



Vineyard Alternative School

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Grades 1-12
CDS Code 01-61200-0130393

SARC

2016-17
School Accountability
Report Card
Published in 2017-18



Livermore Valley JUSD

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School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Principal's Message

Vineyard Alternative School provides an independent study program for students in grades 1-12.

The elementary and middle school program is designed to assist parents who wish to instruct their children at home. To reach a common educational goal, we follow the Livermore Valley Joint Unified School District (LVJUSD) curriculum guidelines and the California State Standards while encouraging parents to introduce creative learning in a home environment. We assist parents interested in home teaching to meet the legal requirements of California's attendance laws.

The high school program affords students with the opportunity to work with teachers. Together, they approach the curriculum in an individualistic manner to help meet the needs and interests of students. Flexibility within the curriculum is an integral part of the program, and Vineyard staff strives to be creative and supportive to both student and parent.

The high school program is accredited through the Western Association of Schools and Colleges (WASC), and high school students meet the same graduation requirements as students who attend our district's traditional high schools. High school students have the opportunity to participate in work experience and community service. Additionally, high school students can be concurrently enrolled in 1-2 classes at the traditional high schools, as well as take courses at the community college. High school students who are concurrently enrolled at their high school of residence also have the opportunity to participate in sports and other extracurricular activities.

Our program is flexible and allows us to focus on the individual needs of each student, as well as give the student opportunities to advance at his or her own pace.

School Mission Statement

Upon graduation, each student will be academically and intellectually prepared with the skills needed to contribute and thrive in a changing world.

School Vision Statement

Vineyard Alternative School students will be motivated to become excited and curious learners. They will develop a respect for and a deep understanding of how education is a pathway to a better standard of living.

School Safety

The school safety plan is reviewed and updated annually, and a copy of the plan is provided to all staff and organizations that hold programs at the site. Additional copies may be obtained from the district office. The plan identifies procedures, staff responsibilities, and coordination of safety issues with other organizations holding programs during the day or night. The plan covers preparedness response for earthquakes, fires and intruders. The site follows the district drill plan for practice of each type of major safety concern, and all organizations at the site participate in the practice drills.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2017.



District Mission and Vision Statements

Building A Bright Future

Each student will graduate with the skills needed to contribute and thrive in a changing world.



District Non-Negotiable Goals

Non-Negotiable goals are goals set in areas of student achievement and classroom instruction that all staff members must act upon in order for our students, schools and district to reach achievement targets.

- All staff will expect and support active student engagement in the learning process.
- Everyone will respect and protect instructional time.
- All teachers will base instruction on essential standards.
- All staff will use results from assessments to guide instruction and measure student learning.
- All staff will actively participate in collaboration focused on student achievement.

District Goals

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school to be college and/or career ready.

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Goal 3: Enhance parent and community engagement and communication.

