning, to provide clear indicators of expected performance levels.</p> <p>After completing labs, science students use a <b>common lab report</b> guideline write-up to complete their labs.</p> <p><b>Self-evaluation forms</b> are completed weekly by students in RSP and Spanish classes.</p> <p><b>Standards-based grading</b> is used in some math and English classes to assess student learning.</p> <p>Math and world language students create <b>portfolios</b> to showcase their understanding of the standards.</p> <p>Special education students create a <b>resume</b>, following a rubric to prepare them for future employment.</p> <p>Honors world history classes complete a trimester long <b>investigative research project</b> on a given historical topic using cited sources to support ahistorical thesis statement.</p> <p>The <b>IB Learner Profile</b> provides expectations for the types of learners we are fostering.</p>	<p><a href="#">Algebra 1 Portfolio</a></p> <p><a href="#">Student Resume Example</a></p> <p>Rubrics, Thinking Standards</p> <p><a href="#">Standards Based Grading</a></p> <p><a href="#">SBG Rubric - Math</a></p> <p><a href="#">Assignment/Rubric</a></p> <p><a href="#">Honors World Research Assignment</a></p> <p><a href="#">IB Learner Profile definitions</a></p> <p>Posters of the IB learner profile</p> <p>Classroom observation</p>
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### Differentiation of Instruction

**C1.3. Indicator:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Students create <b>presentations</b> on related literature subjects to show their understanding of studied material.</p> <p>Youtube is used to obtain more information on a topic. <b>Tutorial videos</b> are used to work through some material in the class. Video clips can support student comprehension of a complex text.</p> <p>In some English classes, students create <b>digital storyboards</b> to break down the text and highlight important parts or elements of a literary work, providing them with a more engaging way to interpret/understand the work.</p> <p>Special education staff often uses <b>different modalities of instruction</b> to reach diverse student learning population. This is an interactive powerpoint used to explain topography.</p> <p>Some mathematics classes including calculus, pre-calculus, statistics, and</p>	<p><a href="#">Satire Issue</a></p> <p><a href="#">Physics: Motion video</a></p> <p><a href="#">Physics video: vectors and 2D motion</a></p> <p><a href="#">Storyboard</a></p> <p><a href="#">AP Spanish lesson plans</a></p> <p><a href="#">Social Science: TOK</a></p> <p><a href="#">Interactive Topographic Powerpoint</a></p> <p><a href="#">Ed Puzzle</a>, <a href="#">YouTube</a></p>



<p>geometry used the <b>flipped classroom</b> model.</p> <p>In many classes, students use <b>Chromebooks</b> and research databases for research. Students are also often allowed to word process their writing.</p> <p>Teachers use <b>Google Translate</b> to translate documents for ELD students in mainstream classes.</p> <p><b>Academic Support and Enrichment</b> allows time for teachers to work with small groups of students to help clarify missed concepts and missed work.</p>	<p><a href="#">Translated assignment sheet (FIT)</a></p> <p><a href="#">ASE schedule</a></p>
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## C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>The following approaches are used to deliver curriculum:</p> <p>Some methods used in the social studies classroom are a <b>Flipped Classroom, Kahoot, ManageBac, SchoolLoop, and Online Textbooks.</b></p> <p>AP Spanish shows a <b>TedTalk</b> to present the AP Spanish theme of education in our communities.</p> <p><b>Khan Academy</b> and other tutorial websites are used for content enrichment.</p> <p>Some classes use <b>Google forms</b> to give quizzes and show demos using online graphing software. Google Docs and Turnitin.com are also used.</p> <p><b>Google Classroom</b> is used to assess reading comprehension in AP Spanish by sending a Google Form Quiz.</p> <p><b>PowerPoint lessons</b> can be used to provide multiple visual examples of the different styles of quote integration.</p> <p>Teacher introduces reaction rates with talking about what a rate is and how to measure rate of reactions. Then, students follow along with <b>guided notes</b> and are introduced to factors that affect reaction rates using a <b>video</b></p>	<p><a href="#">Video TED TALK</a></p> <p><a href="#">Khan Academy Computer Science Enrichment site</a></p> <p><a href="#">Sample Google Form Quiz</a></p> <p><a href="#">Integrating quotes PPT</a></p> <p><a href="#">Social Science: AP Euro Powerpoint</a></p> <p><a href="#">Reaction Rates Intro</a> and <a href="#">Guided Notes</a> with <a href="#">Video</a> on Factors that Affect Reaction Rates</p>



<p>that incorporates the analogy of reaction rates with getting a date for the dance.</p> <p>Students who struggle with math in special education and general education can take an individualized math tutorial designed to meet their specific math goals. <b>ALEKS</b> is an online remedial math tutorial.</p> <p>Many authors use satire, but it is often a difficult idea to teach to students. Short <b>video clips</b> of satirical humor often help bridge that gap.</p> <p>We provide <b>professional development</b> for teachers in using google docs, google classroom, calendar, illuminate, raspberry pi, 3-D printing, School Loop, PowerSchool, google sites, Today's Meet, etc. to help teachers integrate educational technology. Technology tips are also sent out by our Site Tech Leads (Tech Tuesdays by Sherry and Tech Minute by Dean)</p>	<p><a href="#">ALEKS.com log in sheet</a></p> <p><a href="#">Satirical clips</a></p> <p>Professional development agendas, <a href="#">link</a>  <a href="#">Link included in a tech tip</a>  <a href="#">Tech minute link</a></p>
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**C2.1. Additional Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
N/A	

### Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Teachers facilitate learning as coaches in the following activities: Think-Pair-Share, Kahoot, Introduction to Geometry/Algebra Exhibition Project (project-based learning), drama classes, TOK, questions for feedback on thesis, socratic seminars, and students creating their own questions in an analysis of a text.</p> <p>Teachers use <b>guided notes</b> for lectures and lessons to help increase student engagement and retention.</p> <p>In a <b>CTE class</b>, students decompose real world problems and create solutions in a project-based way.</p> <p>Special education students do a <b>world history assignment</b> where they must find someone at least 50 years older than them to interview to gain additional knowledge of history in a creative way. Students must select interview questions and conduct interview themselves.</p> <p>Students presented a <b>family project</b> that required them to research about their own family values and traditions and then compare to that of a family from Latin America.</p>	<p>Social Science: <a href="#">IB Psych Cognitive Level of Analysis Packet</a>  <a href="#">Guided Notes</a> on LeChatelier's Principle &amp; <a href="#">Worksheet</a> on Le Chatelier's Principle</p> <p><a href="#">CTE - Video of students showcasing their robotics projects to other classes.</a>  <a href="#">CTE - Intro to CS -Activities, Projects, and Problems -- Summary and Goals</a>  <a href="#">Special Education World History Interview</a></p> <p><a href="#">World Language Evidence</a></p>

<p>Class debates on legalization of medical marijuana- research and defend arguments.</p> <p><b>Students research and present</b> informative lectures on select themes related to Elizabethan England, researching and citing evidence.</p> <p>The GHS library has several <b>Breakout EDU boxes</b>, and the teacher librarian collaborates with teachers to design Breakout games around curriculum.</p> <p>We hosted a district-wide <b>mini-conference for PD</b>. The conference allowed teachers to develop their instructional strategies.</p>	<p>Record of notes and prep for debate.</p> <p>World History A- Code of Hammurabi Socratic Seminar</p> <p>PowerPoint <a href="#">presentations</a>, notes, works cited pages</p> <p>Character Commitment cards in HSS9 (Monica Brickwedel)</p> <p>Breakout boxes (see Sherry McGowan)</p> <p><a href="#">Mini-conference sign ups</a></p>
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### Examination of Student Work

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings-	Supporting Evidence
<p>IB courses complete an <b>Internal Assessment</b> that requires them to complete a student-driven project where they have to apply and analyze results and relate it back to course content.</p> <p><b>Research Projects</b> and reports are assigned, for example reporting on the Shakespeare authorship controversy. Students must research multiple sources and then take a stance on the question using their research for support of their argument. They use this information in a class debate as well.</p> <p>Some <b>ROP</b> classes have a fieldwork element, allowing students to extend their learning opportunities.</p> <p>Art students create student <b>galleries and portfolios</b>, and they display their art in the community (Art Walk, fair, and the public library).</p> <p>The <b>Theory of Knowledge</b> class is built around the idea of knowing, and how we know what we know. Students are able to spend the entire course focusing on metacognition.</p> <p>Intro to Geometry and algebra classes create an <b>exhibition project</b>.</p> <p><b>IB assessments</b> as a whole require students to demonstrate higher order thinking.</p>	<p><a href="#">IB Psych IA Guide</a></p> <p><a href="#">Shakespeare Conspiracy report and debate</a></p>

