

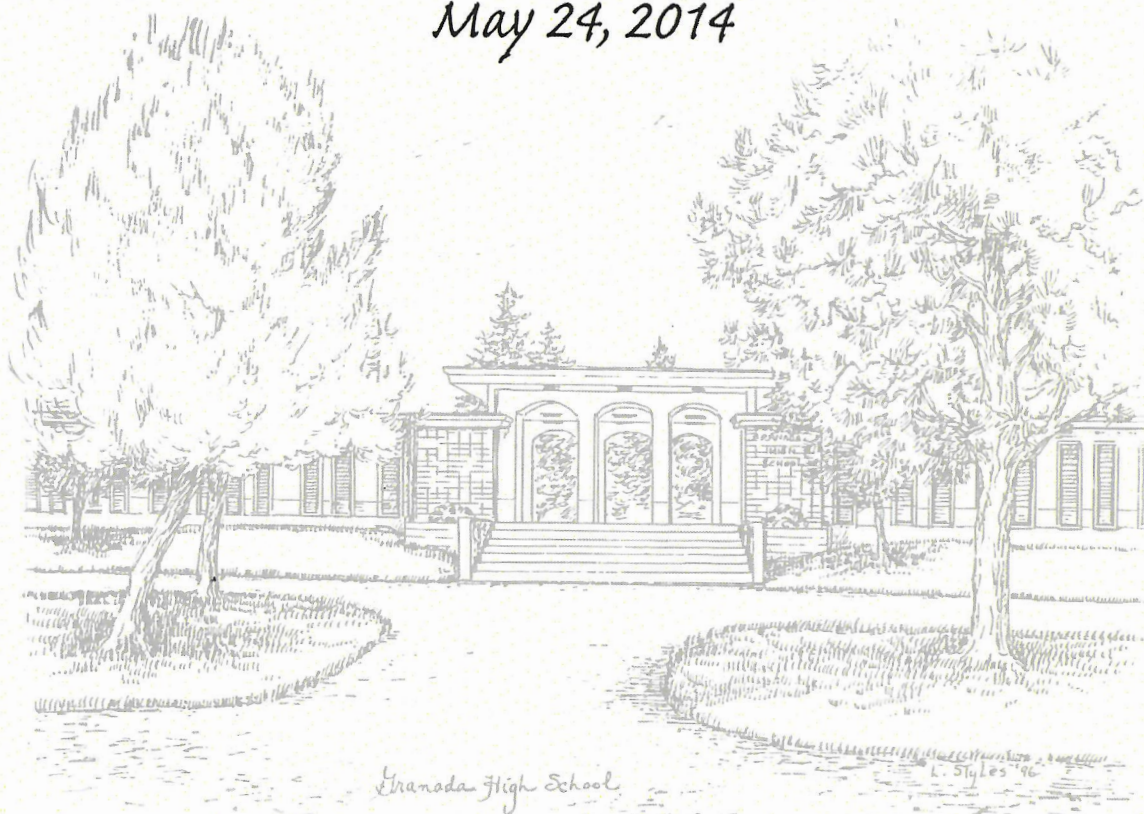
GRANADA

— HIGH SCHOOL —



*50th Anniversary Celebration
Honoring Our History & Traditions*

May 24, 2014



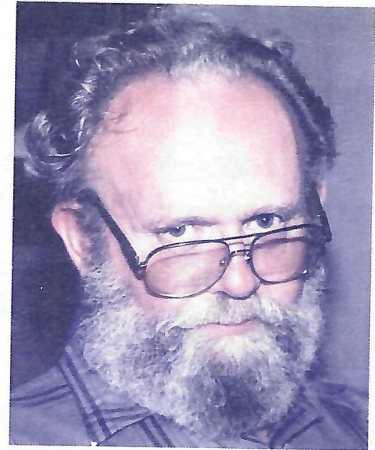


DEDICATION

As we researched the fifty years of Granada High School two names kept coming to the surface in our investigations and discussions.

Jack Beery

Jack Beery was one of a handful of teachers who transferred from Livermore High School to Granada in the mid-1960s. He ended up teaching in Livermore schools for nearly 30 years, with 25 of those at Granada, leaving his mark indelibly etched in Granada's history and in his students' lives. Jack was an intellectual, but more than an intellectual, and the defacto head of a group of educators trying to challenge the established ways of teaching. Jack sought to apply The New Frontier mentality that John Kennedy had developed to the field of education. He was not a radical, but sometimes gave the appearance of being one. His gruff, formidable exterior was belied, however, by a kind-hearted interior. Those who came to know him soon learned that he was extremely caring, concerned about, and dedicated to his students.