Governing Board

Craig Bueno

Chuck Rogge

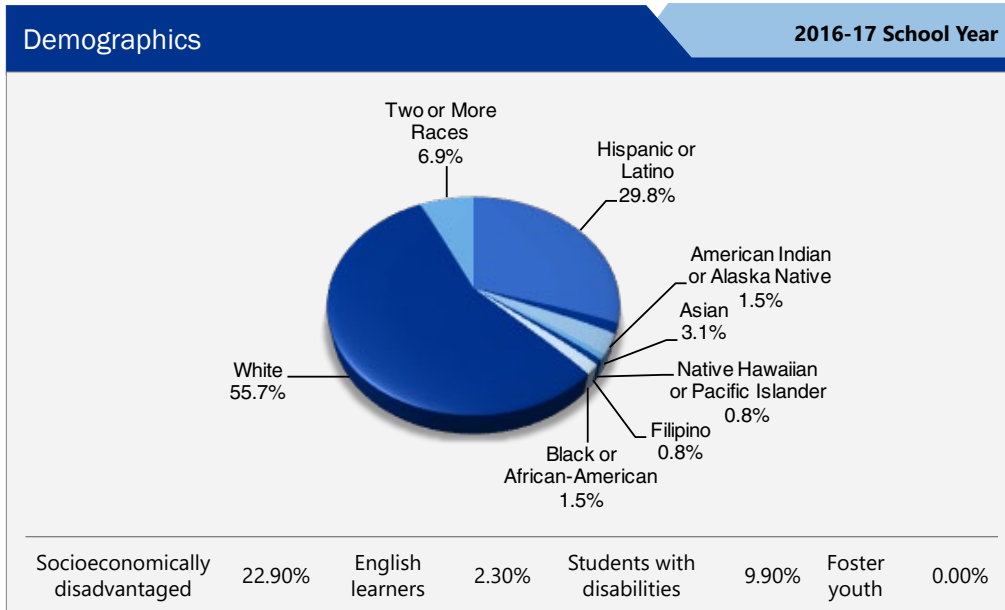
Kate Runyon

Chris Wenzel

Anne White

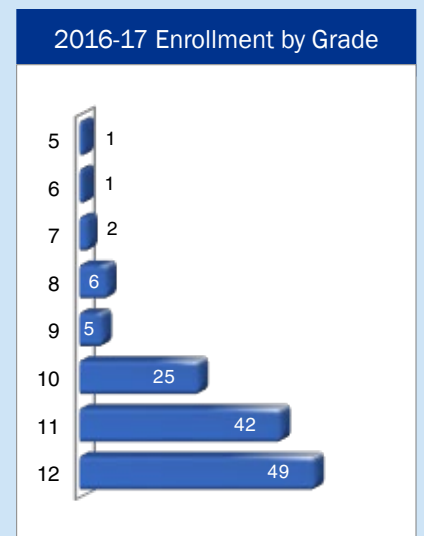
Enrollment by Student Group

The total enrollment at the school was 131 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



Average Class Size and Class Size Distribution

Vineyard Alternative School is an independent-study school. Students meet with their teachers one-on-one or in small groups (2-12 students at a time).

Parental Involvement

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states:

“The Board of Education recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.”

Recent educational research suggests that highly effective schools—schools that achieve high standards—have a number of features in common, including high levels of parent and community involvement. When parents take an active role in their children’s education, students tend to perform at high levels and have more well-rounded educational experiences. LVJUSD parents are welcome participants in our school community. There are a range of opportunities for parents to engage with schools, including Parent Teacher Associations (PTAs), Parent Faculty Associations (PFAs), sports and activity booster clubs, and other supporter groups. On a monthly basis, the superintendent of schools meets with a representative of each school’s parent organization at the Parent Communication and Information Council (PCIC). This gathering provides an opportunity for parent groups to collaborate with each other and representatives of the district regarding events, opportunities, and activities for students and families. This is also a time district representatives share new initiatives and current information with parent leaders. In addition, parents have the opportunity to share general concerns and ask questions directly to the superintendent. Each school also has formal advisory groups including School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) who represent other parents at the site and are critical in the development and monitoring of the Single Plan for Student Achievement (SPSA). A representative from each SSC serves on the district Local Control Accountability Plan (LCAP) Advisory Committee, and a member of each ELAC serves on the District English Learner Advisory Council (DELAC), which also serves as the LCAP English learner advisory committee. Through these two-way systems of parent support and engagement, parents, district, and school staff have open lines of communication and opportunities to engage in meaningful ways with the school community.

Vineyard encourages parent and guardian involvement through several avenues. We have an active School Site Council that meets quarterly to support the vision of the school. Parents and guardians volunteer time as tutors, guest speakers, chaperones for field trips, and are active in the planning process and execution of our small, intimate graduation ceremony. For more information, please contact Principal Carla Estrada-Hidalgo at (925) 606-4722 or cestrada@lvjUSD.k12.ca.us.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Vineyard Alternative			
	14-15	15-16	16-17
Suspension rates	0.0%	0.0%	2.0%
Expulsion rates	0.0%	0.0%	0.0%
Livermore Valley JUSD			
	14-15	15-16	16-17
Suspension rates	2.7%	2.6%	3.4%
Expulsion rates	0.1%	0.0%	0.0%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Types of Services Funded

Categorical funds support a wide range of districtwide and site services to assist all students, including underperforming students, in meeting and exceeding standards. At the district level, categorical funds are used to provide program specialists and staff to monitor, implement and oversee Migrant Education, Native American Education, Special Education, Gifted and Talented Education (GATE) program services; intervention; summer school; TriValley Teacher Induction Project (TV/TIP) and new teacher support; professional development; Peer Assistance and Review and staff development; and the English learner (EL) program.