<p>IB Full Diploma Candidates pursue an <b>Extended Essay</b>, an independent research project, where they apply their research skills and course knowledge to their own area of inquiry. Many full diploma students also take a research skills class at Las Positas College, to prepare them for this project.</p> <p>In English classes students <b>teach selected works to peers</b>. This process ensures that students individually have mastered a work or an aspect of a work. They prepare a lesson plan with objective, process, and evaluation to ensure their peers and they have successfully mastered the lesson's goal. Students become engaged in the process.</p> <p>Special education students <b>research world religions</b> and present information on a religion and teach their peers with interactive lessons.</p> <p>In calculus, students complete research presentations.</p> <p>In honors social science 9, students create “<b>My Country</b>” projects, where they design a fictitious region according to the 5 themes of geography.</p>	<p><a href="#">GHS Extended Essay guide</a></p>     <p><a href="#">World Religions Artifact and Presentation</a></p> <p>Submitted <a href="#">presentations</a> &amp; research papers. Finished “My Country” poster projects (Monica Brickwedel)</p>
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C2.3. Additional Online Instruction Prompt: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

Findings	Supporting Evidence
N/A	

**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Findings	Supporting Evidence
<p>After learning about pollution and harmful environment facts special education students work together to create solutions for <b>environmental problems</b> by working through different scenarios.</p> <p><b>Group chat accounts</b> are set up to allow students the opportunity to informally discuss novels they are reading prior to writing essays about that work. These chats allow students to hear voices that sometimes are silent in the classroom. This, in turn, gives students new ideas to consider, question, and tweak-- furthering their own understanding.</p> <p>Students understand, and are able to identify, literary devices and elements (theme, mood, metaphor, simile, assonance, alliteration, etc.) in text and <b>create their own examples</b> (English 9A)</p> <p><b>Depth of Knowledge prompts</b> for inquiry based discussion.</p>	<p><a href="#">Social Science: Budget Simulation</a>  <a href="#">Special Education Discussion on Pollution</a>  <a href="#">Of Mice and Men transcript</a> with <a href="#">instructions</a></p> <p>Annotated text and group word cards that provide examples (Brickwedel)  DOK handout</p>

**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Special Education students <b>research</b> how much money it costs to buy the car of their choice and share their findings.</p> <p>English teachers provide <b>feedback on essays</b> (sometimes via Turnitin.com or Google Docs), so students can revise their essays.</p> <p>Some social science classes incorporate <b>CNN-student news</b>.</p> <p><b>Research Paper CRC</b> - students must fill out a form of content information about primary and secondary sources for research paper.</p> <p>Secondary Sources- research other sources to support their claim in persuasive writing.</p> <p>Health classes use <b>Newsela</b> for annotation of current health related news. Students also evaluate the <b>effectiveness of fitness and nutrition apps</b>.</p>	<p><a href="#">Saving for a Car Student Presentation</a></p> <p><a href="#">Genius Project</a> with <a href="#">student sample</a></p> <p><a href="#">Social Science: Holocaust Webquest</a></p> <p>CNN103</p> <p>Google CRC Form</p> <p>Works Cited Page</p> <p>Newsela.com</p> <p><a href="#">Guidelines handout/ sample paper for fitness app</a></p>

**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Special education students create a <b>cacareerzone.org</b> account then do various activities such as creating a sample budget and researching for an apartment vs. a house.</p> <p>The Teacher Librarian meets with all health classes to give them tools for evaluating dubious health claims. The students develop an understanding of the controversy through news headlines and then look at an <b>e-book</b> with tools for testing treatments. Finally, they are given tools for finding reliable <b>health information online</b>.</p> <p>In Honors Social Science 9 and US History, students use <b>Upfront magazine</b>, to extend their learning.</p> <p>Students analyze <b>primary sources</b>, such as propaganda posters through the lens of a country involved in WWI off the website <a href="http://www.firstworldwar.com/posters">www.firstworldwar.com/posters</a></p> <p>When studying substance use and addiction, health classes use <b>CDC.gov and NiH.gov</b>. They then create a PSA for abuse of prescription drugs or tobacco/vaping.</p>	<p><a href="#">Cacareerzone research</a></p> <p>Dubious health claims <a href="#">presentation</a> and <a href="#">lesson plan</a></p> <p><a href="#">Social Studies Cold War GIS Project</a></p> <p><a href="#">Jacob Riis Immigrant Lesson</a></p> <p><a href="#">Upfront magazine</a></p> <p>Student produced WWI propaganda posters</p> <p>PSA for Abuse of RX drugs, Tobacco/ Vaping (poster or video clip)</p>

<p>Honors Social Science 9 uses <i>World Writers Today</i> to supplement the textbook; it's an anthology of short stories by geographic region</p> <p>Study of essay, poetry, and video related to use of the N-word, relating to current social environment and class novel.</p>	<p>Sample text with worksheet support  <a href="#">Copy of essay</a>, <a href="#">Bill Maher video</a>, <i>To Kill a Mockingbird</i>.</p>
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## Real World Experiences

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p><b>ROP</b> classes exist to give students the opportunity to explore careers of interest.</p> <p><b>DECA</b> provides hands-on marketing experience for students</p> <p>Game Design students meet with <b>mentors</b> who are currently working in the field (CTE).</p> <p><b>IB</b> allows students to extend their understanding of the subject areas into career preparation by having them become the researchers and conduct their own studies.</p> <p>Special education students work on <a href="http://cacareerzone.org">cacareerzone.org</a> an interactive website that allows them to <b>research jobs, cost of living and education</b>. See “reality check” assignment.</p> <p>In FIT students conduct <b>college research</b> and complete a <b>career and cost of living</b> survey. They also complete a community service requirement.</p> <p>The <b>transition class</b> provides an opportunity for special education students to develop the skills necessary to transition from school to independent living.</p> <p>Students are able to volunteer as <b>poll workers</b> on election day.</p> <p>In health, students study <b>healthy relationships</b>, via scenarios and discussion.</p> <p>The <b>college and career fairs</b> allow students to interact with representatives. The college and career center offers many opportunities for internships and job shadows. The counselors complete college and career presentations in classes and at parent meetings.</p> <p>Choices 360 is an interests, skills, and career survey program.</p>	<p>Social Science: Congressional Intern DECA (Debbie Nelson)  <a href="#">CTE - Photos of students meeting with Game Producer.</a>  <a href="#">California Career Zone Reality Check</a>  Worksheet  Survey website  Class schedule  Voter request email  <a href="#">FIT community service grid</a>  Worksheet/ Reflections  Career fair flyer  ROP course list flyer  Overgrad flyer  GetSet flyer, field trip list  <a href="#">College and Career Center</a>  Powerpoint  Choices 360 flyer</p>

**C2.7. Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Students struggling with math can produce “projects” within the ALEKS online math system that help them apply math to real world experiences.	<a href="#">ALEKS</a>

## ACS WASC Category C. Standards-based Student Learning: Instruction

### Summary, Strengths, and Growth Needs

#### Summary (including comments about the critical learner needs)

Teachers employ a wide variety of instructional techniques, and students are engaged in lessons through technology and research-based methodology. Differentiation and intervention continue to be areas of growth for us. We want to continue to develop opportunities for students to engage in higher-order thinking.

#### Category C: Standards-based Student Learning: Instruction: Areas of Strength

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.5. Indicator:** Students use technology to support their learning.

**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

#### Category C: Standards-based Student Learning: Instruction: Areas of Growth

**C1.3. Indicator:** Granada’s instructional staff members need to continue to differentiate instruction, including integrating multimedia and technology, and evaluating its impact on student learning.

**C2.3. Indicator:** Granada’s instructional staff members should provide more opportunities for students to apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Need more career-preparation activities for students who may not be college-bound.



## Category D: Standards-based Student Learning: Assessment and Accountability



### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

#### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Granada High School collects data from various sources, including AP testing, IB testing, CAASPP Smarter Balanced Testing, and the California Science Test. The CAASPP data from 2015-16 and 2016-17 was further disaggregated and discussed by the entire staff in October 2017. During this meeting, staff members compared data from year to year, examining the overall scores and then the data by ethnic groups, socio-economic status, and disability. This meeting concluded that English Learners and Students with Disabilities needed the most help, although the	<a href="#">CAASPP multiple year performance summary</a> <a href="#">Notes on Data Analysis</a> <a href="#">SARC (School Accountability Report Card)</a> <a href="#">Revised Thinking Standards</a> Illuminate

disaggregation of data was unclear on who qualified for these two categories and if there were more students who needed help that were falling into other categories. Staff members also noted that for the math categories, students may be tested on material that they were not taught yet. At the same meeting, Granada's Thinking Standards were revisited and evaluated; the staff provided feedback and came up with a potential adjusted set of schoolwide learner outcomes (formerly called "Thinking Standards").

