Internet Access

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

2023-24 School Contact Information

School Name	Granada High School
Street	400 Wall Street
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4800

2023-24 School Description and Mission Statement

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

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

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

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

School Mission Statement

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

School Vision Statement

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

Follow and apply logical processes
Problem solve
Interpret and evaluate texts and data
Identify and evaluate chains of causality
Effectively communicate in a global society using a variety of media

About this School

2022-23 Student Enrollment by Grade Level

Grade Level

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School	School	District	District	State	State
	Number	Percent	Number	Percent	Number	Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	76.90	76.74				

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

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

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

criteria, pilots materials, makes recommendations appropriate to each adoption cycle.

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

aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics,

language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available for science laboratory courses offered in grades 9-12, inclusive.

In accordance with the terms of the Williams case settlement and Education Code 35186, a uniform complaint process has

textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign

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

School Facility Conditions and Planned Improvements

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

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
Х			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)						

CAASPP Test Results in Science for All Students

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

students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

2023-24 Opportunities for Parental Involvement

and fundraising to make athletic and music programs successful. Granada has a vibrant parent English Learner Advisory Committee (ELAC), which hosts parent meetings and provides cultural celebrations for the entire Granada community. Granada parents also organize and put on the Senior Safe and Sober Grad Night Party. We continually invite parents to

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

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

C. Engagement

State Priority: Pupil Engagement

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

High school Dropout Rates; High school Graduation Rates; and

2022-23 Graduation Rate by Student Group	(Four-Year Cohort Rate)
, , , , , , , , , , , , , , , , , , , ,	ent group. For information on the Four-Year Adjusted Cohort Graduation n Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp .

2022-23 Suspensions and Expulsions by Student Group

Student Group Suspensions Rate

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-

how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	9	46	3

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses 18.3

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

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

Professional Development

Professional Development

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

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

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

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