District-level advisory committees, such as the District Advisory Committee (DAC), District English Learner Advisory Council (DELAC), GATE Advisory Committee, Career Technical Education (CTE) Advisory Committee, Technology Committee, Math Leadership Committee, K-12 Writing Committees and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

- After School Education and Safety (ASES) funds support the Livermore BELIEVES program at Marilyn Elementary and Junction K-8 Schools and the PAL program at all middle schools, by providing enrichment opportunities, homework support and academic intervention to students.
- Carl D. Perkins Vocational and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Migrant Education program funds provide a community liaison, community outreach, instructional aides, tutors, technology-based PASS program and preschool services.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing including program specialists, psychologists, therapists; professional development; transportation; and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education and professional development, supplemental instructional materials and support staff to ensure quality programs for English learner students.
- Title VII: American Indian funds are used for parent education, guest speakers, tutoring, cultural activities and incentives for Native American students.



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

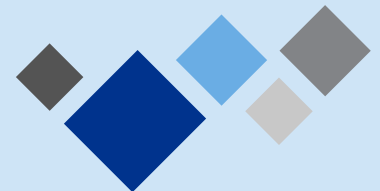
Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2016-17 School Year		
Percentage of Students Meeting Fitness Standards	Vineyard Alternative			
	Grade 5	Grade 7	Grade 9	
Four of six standards	❖	❖	8.3%	
Five of six standards	❖	❖	16.7%	
Six of six standards	❖	❖	8.3%	

Positive Learning Environment

Vineyard promotes a positive school environment conducive to learning. This is accomplished through the one-on-one support available to students and parents or guardians. The school participates in the President's Education Awards Program and recognizes students who achieve honor roll. At the end of each school year, graduates are honored at a graduation ceremony, and eighth graders participate in a promotion event.

Student safety is a high priority. All students are expected to adhere to the district's rules, policies and procedures.



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Vineyard Alternative		Livermore Valley JUSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	43%	39%	75%	73%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Vineyard Alternative		Livermore Valley JUSD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	59%	54%	61%	61%	48%	48%
Mathematics	17%	15%	48%	49%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	Vineyard Alternative	Livermore Valley JUSD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2010-2011
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement		2
Percentage of schools currently in Program Improvement		66.70%

◇ Not applicable. The school is not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8 and 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	85	52	61.18%	53.85%
Male	30	19	63.33%	47.37%
Female	55	33	60.00%	57.58%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	14	53.85%	42.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	44	27	61.36%	48.15%
Two or more races	11	9	81.82%	77.78%
Socioeconomically disadvantaged	15	10	66.67%	30.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	85	46	54.12%	15.22%
Male	30	17	56.67%	23.53%
Female	55	29	52.73%	10.34%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	12	46.15%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	44	23	52.27%	17.39%
Two or more races	11	9	81.82%	11.11%
Socioeconomically disadvantaged	15	8	53.33%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsggrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhs-gradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2016	
Group	Vineyard Alternative	Livermore Valley JUSD	California
All students	100.00%	96.93%	87.11%
Black or African-American	❖	87.50%	79.19%
American Indian or Alaska Native	❖	100.00%	80.17%
Asian	❖	97.14%	94.42%
Filipino	❖	97.30%	93.76%
Hispanic or Latino	88.89%	92.83%	84.58%
Native Hawaiian or Pacific Islander	❖	100.00%	86.57%
White	100.00%	98.98%	90.99%
Two or more races	100.00%	97.22%	90.59%
Socioeconomically disadvantaged	100.00%	100.00%	85.45%
English learners	❖	77.50%	55.44%
Students with disabilities	100.00%	85.57%	63.90%
Foster youth	◇	◇	◇

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	13-14	14-15	15-16	13-14	14-15	15-16
Vineyard Alternative	86.79%	91.11%	76.32%	7.50%	8.90%	13.20%
Livermore Valley JUSD	90.03%	91.42%	93.65%	5.90%	5.90%	4.20%
California	80.95%	82.27%	83.77%	11.50%	10.70%	9.70%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Vineyard Alternative	
2015-16 and 2016-17 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2016-17	39.85%
Percentage of graduates who completed all courses required for UC/CSU admission in 2015-16	0.00%



“Our program is flexible and allows us to focus on the individual needs of each student, as well as give the student opportunities to advance at his or her own pace.”



Textbooks and 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. The 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. The 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.

The district reviews and adopts textbooks based on state and district standards. The 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.

The district selection process includes a committee of teachers and administrators, along with parent input. The committee develops evaluation criteria, pilots materials, makes recommendations appropriate to each adoption cycle and coordinates the district textbook-adoption process.