### Monitoring and Reporting Student Progress

**D1.2. Indicator:** The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**D1.2. Prompt:** *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p><b>The Granada website</b> is the primary platform to deliver the information to the community about student achievement of the academic standards, the college-and-career readiness standards, and the schoolwide learner outcomes.</p> <p>The website provides the following vital information:</p> <ul style="list-style-type: none"> <li>• <b>School Accountability Report Card</b> (needs updating)</li> <li>• <b>School Profile</b> - includes all of the classes GHS offers, the mean SAT scores, &amp; AP testing data.</li> <li>• <b>SchoolLoop</b> provides a portal for parents/guardians and students to check their student's academic progress.</li> <li>• <b>Mat Chats schedule</b> - website informs the community where and when our principal holds the public meetings where the Granada principal answers questions about the school.</li> </ul> <p><b>The Counseling and Career Center</b> includes resources for Granada High School students who are making their post-high school plans. Resources include:</p> <ul style="list-style-type: none"> <li>• Information about colleges</li> <li>• PSAT / SAT / ACT test information &amp; free preparation materials</li> <li>• Career and vocational training resources</li> <li>• Scholarship and financial aid information</li> <li>• Local job opportunities</li> <li>• Volunteer and internships opportunities</li> <li>• ROP class information</li> <li>• Presentations from GHS events</li> </ul> <p><b>The School Site Council</b> meets monthly during the school year to discuss evaluation and implementation of the school improvement plan. This helps shape the policies that help meet our academic standards and career readiness standards.</p>	<p>District website: <a href="#">School Accountability Report Cards, Testing results</a></p> <p>Outdated <a href="#">SARC on GHS website</a>  <a href="#">Granada High website</a>  <a href="#">Mat Chats</a></p> <p><a href="#">College &amp; Career Center</a></p> <p><a href="#">School Site Council (sample minutes)</a></p>



## Monitoring of Student Growth

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Granada High School has several systems to determine and monitor student academic progress. Teachers are required to update <b>SchoolLoop gradebooks</b> every three weeks, and parents and students have access to SchoolLoop. In the 2016-2017 school year, we created a clear process for forming Student Study Teams (SSTs) to address student needs. The <b>SST meetings</b> are organized and led by trained teachers, who then follow up with the team with notes from the meeting. Students have regular <b>meetings with academic counselors</b> to track graduation progress. Teachers can access and track assessments on <b>Illuminate</b> . When <b>IEPs include academic goals</b> , they are reviewed and updated quarterly. In an effort to give students more equitable access to higher level courses and improve college readiness, the Pedrozzi Foundation created a <b>PSAT initiative</b> , where they pay for every sophomore in the Livermore high schools to take the PSAT.	<a href="#">Counselor meetings email</a> <a href="#">Pedrozzi PSAT article</a> Illuminate (504s, assessment data, etc.) <a href="#">School Loop</a> <a href="#">Notes from an SST meeting</a> <a href="#">SST referral form</a> SEIS for IEPs

**D1.3. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

Findings	Supporting Evidence
In PLATO and ALEKS, for online credit recovery, students have pretests and mastery tests for each section of the unit. <b>Students cannot move on to the next section without passing the mastery test</b> , and they can skip the work if they do very well on the pre-test. At the end of the complete unit, they take a post test. At the end, mastery is assessed by final exams for the courses.	Finals are on file and can be reviewed for (nominally) two weeks after the final is administered.
Credit recovery for English is in Google Classroom, and it has three modules and an essay. Students start at the beginning and <b>progress through the modules</b> .	Academic prep teachers can show examples of the credit recovery programs.
The credit recovery teachers communicate student progress with the counselors via email and tracking in a spreadsheet.	Turnitin.com

## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### Appropriate Assessment Strategies

**D2.1. Indicator:** Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

**D2.1. Prompt:** *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>Within each grading period, teachers give <b>summative assessments</b> which include finals for the end of course, the end of units of study, cumulative projects, essays and/or periodic benchmarks to determine student mastery of content material. Teachers may use results from these summative assessments to adjust their instructional strategies for the current year or the following year depending on when the assessment is given. For example, if a unit test is given in a world history course, teachers will collaborate to use the results from the unit test to identify concepts necessary to revisit and reteach prior to the final exam. In some standards-based math classes, learning objective quizzes are given for each identified objective and results are also used to identify concepts to reteach and revisit as well as allow students to track their own progress towards mastery of the course. Students are allowed to retake these learning objective quizzes to improve their grades.</p> <p>Teachers also give <b>formative assessments</b>, which include quizzes, warm-up activities and problems, exit tickets, and in-class discussions, to assess students' progress towards mastery of content and utilize the formative assessment data to make adjustments to instruction. For example, in a math class, if students score poorly on a specific problem on a quiz, sometime before the summative assessment a teacher may reteach the concept, reassess the concept using another formative assessment, and then assign additional independent practice to help students learn and retain the material. Teachers provide scaffolding to help student plan projects. The district office has students take a writing benchmark (district write), to track writing improvement over time. Teachers and students do examples on the board in many classes, such as science and math. ASE is not uniformly used for intervention based on assessment data.</p> <p>Some assessments need to be revisited to be truly standards-based.</p>	<p>Department-specific</p> <p>Formative:</p> <p><a href="#">Quizzes</a></p> <p><a href="#">Warm-ups</a></p> <p>Exit tickets</p> <p>Class discussion &amp; responses</p> <p>Project planning (<a href="#">ROP business plan</a> and <a href="#">Geometry A project</a>)</p> <p>Informal assessments from different periods of the trimester, such as <a href="#">SPED job evaluation forms</a></p> <p>Standards based grading assessments (<a href="#">Example 1</a>, <a href="#">example 2</a>, <a href="#">example 3</a>)</p> <p><a href="#">English writing practice</a></p> <p>District Write</p> <p>French portfolio <a href="#">writing</a> (student <a href="#">samples</a>); unit skit formative <a href="#">assessment</a> student <a href="#">sample</a>)</p> <p>Summative:</p> <p><a href="#">Algebra common final</a></p> <p><a href="#">Algebra unit tests</a></p> <p>unit essays</p> <p><a href="#">presentations &amp; projects</a></p> <p>French summative unit <a href="#">project</a></p>

**D2.1. Additional Online Instruction Prompts:** *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p><b>Online tools in regular classes:</b></p> <p>At the end of a unit of study, some history and English teachers use the online web-site Kahoot to review what was covered. Students enjoy these review sessions because they get to review the material and use technology</p>	<p>Formative:</p> <p><a href="#">EdPuzzle</a> (Math, History, ELD)</p> <p>Group Share/Editing of Written</p>

<p>(their cell phones) to compete with each other. Students also use Google Docs to peer edit research papers and provide feedback to fellow students. History and English teachers use webquests to answer a inquiry-oriented question on a particular topic. Some math teachers use EdPuzzle, which is a video program that allows teachers to record their lessons on video so students can watch them at their convenience. Students then come to class having already been exposed to the lesson being taught that day.</p> <p><b>Credit recovery/math academy:</b> Students who have failed Math or are struggling can use the computer application ALEKS. Currently our math academy class and credit recovery classes are using ALEKS. The English department created their own courses in Google Classroom for credit recovery, when they felt the existing option for online credit recovery was not adequately assessing the essential standards.</p>	<p>Responses (English) Webquest (English &amp; History) <a href="#">Quizizz</a> <a href="#">Chemistry presentation</a> Portfolio work via <a href="#">Google classroom</a>; student <a href="#">sample</a></p> <p>Summative: Google Sites <a href="#">Kahoot</a> <a href="#">Multi-media presentations</a></p> <p>Credit Recovery: ALEKS (math academy &amp; credit recovery) Google Classroom PLATO</p>
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### Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Teachers regularly use formative and summative assessments to guide/modify/adjust curriculum and teaching strategies. For example, teachers consistently <b>reevaluate exams and revise them</b>. Teachers use Illuminate to evaluate and identify topics needing re-teaching. Teachers evaluate problems on the exams that most students struggled with and revise the questions or revisit the topic.</p> <p>Several departments including English, Science, and Mathematics have teachers who will allow students to complete <b>test/quiz corrections</b>. For instance, during Academic Support and Enrichment (ASE), lunch, or outside of school hours, students are allowed to correct missed items on the exams to improve their grade.</p> <p>Teachers use <b>questions during class</b> to check for understanding as a formative assessment.</p> <p><b>Exit tickets</b> (single question at end of the class period) are used to assess if students grasped the new concepts being taught that day. Teachers use the results of exit tickets to modify instruction for the following day.</p> <p><b>Warm ups/journal entries</b> at the beginning of class may be used to activate prior knowledge at the beginning of a lesson or unit. Essay</p>	<p>Warm-ups as additional practice Test corrections <a href="#">Exam roll ups</a> Evaluate sort response &amp; essay questions/prompts List of objectives/standards for reassessment (<a href="#">Algebra 1A</a>, <a href="#">Algebra 2B</a>, <a href="#">Algebra 2A</a>) IB unit plans <a href="#">Exit Ticket Sample</a></p>