Most importantly, Jack was an advocate for those students often left behind—challenging them to think, to reach, and to envision goals that they thought were beyond them. He empowered students by listening to them carefully—to their ideas, their needs, and their struggles. In a time when the established method of instruction was to lecture and expect one's lectures to be fed back in a sometimes less than creative manner, Jack Beery wanted to be challenged, and be a catalyst for students' critical thinking, deduction, analysis and exploration, so that student could arrive at conclusions based upon data and information rather than emotion and preconceived ideas.

As we talked with former students invariably Jack Beery's name repeatedly came up without prompting. The themes were consistent. Jack Beery was a teacher who cared for all students. A fellow teacher commented, "He had the ability to reach every kind of student, not just the bright student, the slow student or the college bound—he treated them all with the same dignity."¹ Karen Hogan, class of 1967, stated, "The mid-60s was a time of turmoil and great hope. Jack was a part of that fleeting memory for me. He always taught me another way of looking at an event or issue."² When told about the project we were working on LouAnn

¹ Judith Beery, *The Herald*, October 18, 1990

² Karen Hogan, *The Herald*, October 18, 1990

McCune called from Idaho to make sure Jack Beery was included in the narrative because he was the “heart and soul of the school.”³

This is the Jack Beery who helped develop the culture and character of Granada High School in its early years. This is the Jack Beery that, as former student Mary McNeill, class of 1972, said, “Jack was a compass, a moral compass.”⁴ The teachers, administrators, and students at Granada from the 1960s through the 1980s used this compass to charter a path of discovery, pride, compassion, and inquiry for others to follow.

If Jack Beery was the compass of Granada High School, Jan Freytag became the soul of the school.

Jan Freytag

Ms. Freytag was a physical education teacher who started at GHS in the late 1960s. At first her work was dedicated around the creation of school spirit. She was a rah-rah—still is. Through her leadership the Spirit Squad was formed, and later the Rally Club. But she became much more to Granada than one who organized rallies.



Jan Freytag is a fastidious person. Granada became her second home. If there was anything that was out of place, unkempt, or unsightly Jan brought it immediately to the attention of those in charge. “We can’t have Granada look like this,” she often exclaimed.



In 1995 Jan, sensing that our basketball team would have the best season in the previous thirty years and possibly host a NCS playoff game, said to the principal, “We can’t have our gym look like this.” Given permission, she contacted a commercial artist to makeover the gymnasium. In 1995 no high school gym looked better.



³ LouAnn McCune, March 19, 2014

⁴ Mary McNeill, April 10, 2014

She was Granada's greatest supporter, always setting a high standard, making sure we looked good. Moreover, she made sure we acted and behaved with dignity. And she made Granada fun! School was school, but school should be fun! When something went well, she invariably exclaimed, "AWESOME!"

She took the same zeal she had for athletics and school spirit to academic recognition. "We



need these students to know that their good work is just as important as our athletic teams," she

exclaimed to Principal Kevin Drake. Thus began the tradition of honoring our academic all-stars the same way we honored our athletes. The Student Union was transformed into a gala room showing our students the respect and admiration we had for them and their accomplishments. This tradition has continued with the annual Black and Gold Honor Breakfast, an event that still has her signature on it, even after her retirement in 2007.

And this 50th Anniversary Celebration would not have developed into the "class event" we expect without her initiative and oversight.

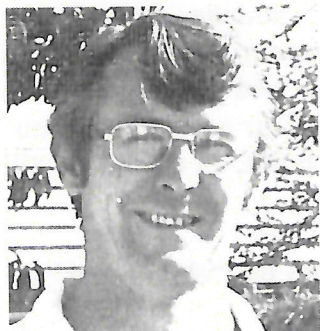
Jan Freytag is AWESOME!

For their integrity, their tremendous life energies expended on behalf of Granada High, their commitment to offering high quality, inspiring educational opportunities for all students, and their concern, which extended beyond students' grades to their overall well-being, we dedicate this publication to Jan Freytag and to the memory of Jack Beery. These two teachers, along with countless others along the way, planted the seeds that have now grown into strong roots that have supported Granada's growth over the past 50 years, and which will allow it to continue to bloom and grow.