The final book selection is based on input from a district committee and the community. Staff development is provided for all new textbook adoptions. Districtwide adoptions include English language arts in 2003-04, history/social science in 2005-06, science in 2006-07, 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.

By the eighth week of school each year, the LVJUSD Board of Education passes a resolution certifying, “Sufficient Standards-aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics, science, history/social science, and English/language arts, including the ELD component of an adopted program.” Foreign language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available to 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 been developed, and guidelines are posted in every classroom. “Each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign language and health classes, and is applicable to science laboratory equipment for science laboratory courses offered in grades 9-12 inclusive.” No complaints have been filed relative to “sufficiency” of instructional materials in the district.

Elementary School Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Open Court Reading, SRA</i>	2003
Mathematics	<i>Investigations 3, Pearson</i>	2016
Science	<i>California Edition, Macmillan/McGraw-Hill</i>	2007
History/social science	<i>History-Social Science for California, Scott Foresman</i>	2006

Advanced Placement Courses

Several online and Board approved Advanced Placement courses are available to students attending this alternative school.



Career Technical Education Programs

Students in grades 11-12 participate in the Work Experience program and receive specific instruction in résumé writing, job applications and interviewing techniques. All students have access to computer technology. Vineyard High School students can concurrently enroll in up to two classes at the traditional high schools, providing an opportunity for them to take courses in Career Technical Education that are not offered through Vineyard. Included in these two classes are courses through the Regional Occupational Program (ROP). Students may also enroll in the local community college for both academic and vocational classes. Individual program plans are set up for each student. Students are encouraged to attend Career Night workshops offered in the district and field trips to the local community college.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Vineyard Alternative	
2016-17 Participation	
Number of pupils participating in a CTE program	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

Middle School Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Timeless Voices, Timeless Themes</i> ; Prentice Hall	2003
Mathematics	<i>Big Ideas Math: Course 1</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Course 2</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Course 3</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Math Advanced 1</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Math Advanced 2</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Algebra 1</i> , Big Ideas Learning	2016
Mathematics	<i>Geometry</i> , Holt	2008
Science	<i>Focus on Earth Science</i> , Pearson/Prentice Hall	2007
Science	<i>Focus on Life Science</i> , Pearson/Prentice Hall	2007
Science	<i>Focus on Physical Science</i> , Pearson/Prentice Hall	2007
History/social science	<i>World History: Ancient Civilizations</i> , McDougal Littell	2006
History/social science	<i>World History: Medieval and Early Modern Times</i> , McDougal Littell	2006
History/social science	<i>Creating America: A History of the United States; Creating America: Beginnings Through World War I</i> ; McDougal Littell	2006
History/social science	<i>History Alive!</i> , TCI	2006

High School Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Timeless Voices, Timeless Themes</i> ; Prentice Hall	2003
Mathematics	<i>Algebra Readiness</i> , California Edition; Prentice Hall Mathematics	2008
Mathematics	<i>Big Ideas Algebra I</i> , Big Ideas Learning	2016
Mathematics	<i>Geometry</i> , Holt	2008
Mathematics	<i>Algebra 2</i> , Holt	2008
Mathematics	<i>Discovering Advanced Algebra</i> , Key Curriculum Press	2008
Mathematics	<i>Precalculus: Graphical, Numerical, Algebraic</i> ; Prentice Hall	2008
Mathematics	<i>Calculus</i> , 7th Edition; Houghton Mifflin	2008
Mathematics	<i>Statistics Through Applications</i> , W.H. Freeman	2008
Mathematics	<i>The Practice of Statistics</i> , W.H. Freeman	2008
Mathematics	<i>Mathematics with Business Applications</i> , 6th Edition; McGraw-Hill/Glencoe	2016
Mathematics	<i>Mathematical Studies for the Standard Level</i> , Oxford University Press	2016
Science	<i>Earth Science: Geology, the Environment, and the Universe</i> ; Glencoe/McGraw-Hill	2007
Science	<i>Life Science: Biology</i> ; Holt, Rinehart and Winston	2007