<p>questions/prompts are used to assess students' baseline skills at the beginning of a trimester, and they can be used to monitor growth during and after the trimester.</p> <p>Teachers would like to develop systems for gathering data for analysis and intervention. They request consistent time in professional learning teams to do this. Common assessments for courses should also be revisited.</p>	
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### Student Feedback

**D2.3. Indicator:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>The <b>Challenge Success</b> program provides a formal venue for hearing our students' perceptions of academic expectations.</p> <p>Within the sciences, students <b>meet individually</b> with teachers to review the process and findings of lab assignments. This helps preserve the authenticity of work, as students must not only explain findings, but also respond to further application questions asked by the instructor. Other disciplines do similar "checks" of student progress (reviewing thesis statements for English essays, for example).</p> <p>Teachers utilize <b>email</b> to contact parents/guardians and address academic progress.</p> <p>Our Wednesday bell schedule allows students in need of extra help to meet with teachers for <b>Academic, Support and Enrichment (ASE)</b>. This intervention program provides support for students who may have questions pertaining to specific skills or assignments. Teachers may assign ASE to students based off of course grades and/or summative and formative assessments. Students may also attend ASE without being assigned. Attendance records are maintained for ASE.</p> <p>Teachers use a variety of <b>checks for understanding</b> to monitor progress towards stated learning outcomes and college-preparedness expectations. Teachers engage students in daily assignments, class discussions, quizzes and tests, benchmark writing and speaking assessments, as well as "exit ticket" checks in order to monitor progress towards goals.</p> <p>Various teachers ask for student feedback through an <b>end-of-trimester survey</b> to help teachers reexamine practices and procedures.</p> <p>Teachers update grades regularly to inform students and teachers about academic progress. Students and parents may contact teachers through</p>	<p>Challenge Success (meetings on Tuesdays at lunch), Sommer Newkirk and Jaclyn Pang (teachers) or Tyler Johnston (counselor)</p> <p>Student Check-In (Science)</p> <p>Teacher/Parent Email- <i>District Google Email Accounts</i></p> <p><a href="#">ASE</a></p> <p><a href="#">Checks for understanding</a></p> <p><a href="#">End of the trimester student feedback form</a></p>

<p>email via <b>School Loop</b>.</p> <p>Teachers post notes and practice keys and assignments, so students and parents may access curriculum online in <b>Google Classroom</b>. This is particularly effective when students are absent. The keys are posted for students to accurately assess their practice material. Teachers may also post notes and helpful links to additional learning resources.</p> <p><b>Remind</b> is a safe and controlled way for teachers and students/parents to communicate via text messaging. Students can sign-up to receive text notifications directly to their phones if the teacher has a quick note that would be helpful for that night's assignment or even a simple reminder about an upcoming task. Students can also reply to ask questions and schedule appointments.</p>	<p><a href="#">School Loop</a></p> <p><a href="#">Google Classroom (teacher specific)</a></p> <p><a href="#">Remind</a>  <a href="#">SPED transition plan</a>  FIT 4-year plans  Portfolio projects (<a href="#">Math Portfolio</a>)  Student reflection (Brenda Woodsmall, SPED)</p>
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### D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

#### Schoolwide Assessment and Monitoring Process

**D3.1. Indicator:** The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

**D3.1. Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>We use an online gradebook, SchoolLoop, which also includes features for communication, such as websites, lockers, and notifications. SchoolLoop is the most consistent means of keeping parents notified of student progress. We made a decision to move from PowerTeacher to SchoolLoop for our grade book in the 2017-2018 school year, since parents and students were more familiar with SchoolLoop.</p> <p>Many standardized test scores are readily available for the public to view via DataQuest. We also provide summaries of some of the data on our school and district websites. Some of the information under "our school" on the Granada website is in need of updating, but the current information is available on the district website.</p> <p>Though the SLOs are continually addressed naturally, teachers recognize the need to make the teaching of the SLOs more explicit and integral.</p>	<p>Teacher gradebooks</p> <p><a href="#">DataQuest</a>  <a href="#">Example of outdated information on the GHS website</a>  <a href="#">SARC on district website</a></p>

**D3.1. Additional Online Instruction Prompt:** *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
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N/A	
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### Curriculum-Embedded Assessments

**D3.2. Indicator:** The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

**D3.2. Prompt:** *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
<p>Math students take quizzes focused on particular standards taught in class. Some teachers <b>track standards scores</b> in the gradebook, and students can track their progress on the record form.</p> <p>The English teachers met to score <b>district writes</b>, using a CCSS-based rubric. They then talked about areas where students are improving and areas where they need continued improvement. This data was then aggregated and shared with the English department. The department then discussed the data and how to make changes to instruction, based on that data.</p> <p>We review <b>CAASPP data</b> each year as a staff and discuss the patterns, including areas of strength and weakness. In Fall 2017, we had a more robust discussion of standardized testing data, to prepare for our WASC visit.</p>	<p><a href="#">Geometry A Standards Based Grading (SBG) Quiz</a> SBG student record form <a href="#">Alg. 2A</a></p> <p><a href="#">District Write glow/grow notes</a></p> <p><a href="#">WASC focus group directions for data analysis</a></p>

### Schoolwide Modifications Based on Assessment Results

**D3.3. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D3.3. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Students take <b>English Workshop</b> classes based on teacher recommendation, class grades, and essay scores. Students initially enrolled in Workshop are all given a literacy test, to determine whether their needs are more reading-based or writing-based. Those who need reading support are then enrolled in a literacy class.</p> <p>Students who fail fitness tests take a <b>PE Conditioning</b> class the next year until they pass.</p> <p><b>Math Academy</b> students are identified by Intro to Algebra grades and teacher recommendations. Math Academy is a class added in 2016, to help give students develop the skills needed to pass algebra.</p> <p>To make credit recovery more immediate, we now have <b>online credit</b></p>	<p><a href="#">English Workshop reporting directions</a> <a href="#">Literacy class reading scores</a></p> <p>Eileen Greenlee for Math Academy information</p>



<p><b>recovery</b>, which is made available in our Academic Preparation class. We have both courses we created (English) and credit recovery programs we purchased.</p> <p>Recognizing a need for more math tutoring, <b>we partnered with Las Positas College for math tutoring</b>. Granada students can apply go to LPC for free math tutoring. The program also provides transportation via the city bus and access to the LPC library.</p> <p>We have had <b>professional development</b> on areas of greatest need, based on the data. Some of those topics have been supporting ELs, differentiation, and supporting African American students.</p>	<p><a href="#">LPC math tutoring</a> (Vangi Sugden for more information)</p> <p>PJ Daley for professional development information</p>
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**D3.4. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D3.4. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>As part of the <b>Challenge Success</b> initiative, we evaluated homework policies in departments. Individual teachers also shadowed students and did an evaluation of the homework they assign. The School Board also has homework and grading policies.</p> <p>Departments discuss and implement ways to <b>standardize grading</b>. The English department, for example, looked at sample “A” essays, B” essays, and so on, to discuss grading policies and standardizing the process. We also have a common essay rubric.</p> <p>We are continually evaluating our <b>graduation requirements</b>. In recent years, we have increased the required units to graduate, since the trimester allows for more units. We are also working to align graduation requirements with a-g requirements in some areas.</p>	<p><a href="#">Challenge Success meeting presentation</a></p> <p><a href="#">District homework policy</a></p> <p><a href="#">District grading policy</a></p> <p><a href="#">English department rubric</a></p> <p><a href="#">Course catalog</a> and counseling department</p>

**D3.5. Indicator:** The school employs security systems that maintain the integrity of the assessment process.

**D3.5. Prompt:** *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>All teachers are required to share <b>proctoring responsibilities</b>, and often two teachers are assigned to the same classroom, to work together. All staff are required to sign a security affidavit.</p> <p>Testing materials are stored in <b>locked</b> conference room until test day when teacher proctors pick up materials. The CAASPP test taken through <b>secure app</b> on school chromebooks. Proctors monitor students as they take the test. Students’ <b>personal electronic devices</b> are also turned in prior to starting the test.</p> <p><b>Academic honesty</b> (beyond standardized testing):</p> <p>Many teachers (particularly in the English department) use Turnitin.com as a tool to assess originality of written assignments. ManageBac (for IB) also</p>	<p><a href="#">Proctor List</a></p> <p><a href="#">Security affidavit email</a></p> <p><a href="#">Turnitin.com</a></p>

<p>runs Turnitin.com reports. Granada has an academic honesty policy, defining academic honesty and dishonesty, including consequences for academic dishonesty. The librarian does a brief presentation on the policy in all FIT classes, and she distributes the academic honesty policy to teachers each year. The policy is also posted on the GHS library website.</p>	<p><a href="#">Academic honesty policy</a>  <a href="#">Email about academic honesty</a> and  <a href="#">link on the library website</a></p>
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## ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability

### Summary, Strengths, and Growth Needs

#### Summary (including comments about the critical learner needs)

We use a variety of different assessments that evaluate mastery of content by students. Projects and standards-based grading are two different approaches to evaluating students' understanding. Teachers use assessment data in their classes to inform instruction for both short and long term planning. We feel that there is limited time devoted to analyzing data as a department or school and not enough accountability on the students for school or district assessments to yield accurate data.

#### Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

Good mix of summative and formative

Trying research proven techniques with assessment

Timely feedback to students

Wide variety of opportunities to assess

Teachers use assessments to inform instruction and adjust content to student needs, including pacing short-term and long-term

#### Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Teaching not connected to SLOs

Connecting assessment to new standards

Gathering data for analysis

Identifying low achieving students based on standardized tests and providing appropriate intervention

Accountability to student placement based on end-of-class assessments and mastery of course

Consistent collaboration time to gather and analyze data to readjust courses

Direction on whether teachers should have common assessments to gauge student readiness for the following trimester

Limited student accountability on English Interim Assessments and District Write resulting in inaccurate data

ASE is not uniformly used for intervention based on assessment data.

## Category E: School Culture and Support for Student Personal and Academic Growth



### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

#### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Findings	Supporting Evidence
<p>We have an active <b>ELAC</b>, which meets under the leadership of Maria Elena Ventura. The ELAC members participate in fundraising at BINGO, cook for the staff for staff development days, and have activities for Day of the Dead. The committee is thriving and an important part of the greater Granada community.</p> <p>Each spring, Granada hosts a course and activity <b>EXPO</b>, to help current and incoming students learn more about the programs and departments on campus. The principal presents a “state of the school” address, and incoming students are invited to attend informational registration sessions. This also allows an opportunity for parents to meet 3rd trimester teachers, which is helpful because the trimester presents challenges for building rapport with parents.</p>	<p>Maria Elena Ventura for ELAC (<a href="#">example agenda</a>)</p> <p><a href="#">EXPO</a> flyer</p> <p><a href="#">FIT community service opportunities</a></p>

<p>All FIT students and IB Diploma candidates are required to complete <b>community service</b> requirements.</p> <p>Granada hosts the annual basketball tournament for the <b>Special Olympics</b>, and our students visit surrounding schools for other events. We also participate in the unified games, where special education and regular education students participate in the games together. The special education department also hosts dances for students with special needs.</p> <p>We have <b>bilingual teachers and office staff</b>, to support outreach to Spanish-speaking families.</p> <p>Teachers often <b>check in</b> with parents regarding grades, particularly when a student is in danger of failing. On the other hand, many teachers make an effort to make positive contacts with parents, too.</p> <p>The <b>counseling and career center</b> hosts parent information nights and college and career fairs. In partnership with the Pedrozzi Foundation, we also host a FAFSA workshop.</p> <p>GHS sports teams have <b>team parents</b>. The football coordinator, for example, plans meals before games, plans retreats, coordinates apparel sales, and sends out information. Team parents may also coordinate carpools and act as liaisons between the school and the team.</p>	<p>FAFSA Workshop <a href="#">English</a> and <a href="#">Spanish</a></p>
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## Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>We have several <b>Red Cross blood drives</b> each year, organized by the Red Cross Club, providing students with a service opportunity.</p> <p>Our <b>collaborations with Las Positas College</b> include free math tutoring and a research skills class offered by the Las Positas College Library. Students have the opportunity to take other LPC courses through concurrent enrollment, as well. A small group of our students also participate in the Middle College program at LPC, providing an alternative path for high school.</p> <p>We help to connect students to many <b>community resources</b>--AXIS Community Health, Horizons Counseling, discounted public transportation, and Centro Legal La Raza for legal assistance.</p>	<p>Blood drive (Michelle Miller)</p> <p>LPC <a href="#">Concurrent enrollment</a> page, <a href="#">math tutoring</a>, and <a href="#">research skills class</a> <a href="#">Middle College</a></p> <p>Darren Anderson <a href="#">Horizons information</a></p>

<p>Many classes (IB, health, FIT, CTE, etc.) invite <b>guest speakers</b> to support and extend the topics discussed in class.</p> <p>The community plays weekly <b>BINGO</b> at Granada High School to raise money for Granada classes and programs. Granada Supporters oversees the BINGO program.</p> <p>We have regular <b>college and career-related visitors</b>. Representatives from colleges and universities hold lunchtime informational meetings for students. The Lawrence Livermore National Laboratories offer educational and employment opportunities to our students. The local armed forces recruiters come on campus once a month during lunch to meet with interested students. At the end of the year, we have a ceremony to honor those seniors who have enlisted. The Career and Counseling center publishes a newsletter, maintains a website, and maintains an active Twitter feed.</p> <p>Every other year, Livermore hosts the <b>Every 15 Minutes</b> program, to educate students about the dangers of impaired driving. PE classes offer self defense instruction. Safe Routes to School teaches traffic and bike safety.</p> <p>Granada/Livermore Athletic Boosters fundraise and provide support for our athletics programs.</p> <p>We would like to develop ways to tap into the rich resources in our unique community.</p>	<p><a href="#">Bingo fundraising letter</a></p> <p><a href="#">Counseling Center Newsletter</a>  <a href="#">Tri-Valley Leadership Conference</a>  <a href="#">Tri-Valley College Fair</a>  <a href="#">Armed Forces enlistment photo</a>  <a href="#">ROP Internships</a>  <a href="#">Job Opportunities</a>  <a href="#">LLNL Job Shadow Day</a></p> <p><a href="#">Every 15 Minutes Twitter Account</a>  <a href="#">Every 15 Minutes Picture</a></p> <p><a href="#">Boosters website</a>  <a href="#">Athletics Media Guide</a></p>
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## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p><b>Internet Safety:</b> In both health and FIT classes, students learn about digital citizenship (cyberbullying, Internet etiquette, sexting, and digital dependence). In instances of cyberbullying, the administrative team works with local law enforcement and social media companies to quickly address the issue.</p>	<p><a href="#">Day 1: Cyberbullying</a> and <a href="#">Day 2: Digital Dependence</a> (McGowan's health/digital dependence lessons)</p>
<p><b>FIT and Community Service:</b> The FIT course was designed to create a</p>	<p>FIT <a href="#">Email etiquette</a></p>

<p>safe culture of nourishment at school. Several courses or programs, including FIT, CAS, and leadership, require students to fulfill community service requirements, allowing them to make a difference in their communities.</p> <p><b>Trainings:</b> In 2017, Our school psychologist presented to the faculty, outlining the signs of <b>suicide and depression</b> as well as what steps to take to intervene in the event that a student is showing these signs. How to deal with the aftermath was also discussed at this same meeting. Within the first two months of school, all staff are required to take <b>Keenan Safe Schools trainings</b>; some topics are required every year and others rotate. Some topics include Diversity Awareness, FERPA: Confidentiality of Records, Mandated Reporter: Child Abuse and Neglect, Sexual Misconduct: Staff-to-student, and Youth Suicide.</p> <p><b>Drills:</b> Granada students and staff participate in regular safety drills (lockdown, fire, earthquake, shelter in place). Informational packets are kept up-to date and in each classroom, so teachers have a list of students and what to do in case of an emergency. In 2018, we added a lunchtime fire drill, to help students and staff prepare for an emergency that may take place outside of class time. In January of 2018, all staff also received special training on responding to an intruder on campus, as part of a district-wide training.</p> <p><b>Security:</b> Strategically placed security cameras and monitoring of the cameras help with campus surveillance. Campus supervisors are also constantly patrolling the campus and are assigned to particular areas, to ensure adequate coverage. We also have a school resource officer assigned to Granada, who works closely with the school resource officer at Livermore High School. All school events are adequately supervised by both teachers and administrators.</p> <p><b>Student Behavior:</b> We have clearly defined school wide behavioral expectations. Teachers need more tools for addressing student behavior issues. Teachers would benefit from a clear Granada behavior intervention plan. We have a PBIS exploratory committee.</p> <p><b>Maintenance:</b> The custodians are always present on campus and are willing to do anything to make sure the grounds are safe and well-kept. There is seldom any garbage lying around and the rooms are cleaned daily. The custodial staff are helpful, pleasant, and always friendly to students and staff-members. The leadership students and the district often acknowledge their work. The custodial team uses the Help Desk to communicate maintenance needs with the district office maintenance department, when the needs cannot be addressed by our campus staff.</p> <p><b>Environmental efforts:</b> At the beginning of the year, William Rasor created a recycling program in which he encouraged teachers to “Make a Change” with the environment through recycling. Every month a teacher or staff member is acknowledged for their contribution in caring for the environment. We now have three hydration stations in which students and</p>	<p>Leadership <a href="#">Community Service Assignment</a> and <a href="#">IB CAS</a> <a href="#">FIT top ten skills</a></p> <p><a href="#">Suicide and depression handout</a> <a href="#">Keenan safe school</a></p> <p><a href="#">Schedule of drills</a></p> <p><a href="#">Behavioral expectations</a></p> <p><a href="#">Help Desk</a> <a href="#">Extra-Curricular Teacher Sign-Up</a></p> <p>New bins, <a href="#">recycler of the month</a></p>
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<p>faculty can refill their reusable water bottles and reduce plastic waste throughout the school. To ensure the safe, clean, and orderly environment of our football field, the band cleans the bleachers the morning after each football game. This ensures that the bleacher area and the football field are left clean for the next group using it. Groups who use this area include PE classes, sports teams, and outside groups.</p> <p><b>Supports:</b> We have an excellent <b>support system</b> all around campus--counseling department, custodians, admin team, supervisors, etc. Resource staff connect well to both staff and students. We have a culture of reaching out to make connections with students. On campus coaches are great mentors for students. The leadership class provides a place for students to focus on developing a positive school culture. GHS behavioral expectations help to clearly define our expectations for student behavior, including clearly expressing an intolerance for vulgar or hateful language.</p> <p><b>Drug and alcohol abuse education:</b> Health classes include units on substance abuse education. In 2018, teachers also received training on vaping. In previous years, our SROs have spoken on drug awareness.</p>	<p><a href="#">ASB Elections</a>, Leadership <a href="#">Syllabus &amp; Information</a></p> <p>Health classes <a href="#">Every 15 minutes</a></p>
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### High Expectations/Concern for Students