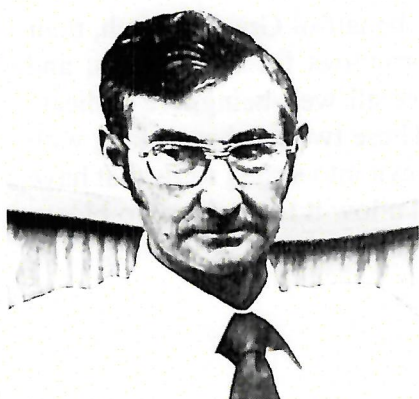
THE PRINCIPALS—1963-2014

Jack Lee (1963-1976)

- Managed the growth of Granada
- Started TUFOLD-1968
- Stadium construction-1972



Gary Kenny (Interim 1976)



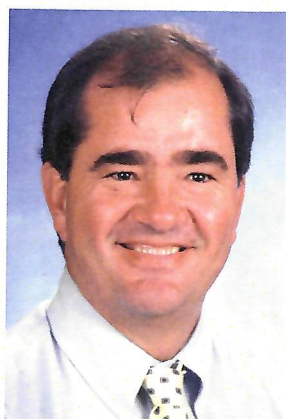
Jack Snodgrass (1976-1984)

- TUFOLD ended 1980
- *The Chisholms* book controversy
- 1983 Graduation controversy

Joe Medeiros (1984-1994)

- Freshmen Focus Program—1989
- Block Schedule Implementation (3x3 classes)-1992
- Undefeated volleyball team for most of his tenure

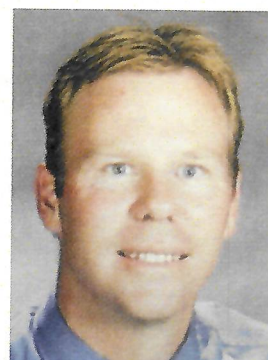


Kevin Drake (1994-2004)

- Extended Block Schedule to 4X4 classes—1996
- Homecoming re-structure-2001
- CRISS (Content Reading in the Secondary Schools) training with emphasis on a schoolwide reading comprehension program
- \$500,000 Digital High School Grant to build computer networking system

Chris VanSchaack (2004-2010)

- Facility projects completed: Science wing added, quad renovated, softball fields built
- Trimester schedule implemented — 22 new elective courses added
- Student enrollment grew to 2275, teaching staff increased to over 90
- First east bay school to have campus-wide wireless access

**Philomena Rambo (2010-)**

- All subjects shift to Common Core State Standards
- F.I.T. fosters growth in spirit, respect, and achievement
- Co-Teaching in Math and English classes support all students
- STEM courses expand: Biotechnology, Robotics, Engineering, Computer Science, and Game Design
- The Arts meet the 21st Century with Studio Broadcast, Video Production, and Digital Photo

THE PRINCIPALS SECRETARIES (1963-2014)**June Healey (1963-1977)**

- Jack Lee
- Jack Snodgrass

Arlene Casareto (1977-1999)

- Jack Snodgrass
- Joe Medeiros
- Kevin Drake

**Judy Kajiya (1999-2014)**

- Kevin Drake
- Chris VanSchaack
- Philomena Rambo



INTRODUCTION



Future Site of Granada High School, circa 1961

The rapid population explosion that hit Livermore in the late 1950s and early 1960s necessitated the opening of a second high school. In 1950 the population of Livermore was 4,364 but by 1960 had increased to 16,068. It was apparent that a new high school was needed to alleviate the overcrowding at Livermore High School. By 1960, the local Board of Education approved the finances to start the construction of a new school, and they had a unique way of determining the name of this second high school, which we know today as Granada.

The 9th graders who entered Livermore High School in 1962 had spent their entire school years together. They were friends. But soon a line would be drawn down L Street that would separate this class into two groups. Those who lived east of L Street were to continue at Livermore High, the others were to move across town to start the new high school.

This latter group were the pioneers, and they not only brought with them the energy, enthusiasm and determination of earlier pioneers, they also brought with them thirteen teachers from the Livermore High staff who possessed this same spirit. Together they

combined this enthusiasm and energy that comes with a fresh start and new surroundings, and created an institution that has stood the test of time---or at least 50 years.

This is the story about people. It starts in 1963 with thirteen teachers and the 350 students who formed the foundation for Granada High School and continues to those thousands of subsequent students, teachers and staff who maintained and expanded on this foundation. Please understand we had no ambitions of making this the definitive history of Granada High. The reader will notice vast gaps in our story. It is our intention that the reader understands the beginning of the school; the changes made in structure and focus over the years, and most importantly understand what an alumnus or a veteran staff member means by “Granada Pride.”

Peg Hasselt

Kevin Drake

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