Continued on page 10

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	10/3/2017



High School Textbooks and Instructional Materials - *Continued from page 9*

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Science	<i>Forensic Science: Coordinated Science 1, Coordinated Science 2</i> ; The Press Syndicate of the University of Cambridge	2007
Science	<i>Conceptual Physics</i> , Pearson/Prentice Hall	2007
Science	<i>Biology</i> , Pearson/Prentice Hall	2007
Science	<i>Living by Chemistry</i> , WH Freeman and Co.	2015
Science	<i>Chemistry (Honors)</i> , McDougal Littell	2007
Science	<i>Environmental Science: Working with the Earth</i> , by G.T. Miller	2007
Science	<i>Physics: Principles and Problems</i> , Glencoe/McGraw-Hill	2007
Science	<i>Biology</i> , AP Edition; Pearson/Prentice Hall	2007
Science	<i>Chemistry: The Central Science</i> , AP Edition; Prentice Hall	2007
Science	<i>Explorations: An Introduction to Astronomy</i> , McGraw-Hill	2007
Science	<i>Global Science</i> , Sixth Edition; Kendall/Hunt	2007
Science	<i>Integrated Science: Science Spectrum: A Balanced Approach</i> ; Holt, Rinehart and Winston	2007
Science	<i>Animal Anatomy and Physiology: Applied Animal Reproduction</i> ; Scientific Farm Animal Production; Prentice Hall	2007
Science	<i>Chemistry: An Introduction to General, Organic, and Biological Chemistry</i> ; Prentice Hall	2013
Science	<i>Oxford IB Diploma Programme: Biology</i> , Oxford University Press	2016
Science	<i>Oxford IB Diploma Programme: Chemistry, Standard and Higher Level</i> ; Oxford University Press	2016
Science	<i>Physics for the IB Diploma</i> , 6th Edition; Cambridge University Press	2016
History/social science	<i>World Geography</i> , McDougal Littell	2006
History/social science	<i>Modern World History</i> , McDougal Littell	2006
History/social science	<i>World History</i> , McDougal Littell	2006
History/social science	<i>The Western Heritage</i> , McDougal Littell	2006
History/social science	<i>World Civilizations</i> , McDougal Littell	2006
History/social science	<i>The Americans; American Vision; American Pageant</i> ; McDougal Littell	2006
History/social science	<i>Magruder's American Government</i> , Prentice Hall	2006
History/social science	<i>New Ways of Thinking</i> , McDougal Littell	2006
History/social science	<i>American Government</i> , McDougal Littell	2006
History/social science	<i>College Catalog Economics</i> , McDougal Littell	2006
History/social science	<i>Understanding Psychology</i> , Glencoe	2006
History/social science	<i>Myers' Psychology for AP</i> , Worth Publishers	2006
History/social science	<i>American History: Connecting with the Past Vol. 2</i> , McGraw-Hill Higher Education	2016

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2017-18 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Teacher Evaluations

Permanent teachers are evaluated every other year unless under a five-year evaluation cycle. Teachers who have not reached permanent status are evaluated every year. The evaluation is specified in the collective bargaining agreement between the district and the Livermore Education Association. The evaluation is aligned to the California Standards for the Teaching Profession (CSTP). The teacher and the evaluator meet to formulate professional goals based on the six CSTPs. The teacher is observed by his or her evaluator, and at least two goal-setting conferences are held. Teachers who need to improve are assigned to the Peer Assistance and Review (PAR) program. Teachers also have the option of voluntarily requesting coaching support through PAR.

"Flexibility within the curriculum is an integral part of the program, and Vineyard staff strives to be creative and supportive to both student and parent."

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2017-18 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	9/21/2017	
Date of the most recent completion of the inspection form	9/21/2017	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs			2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Electrical	There was a light out in the principal's office. Custodian changed the bulb.	9/22/2017	

Substitute Teachers

LVJUSD maintains the continuity and quality of education by making every effort to hire credentialed substitutes or the highest caliber professional who has passed the California Basic Educational Skills Test (CBEST). In addition, substitute teachers hold college degrees and proper documentation to ensure they meet the California Commission on Teacher Credentialing requirements. The district human resources department monitors the substitute pool to ensure adequate availability of substitutes to cover staff absences. LVJUSD is fortunate to have both a committed group of retired educators and aspiring teachers ready to serve our students.

School Facilities

Vineyard Alternative School is located on a school site that was established in 1994, and offers students a quiet and inviting setting to facilitate learning. The school site provides a clean, safe and pleasant learning environment. The site is accessible to students with disabilities, offers wireless internet access in each classroom, provides students and parents and guardians with the opportunity to use on-site computers and provides community use of the building seven days a week.