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>The <b>Challenge Success</b> program helps us to reinforce the idea that success manifests itself differently in individuals. From the Challenge Success mission statement: "We know that every child has his or her own story and path to success. We believe that kids come with a wide variety of interests, skills, capacities, and talents." The program helps to take the focus off grades. The Challenge Success club also created Humans of Granada, to recognize the strength and diversity of our school community.</p> <p>With its international focus, the <b>IB program</b> encourages students to consider their biases and why they view the world the way they do.</p> <p>Granada High School uses the <b>co-teaching model</b>, pairing general and special education teachers, to provide a more inclusive learning environment.</p> <p>Each year, students with exceptional GPAs are invited to partake in an <b>academic celebration</b> where they are commended by administration and teachers for their hard work and given a special treat, most recently frozen yogurt. They also receive a certificate for their accomplishment.</p>	<p><a href="#">Challenge Success</a></p> <p>Humans of Granada:</p> <ul style="list-style-type: none"> <li>• <a href="#">Website</a></li> <li>• <a href="#">Instagram</a></li> <li>• <a href="#">Facebook</a></li> </ul> <p><a href="#">IB at GHS</a></p> <p>Master schedule shows were co-teachers are in classrooms co-teaching with a general education</p>

<p>Three times a year student athletes are acknowledged for their extraordinary efforts in academics and athletics. During the <b>signing ceremony</b>, students sign to their perspective college which they will attend as a college athlete in front of the whole school.</p> <p>At the end of each school year, there is a <b>senior awards night</b> to celebrate the hard work of all the seniors who have received scholarships and recognition from staff and community. Community members come to present the students with the scholarships. Staff members present students with awards and cords for their hard work. Each department chooses to recognize outstanding students' work within that area with different colored cords they wear at graduation. Students are recognized for community service, grades, outstanding performance, etc.</p> <p><b>Kermes</b> is held during May in the quad by ELAC and includes cultural dancing, music, and food. Students are encouraged to attend and are offered extra credit for completing a scavenger hunt-like activity.</p> <p>Granada offers over thirty student-run <b>clubs</b>. Each club must be approved by ASB. There are certain requirements that each must meet in order to be approved. Student club members meet regularly with a staff advisor. The wide range of on-campus clubs features groups that celebrate ethnic diversity, athletics, religion, career planning/preparation, self-care, and leisure activities.</p>	<p>GSA Safe zone <a href="#">flyers</a> and <a href="#">support group</a> <a href="#">Club</a> information</p>
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### Atmosphere of Trust, Respect, and Professionalism

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
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<p>To provide communication with parents, Principal Daley hosts monthly principal meetings with parents called <b>Mat Chats</b>. These meetings are held at the Livermore Public Library and on campus.</p> <p>To communicate with all school staff, Principal Daley sends out “<b>A Look Ahead</b>” email weekly, which informs staff of all relevant activities and upcoming events.</p> <p>Every other month, Principal Daley meets with <b>school site council</b>, made up of teachers, staff, student leaders and parents. There is a parent who is elected president who represents Granada parents in the meeting. The students who are present are class officers who are involved in leadership and are well-informed about what is going on at the school. A few teacher representatives are there to speak on behalf of their colleagues. There is at least one classified staff there speaking about the happenings in the office. They discuss upcoming events, issues, textbook approvals, and reports from all the groups present.</p> <p>The <b>Faculty Communication Council</b> meets with the superintendent every month to discuss the needs of the faculty at Granada High School.</p> <p>Teachers <b>collaborate</b> with other teachers within their departments, outside of their departments, and even across the district and work on best teaching practices, plan lessons, look at data, and discuss recent trends and practices.</p> <p>On Friday, October 6, 2017 we had a district-wide Professional Development Day. The Curriculum and Special Projects department designed the day to be a <b>mini-conference</b> style format in which each teacher selected three sessions from a brochure of several 90-minute presentations on a variety of topics. The mini-conference is a Granada tradition that was expanded to the rest of the district.</p> <p>To provide a forum for staff to thank coworkers for their help with difficult situations and to foster community, we have <b>Granada Gratitudes</b>. It is emailed weekly to all staff members.</p> <p>Teachers make efforts to connect with students, making themselves available outside of class time. Teachers write letters of recommendation, demonstrating the efforts they have made to really get to know students. Students often express their gratitude through thank you notes and coming back to visit after graduation. Teachers are in attendance at events outside of the school day, to support students and families.</p> <p>Teachers report challenges with building relationships with students on the trimester schedule, since their time with students can be more limited than on the semester system.</p>	<p><a href="#">Examples of school site council minutes and Mat Chat notes</a> <a href="#">Mat Chat</a> schedule</p> <p>Radios are used to communicate across campus <a href="#">"A Look Ahead"</a></p> <p><a href="#">School Site Council GHS Website</a></p> <p>New teacher orientation &amp; support group</p> <p><a href="#">Granada Gratitudes</a></p> <p><a href="#">Letter of Rec for Students</a> Letters of recognition, thank you letters, etc from students Classrooms occupied during passing period, lunch, after school, before school <a href="#">Alumni Visits</a> Granada EXPO <a href="#">Matador Days</a> SchoolLoop &amp; Illuminate IEPs</p>
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### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student's personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>The FIT teachers spend time introducing what choices students have after graduating high school. The counselors come in and introduce the qualifications for each. Then the students produce a <b>four-year plan</b> at GHS closely related to what they think they want to pursue after high school.</p> <p>FIT teachers introduce the idea of how <b>depression</b> is normal and that there are three types of depression. That leads into a discussion about suicide with statistics for them to ponder. A dynamic speaker is then brought in to reiterate the depression and suicide speaking points.</p> <p>All students <b>meet with counselors</b> at the end of their sophomore year to go over their plan of study and future. All student have access to meet with counselors should they need to for mental and emotional support.</p> <p>Teachers refer students who are in need of some extra support and/or are not performing well in their classes for an <b>SST</b>. A meeting is held with an unbiased coordinator, the student, teachers, coaches, administration, counselors, and parents to look into what things could be hindering the student from learning/doing well in school. A proposal is made of achievable goals for the student, and who will be responsible for checking in and by when. A follow-up meeting is held, if necessary.</p> <p>Students who qualify for an <b>Individualized Educational Plan (IEP)</b> have accommodations and/or modifications to access general education curriculum. Teachers with students with an IEP are given an accommodation page to help individualize lessons, and students are flagged in PowerSchool. Students with an IEP have the opportunity to take an Academic Skills class to support or reteach a lesson for better understanding. <b>504 plans</b> are posted in illuminate, and students with a 504 are flagged in PowerSchool. Someone in the office also sends an email, to alert teachers of students with 504 plans.</p> <p><b>The College &amp; Career Center</b> includes resources for Granada High School students who are making their post-high school plans. Resources include: information about colleges, PSAT/SAT/ACT test information,</p>	<p><a href="#">FIT four-year plan</a></p> <p><a href="#">FIT mental health</a></p> <p><a href="#">Email</a> and <a href="#">schedule</a> for counselor meetings</p> <p><a href="#">SST referral</a></p> <p><a href="#">IEP (SEIS)</a></p> <p><a href="#">College and Career Center Website</a></p>