Education is a top priority in the community of Livermore, and maintaining a safe and orderly environment maximizes student learning. The citizens of Livermore have passed three major funding measures targeting school facility needs: Measure B in 1975, Measure L in 1999 and, most recently in June 2016, the generous and supportive Livermore community passed the Measure J Facilities Bond.

Measure J funds will be used to:

- Modernize classrooms, science labs and educational technology for 21st century instruction
- Repair aging infrastructure: leaky roofs, faulty plumbing, HVAC and electrical systems
- Renovate facilities for advanced science, technology, engineering and math (STEM) and Career Technical Education (CTE) courses
- Improve safety, including security lighting, fencing, fire safety, and other emergency systems
- Upgrade deteriorated hardscapes, physical education facilities, and pick-up/drop-off zones
- Increase access to school facilities to better accommodate individuals with disabilities

Through these bond measures and developer fees, the LVJUSD has been able to renovate, modernize and construct new schools following the Facilities Master Plan.

Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. The LVJUSD Board of Education has adopted cleaning standards for all schools in the LVJUSD. The principal works with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Livermore Valley JUSD	Vineyard Alternative		
Teachers	17-18	15-16	16-17	17-18
With a full credential	653	18	21	21
Without a full credential	26	0	1	0
Teaching outside subject area of competence (with full credential)	8	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Vineyard Alternative		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

The district recognizes that each employee—classified, certificated and management—influences the opportunities for students to achieve at the highest levels. In line with our District Professional Development Plan, we offer and support ongoing growth opportunities that allow every teacher, administrator and staff member to further develop the appropriate knowledge, skills and behaviors required to create learning environments that allow all students to demonstrate high levels of achievement. The Board of Education and the district administration recognize that all staff members of the LVJUSD must be provided time and support to acquire, improve and enhance professional knowledge, practices and skills.

During the 2017-18 school year, relevant and timely professional development will be available and delivered to employees. In addition, the two designated professional development days and the flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Professional development will primarily focus on implementation of the California State Standards; student and staff safety; customer service; meeting the needs of special-education students; effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, Project Lead the Way, International Baccalaureate and Advanced Placement programs.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
Vineyard Alternative	3 days	3 days	3 days

School Support Staff

The district provides the following support staff and programs to meet the needs of students, teachers, parents and administrators: school community liaison, child welfare and attendance specialists, school psychologists, behaviorists, speech therapists, specialist for the hearing impaired, Resource Specialist Program (RSP), Special Services Preschool, special day classes (SDC), special education instructional aides, special education program specialists, adaptive physical education instructors, occupational therapists, high school counselors, school nurses, health aides, English learner (EL) program, Spanish and English Dual Immersion program, Migrant Education program, International Baccalaureate, interpreters and translators, bilingual instructional aides, curriculum specialists, Title I resource teachers, Title I instructional aides, and summer school programs.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2016-17 School Year

Academic Counselors

FTE of academic counselors 0.80

Average number of students per academic counselor 130

Support Staff **FTE**

Social/behavioral counselor 0.00

Career development counselor 0.00

Library media teacher (librarian) 0.00

Library media services staff (paraprofessional) 0.06

Psychologist 0.70

Social worker 0.00

Nurse 0.10

Speech/language/hearing specialist 0.00

Resource specialist (nonteaching) 0.00

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2015-16 Fiscal Year	
	Livermore Valley JUSD	Similar Sized District	
Beginning teacher salary	\$39,765	\$48,522	
Midrange teacher salary	\$73,248	\$75,065	
Highest teacher salary	\$89,392	\$94,688	
Average elementary school principal salary	\$121,681	\$119,876	
Average middle school principal salary	\$118,429	\$126,749	
Average high school principal salary	\$128,879	\$135,830	
Superintendent salary	\$221,000	\$232,390	
Teacher salaries: percentage of budget	38%	37%	
Administrative salaries: percentage of budget	6%	5%	

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Vineyard Alternative	\$8,806	\$75,023	
Livermore Valley JUSD	\$6,731	\$71,463	
California	\$6,574	\$77,824	
School and district: percentage difference	+30.8%	+5.0%	
School and California: percentage difference	+34.0%	-3.6%	

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$9,484
Expenditures per pupil from restricted sources	\$677
Expenditures per pupil from unrestricted sources	\$8,806
Annual average teacher salary	\$75,023



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.

School Accountability Report Card

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