<p>career and vocational training resources, scholarship and financial aid information, local job opportunities, and ROP classes.</p> <p>The <b>IB</b> coordinator meets with middle school students who are interested in IB. He explains the requirements of IB, courses and IB diploma track.</p> <p><b>EXPO</b> is a time for incoming freshman (and any others) to come on campus and meet with current staff and students. They can get answers to questions they may have about which classes to register for. Each department presents what they do and answers any questions students and parents may have. Students can buy Granada spirit wear to feel ready to show their spirit the next year. Food trucks are on campus for this event as well.</p> <p>During finals week, <b>therapy dogs</b> are available for students to spend time with during breaks to help calm nerves and provide comfort.</p> <p>The <b>math department hosts office hours</b> each week (during lunch, before school, and after school). The math teachers have locations listed around campus of where students of any level can get help from a math teacher.</p> <p>Las Positas College provides <b>free tutoring services</b> for any students of Granada where they can go to the campus and get tutoring from college students and professors from Las Positas.</p> <p><b>Academic Support and Enrichment (ASE)</b> is a time once a week on Wednesday morning from 8-8:25 where students can get help with current concepts or can learn about topics beyond the classroom depending on what the teacher of that subject/classroom has set up.</p> <p>Through the Livermore Police Department, <b>Horizons Family Counseling</b> provides counseling and support services to our students and their families.</p>	<p><a href="#">Math department office hours</a></p> <p><a href="#">LPC math tutoring announcement</a></p> <p>ASE <a href="#">Schedule</a></p> <p><a href="#">Horizons website</a></p>
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**E3.1. Additional Online Instruction Prompts:** *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
N/A	

### Support and Intervention Strategies Used for Student Growth/Development

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
<b>Co-teaching</b> provides push-in opportunities for individuals who receive support from a resource specialist in the general education classroom.	<a href="#">Co-teaching schedule</a>

<p>Co-taught classes include Biology, English 9, English 10, Conceptual Physics, Algebra 1 and Math Academy. Each class includes a general education teacher and a special education teacher.</p> <p>ALEKS provides math courses. Students are given the opportunity to take these online courses in an Academic Prep class on campus. Using PLATO, students can take graduation requirement courses from social studies and science subjects. The English department provides <b>credit recovery</b> through a curriculum they created in Google Classroom. With the supervision of a teacher, students work through these self-paced courses.</p> <p>A wide variety of <b>courses</b> are offered, reflecting our diverse student population.</p> <p>Some English workshop students are identified for help in a <b>literacy class</b>. Literacy class focuses on intensive, targeted reading intervention at a student's current reading level. The goal of the class is to close the gap between current reading level and the student's actual grade level.</p> <p><b>Academic support and enrichment</b> is held almost every Wednesday before school from 8:00-8:25 am. Students who are assigned to it must attend and are given this time to make-up missed assignments/tests, or go over material again with the teacher on a more personalized basis.</p> <p><b>Middle College</b> provides an alternative path for completing high school. Students receive a high school diploma (from GHS), while earning college credit.</p>	<p><a href="#">Aleks</a> and <a href="#">Plato</a></p> <p><a href="#">Course Catalog</a></p> <p><a href="#">Literacy class data</a></p> <p>ASE <a href="#">Schedule</a></p> <p><a href="#">Middle College</a></p>
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**E3.2. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
In collaboration with the counselors, the academic prep teachers monitor student progress in the online credit recovery courses. Students are in the classroom with the academic prep teacher, making orientation and monitoring more accessible.	<a href="#">Email between teacher and counselor</a>

### Support Services and Learning – Interventions and Student Learning

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Students learning needs are examined with an SST (Student Study Team),	<a href="#">SST Referral Form</a>

where a plan is created to help the student find more success with their classes. Often students will also be assigned to <b>ASE</b> (Academic Support and Enrichment) where they can make up missed work, or ask questions, in an environment akin to college “Office Hours.” If these methods of intervention are not successful, a student may be referred for testing for an <b>IEP</b> (Individualized Education Plan) or a <b>504</b> . Teachers can frequently examine a student’s plan to discover more ways to support and aid them toward success. Additionally, students can benefit from the <b>trimester system</b> , as it affords them more opportunities to retake classes for greater success. <b>Classroom aides</b> are generally placed in classrooms where students with disabilities are included in the general education courses.	ASE Attendance Log <a href="#">IEP (SEIS)</a> <a href="#">504</a> <a href="#">Classroom Aide Schedule</a>
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**E3.3. Additional Online Instruction Prompt:** *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
The academic prep (credit recovery) classes have a Chromebook cart always assigned to them for that period.	Observation/Chromebook sign ups

### Equitable Support to Enable All Students Access to a Rigorous Curriculum

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school’s effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
<p>Each spring, the administrative team and curriculum leaders collaborate to design the <b>master schedule</b>.</p> <p><b>College and Career counselors</b> are available to students, preferably by appointment, to discuss schedules, plans for post high school, and then also walk through the challenges that may occur in the transition from childhood to adulthood.</p> <p>The trimester schedule allows for immediate changes.</p> <p>In <b>STEM clubs</b>, students who enjoy being challenged with higher level concepts in the areas of mathematics and science can meet and grow in their knowledge, under the guidance of advanced-level course teachers. Outside of the area of STEM, other <b>clubs</b> provide opportunities for students to challenge themselves and explore their interests (Mock Trial, Literary Society, etc.).</p> <p><b>G.E.T.S.E.T</b> stands for Girls Exploring Technology, Science and Engineering together. Six workshops are held throughout the school year, field trips to different science and engineering companies and dinners with scientist are amongst some of the activities. Girls Who Code is another organization that provides similar experiences.</p>	<p><a href="#">Master Schedule</a></p> <p><a href="#">Counseling Center</a></p> <p><a href="#">Girls Who Code registration Form</a> and <a href="#">website</a> <a href="#">Club information</a></p> <p><a href="#">Get Set program website</a></p>

The **Migrant Ed Program** offers a variety of services to students who qualify. Students are able to participate in the debate tournament and after-school help in subject areas. They get the chance to meet with students who have similar backgrounds and go through similar life-experiences.

[Migrant Ed Program info sheet](#)

### Co-Curricular Activities

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>As the school year begins, students have the opportunity to examine different ways to <b>pair their interests with their academics and their career goals</b>. Students can be part of the Peer Health Educators promoting healthy choices among their classmates. Other students who might be more interested in business management might join DECA for real life experience and workplace investigation. More tightly tied to their academics is the ROP program, training students in their desired vocation. For our special needs students who are older, Transition Programs for individuals with IEPs who qualify for an additional 4 years of support through the school district. The students receive support in five key areas: vocational skills training, functional living skills, community awareness, appropriate social interactions and adult leisure recreation activities.</p> <p>Though the resources and opportunities are abundant, awareness and involvement in some programs is limited and has room for improvement.</p>	<p><a href="#">Peer Health Educators Club</a>  <a href="#">Tri-Valley ROP</a>  <a href="#">National DECA Website</a>  <a href="#">Adult Transition Classes</a></p>

**E3.5. Additional Online Instruction Prompt:** *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
N/A	

## ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth

### Summary, Strengths, and Growth Needs

#### Summary (including comments about the critical learner needs)

Granada is rich in resources, if students take advantage of them. The sense of community is strong. We use multiple venues for communication, to engage the parents and the greater community. Discipline procedures are unclear and are viewed as inconsistent. The trimester schedule presents challenges for building relationships with students and parents, since our time together is often short.

#### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

Parent and community engagement:

- Plethora of volunteers for extra curricular activities
- Students and parents are given a good amount of resources
- Social media gives our school a way to be transparent to the world
- The GHS culture fosters the following:
  - Communicates information in clear and concise ways.
  - Invests in events that educate parents on school policies, procedures, class schedules.
  - Transitions students effectively from middle school to high school via informational events and programs.
  - Utilizes a digital gradebook accessible to parents in an unlimited way.
  - Hosts fundraising events that support academic and extra-curricular activities
  - Behavioral Expectations are clearly communicated.
  - Tremendous custodial staff and maintenance crew that creates a clean space as well as campus supervisors that are invested in creating a safe and clean atmosphere.

School environment:

- Support academically and socially
- Attempt to include every group on campus
- Academic support with many avenues to succeed.
- Kids are given many resources
- There are given a good amount of information
- A good amount of time for students to get help
- Retaining teacher who are alumni

#### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

Parent and community engagement:

- Difficult to build rapport with parents with trimester schedule
- Students are not given instruction as to how to use the resources given to them
- Too many resources in which the students can refer to
- Lacking community involvement
- Need a way to highlight the achievements students have made in the community
- Discipline procedures unclear
- Staff unclear about current improvement plan
- Announcements better
- Improve classroom management in individual classrooms
- Kids wandering around aimlessly
- Tardy

School environment:

- Too many choices and resources
- Students take advantage of the opportunities they are given
- Too many tardies
- Too many chances on suspensions
- Strict consequences for drug and alcohol abuse
- In-school suspension is not a punishment
- We as teachers have not taught the students how to use the time when they need help
- Teachers have students who miss a good amount of school and no repercussions
- Trimester systems does not allow teachers and students to build trustful relationships

## **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

- Our counseling and administrative needs continue to grow.
- The achievement gap for ELs and SWD is a concern.
- Teachers lack tools for behavioral interventions, and there's a lack of clarity about the policies and procedures for discipline.
- The trimester presents challenges for relationship-building and academics.
- Teachers need more tools for differentiating the curriculum.
- We need to work on administration to staff communication (handbook, calendars, discipline etc.)
- The SLOs and IB principles need to be more explicitly integrated in the curriculum.



## **Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs**

1. The achievement gap for English Learners and Students with Disabilities continues to be significant and needs to be reduced. Intervention strategies for struggling students are limited.
2. Teachers and administrators need more tools to address student discipline needs. Current behavior interventions have been largely ineffective.
3. Our Student Learning Outcomes and the International Baccalaureate Learner Profile need to be more explicitly addressed.

Our prioritized Student Learning Needs align closely with the LVJUSD LCAP goals one and two. The first LCAP goal is to “Increase the number of students who graduate college and/or career ready.” Our district seeks to increase proficiency on the SBAC and focuses on the needs of English Learners, which aligns with our CSLN regarding our achievement gap. Students who demonstrate proficiency in our SLOs and the IB Learner Profile will also be more college and career ready. The second district LCAP goal is to “Provide an engaging, clean, healthy, and physically and emotionally safe environment.” Addressing our students’ discipline needs will provide a more positive and safer environment for all.

## Chapter V: Schoolwide Action Plan

**CSLN #1:** The achievement gap for **English Learners** and **Students with Disabilities** continues to be significant and needs to be reduced. **Intervention strategies** for struggling students are limited.

Relates to Goal #1 in the Single Plan for Student Achievement (SPSA): All Granada High students will improve their skills in English Language Arts as measured by SBAC ELA, District Write, and the Granada Literacy Proficiency Index (LPI).

### Related SLOs:

- Interpret and evaluate texts and data.
- Inquire and reflect on their learning.
- Effectively communicate in a global society, using a variety of media.
- Advocate for personal and community well-being.

Task	Responsible party and resources needed	Timeline
<b>English Learners</b>		
Work with the curriculum department to select a structured ELA/ELD curriculum. Revise the ELD course descriptions, to reflect the change in curriculum. Begin piloting Listenwise in ELD classes, using the trial. Also begin using the program TELL (Test of English Language Learning) to support assessment, in ELD classes (already available).	-ELD teachers and EL Liaison -Curriculum department -ELA adoption committee  Resources: -Curriculum materials (district funded) -Release time	2018-2019
School will use available resources to provide professional development for all teachers on best practices in teaching English Learners.	-Professional Development Coordinator -EL Liaison -Administrative team  Resources: -Potential funding for presenter(s)/training	Fall 2018 mini conference for small groups  Spring 2019 for whole-staff professional development
Implement strategies from the EL professional development, and meet in professional learning teams to share, critique, and develop strategies. Develop a system for tracking and sharing these strategies.	-Professional Development Coordinator -Librarian/WASC Coordinator (system) -GHS faculty	Ongoing, after PD  Fall 2019 for website/tool

	Resources: -Collaboration time	
Develop a committee to research and evaluate models for serving ELD students.	-Committee members -Administrative team  Resources: -Release time for research and school visits -Potential section allocation	Fall 2019
Continue to develop and refine the bilingual peer tutoring program.	-EL Liaison -Involved teachers  Resources: -Incentives for tutors	Immediate and ongoing
<b>Students with Disabilities</b>		
Revise the co-teaching and academic support elements of our resource program.	-Administrative team -Special education department	2017-2018 and 2018-2019
Allow flexibility for case managers to visit their students in their regular education classroom.	-Administrative team -Case managers	In place
Evaluate support for students who need help in math fundamentals. Determine whether or not Math Academy is filling this need.	-Interested teachers (both special education and math) -Administrative team  Resources: -Release time to explore options	2017-2018 and 2018-2019
<b>Both populations</b>		
Provide professional development regarding student information system (SchoolLoop, PowerSchool, Illuminate, etc.) tools for communication between teachers and parents, regarding struggling students. Add appropriate “student trackers” in the student information system.	-Administrative team -Information technology department	2018-2019
Continue to refine our new system for Student Study Teams.	-Administrative team -Student Study Team	Ongoing

**CSLN #2:** Teachers and administrators need more tools to address student **discipline needs**.

Current behavior interventions have been largely ineffective.

Relates to Goal #2 in the Local Control and Accountability Plan (LCAP): Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels. Focus Area: Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all Students

**Related SLOs:**

- Follow and apply logical processes.
- Problem-solve.
- Advocate for personal and community well-being.

Task	Responsible party and resources needed	Timeline
Develop a committee to explore the possibility of implementing a whole-school PBIS system. Extend the invitation to the whole staff. Send a preliminary group of teachers and administrators to a PBIS conference in Fall of 2018.	-Administrator in charge of intervention -PBIS committee  Resources: -Conference fees -Committee materials (books)	2018-2019
Begin tracking behavior referrals to the office in the School Wide Information System (SWIS). Provide a clear procedure for tracking the referrals in SWIS. Later, consider expanding to minor classroom behaviors. Initially, minor behavior referrals will only be tracked by the PBIS exploration committee (for a few days), to determine the feasibility.	-Administrator in charge of intervention -Faculty -PBIS committee	Spring 2018, preliminary rollout (ongoing)
Provide training on strategies to implement Tier 1 interventions in the classroom. Use the data in SWIS to help evaluate the effectiveness of our positive behavior interventions.	-PBIS committee -Professional Development Coordinator -Administrator in charge of intervention  Resources: -Training materials -Time to prepare -Staff meeting time	2019-2020
As we develop our PBIS program, we will document the process and our policies to create a Granada High School PBIS manual.	-Administrator in charge of intervention -PBIS committee -Librarian/WASC	2019-2020

	coordinator	
The administrative team will communicate with teachers about the outcome of behavior referrals to the office.	-Administrative team	Immediate and ongoing
Once we begin evaluating Tier 2 and Tier 3 interventions, provide professional development on Ed Code, as it relates to student discipline. Use time in the curriculum leaders meetings to plan for this professional development.	-Administrative team -Teachers with administrative credentials	2021-2022
Evaluate all tiers of behavioral intervention annually.	-Administrative team -PBIS committee -Faculty	Ongoing
If necessary, explore other behavioral frameworks and programs.	-Administrative team -Faculty	Beginning 2021 (if we don't implement PBIS)

**CSLN #3:** Our **Student Learning Outcomes** and the **International Baccalaureate Learner Profile** need to be more explicitly addressed.

Relates to Goal #6 in the Single Plan for Student Achievement (SPSA): Granada students will balance their lives to develop sound physical and mental health.

**Related SLOs:**

- Follow and apply logical processes.
- Problem-solve.
- Interpret and evaluate texts and data.
- Inquire and reflect on their learning.
- Effectively communicate in a global society, using a variety of media.
- Advocate for personal and community well-being.

Task	Responsible party and resources needed	Timeline
Introduce the IB learner profile in FIT.	-FIT team	Beginning Fall 2018
Provide whole-staff professional development on the IB philosophy and integrating the philosophy in all classes (IB approaches to teaching and learning). Consider sending more teachers to IB trainings.	-IB Coordinator -Professional Development Coordinator  Resources: -Staff meeting time -IB conference fees	Beginning Fall 2018, at least twice annually thereafter
Explore the possibility of acknowledging students who demonstrate the traits described in the SLOs and IB Learner Profile.	TBD	2019-2020
Send out a monthly IB Learner Profile trait and/or SLO to the staff, to incorporate the language and principles in our instruction. Include some examples.	-WASC coordinators -Faculty	Beginning Fall 2019. Revisit later, to see if it's helpful.

**Just do its:**

- Update the Granada High School website. (TBD, as the district is rolling out a new website platform)
- Distribute the faculty handbook. (Fall 2018)
- Publish a three-trimester calendar in the fall. (Fall 2018)

**Appendices:**

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [Challenge Success Survey Results](#)
- C. [WASC survey results](#)
- D. [The most recent California Healthy Kids Survey](#)
- E. [Master schedule](#)
- F. [Approved AP course list](#)
- G. [UC a–g approved course list](#)
- H. [GHS IB website](#) and [IB website](#)
- I. [California School Dashboard: Granada High School](#)
- J. [School accountability report card \(SARC\)](#)
- K. [CBEDS school information form](#)
- L. [Graduation requirements](#)
- M. [Single Plan for Student Achievement \(SPSA\)](#)
- N. [School budget](#)
- O. [Glossary of terms unique to the school.](#)
- P. [Professional Development staff survey results](#)
- Q. [Professional Development Planning Documents](#)
- R. [Student Handbook](#)
- S. [Thinking Standards Rubric](#)
- T. [Pacing guide examples](#)
- U. [Measure J Project Description](#)
- V. [Exemplar Lesson Bank](#)