

# 2017-2018

## The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: Vineyard School

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: 01612000130393

Principal: Carla Estrada-Hidalgo

Date of this revision: September 12, 2017

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 14, 2017.



## **Vision Statement**

The vision of Vineyard School maintains that all students will be motivated to become excited and curious learners. Vineyard students will develop a respect for and a deep understanding of how education is a pathway to a better standard of living.

## **Mission Statement**

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

## **The Story**

Vineyard School is located in a primarily residential area in the City of Livermore, California, which is part of Alameda County, and it is considered to be part of the San Francisco Bay Area. Once a small farm and ranching town, Livermore's population has grown steadily over the past few years, as Livermore is now home to more than 89,000 residents. Although the community still reflects its agricultural roots with its burgeoning wineries and annual rodeo, it has gone through some changes because of its increasing industrialization, urbanization, and gentrification. According to the 2015 US Census Bureau, Livermore's median household income was \$100,992, with two of its biggest employers being Lawrence Livermore National Laboratory and Stanford Health Care – ValleyCare Medical Center. Although the median household income stands at over \$100,000, there still a number of Livermore residents who are socioeconomically disadvantaged. The US Census Bureau estimates that 5.7% of Livermore's population lives at or below the poverty level, compared to the national average.

In order to help combat the impact of poverty on students and families struggling to survive in Livermore, Vineyard School has made great efforts to partner with community organizations such as La Familia, Horizons Family Services, and the Livermore Public Library to offer low-income families with low or no-cost options to help students succeed. Families are referred to these organizations, and these organizations are invited to give presentations on our campus. Additionally, the La Familia organization has offices on our school campus and Horizons Family Services conducts parent education workshops using our facility. Understanding the need to further support our students, Vineyard School also maintains partnerships with the Rotarian Club of Livermore, Wente Vineyards, and the Livermore Valley Education Foundation (LVEF). These foundations have been instrumental in supporting the goals of our school through mini-grants and student recognition programs.

The number of students attending Vineyard School fluctuates throughout the school year. The number of students can range from the low one-hundreds (100s), at the commencement of the school year, to as many as over one-hundred-sixty (160) students at the end of the school year. The population of Vineyard students is socially, economically, and ethnically diverse. The ethnic makeup of Vineyard's student population mirrors that of the Livermore community, with 56% White students, 30% Hispanic/Latino, 7% of two of more races, 3% Asian, and 1.5 % African American, 1.5% Indian or Alaska Native, and 1% Filipino. The gender composition of Vineyard students is 62% Female and 38% Male. Nearly 86% of Vineyard students are in grades 10 – 12. Of our students, 88% use the English language as the primary language spoken at

home, and 12.3% indicated they speak a language other than English at home. However, only 2.3% of Vineyard students are classified as English Language Learners (ELLs), who are in need of English Language Development (ELD). In addition, 9% of Vineyard students are students with disabilities, and 23% are socioeconomically disadvantaged students.

Vineyard Independent School is a voluntary program that uses independent study as its primary means for instruction for our students from grades one to twelve. Since Vineyard School uses an independent study model, which facilitates in helping to address the individual and specific needs of students in a safe and supportive environment, families in the Livermore community learn of our school as the need arises. Furthermore, students are typically referred to us by other Livermore Valley Joint Unified School District (LVJUSD) schools. We are able to serve students from all over the Livermore area, with most students transferring to Vineyard School from the comprehensive high schools in the district.

Students in our program work closely with their teachers to receive a highly personalized instruction, which offers a high degree of flexibility and individualization. Oftentimes, our students have different learning styles and learning needs, which can be best addressed using a more individualized approach to learning. Both the Instructional Leadership Team (ILT) and our Professional Learning Community (PLC) teams help guide instruction and support each other in the implementation of the California State Standards (CSS). Currently, our teams are collaborating to update Vineyard School's various course logs, which are used by teachers to guide instruction.

Students and their families choose Vineyard School for its unique instructional program as well as other personal reasons. Some of our students live with medical conditions that limit daily attendance at LVJUSD comprehensive high schools. A significant number of Vineyard students who decide to attend Vineyard School experience anxiety, stress, and other challenges with peer interaction. Thus, our small, safe and supportive learning environment better supports their emotional and instructional needs. Other students have alternative graduation goals: Some want to graduate early, while others need to recover course credits in order to earn their high school diplomas. Hence, Vineyard School offers accelerated and credit recovery programs to help them achieve their graduation goals. Although no LVJUSD student is obligated to participate in independent study, the district does offer some students who are pending expulsion or students with rehabilitation plans the option to attend Vineyard School.

Since students with a variety of educational goals and instructional needs attend Vineyard School, it is important that staff prepare students for the possibility of seamlessly transitioning them to their school of residence at any time during the school year. (This also includes the possibility of transitioning students to either the continuation high school or the adult school). To assist with this transition, we offer students the opportunity to concurrently enroll at one of the other three high schools in our school district, as they are able to take up to two classes per trimester. This allows students the flexibility to take courses that are not offered at Vineyard School, while preserving a connection with peers and staff at the school to which they plan to transition. If students decide to remain with us, we ensure teachers understand the academic needs and educational goals of each student. Because we are a relatively small school, staff, including administrators, counselor, and teachers are able to communicate easily with

each other to create a seamless transition, as students enter their middle and high school years.

Vineyard School makes use of three models of instruction to facilitate student learning. The first model consists of a more traditional model, in which students receive instruction by a teacher on a one-to-one basis. The second model of instruction incorporates blended learning, in which instruction is supplemented with online learning platforms, such as Edgenuity and ALEKS, promoting self-paced instruction, technology, accompanied by one-on-one teacher support. Lastly, our school uses small group instruction to help students achieve positive learning outcomes. In this model, a group of five to twelve students are able to not only interact and engage with the teacher and the curriculum, but with other students in a small classroom environment. In all three learning models, students are taught, guided, and advised by highly qualified credentialed teachers who exercise their expertise in the subject area in which they are certified. Furthermore, several teachers make great use of Google Classroom, which incorporates Google Docs, Google Sheets, Google Slides and Hyperdocs to enhance their curriculum and further offer learning opportunities to students using technology and an online platform.

Students are able to meet with their teacher(s) between one to three days per week for periods that last from forty-five to ninety minutes in length based on the subject areas being taught and the grade level of the students. During such meetings, teachers have the opportunity to engage and teach students at individual instructional level, tending to the learning needs of each students (including ELD level), helping them progress academically. Additionally, each student is assigned a Mentor Teacher, who oversees the educational progress of the student, ensuring that he/she is completing his/her assigned work within the specified timeframe and guiding him/her towards his/her educational goals and/or career pathways.

Students are assigned a minimum of 30 hours of work per week. However, the workload of assignments is compounded if students neglect to stay current with the completion of their assignments or if they turn-in incomplete work. For this reason, the school carefully monitors student attendance and stays in constant communication with students and their parents/guardians in an effort to keep students on track towards attaining their graduation requirements.

In addition to addressing to the needs to students who have found our school to be a better fit for them, we attend to the goals of students who wish to attend a four-year university/college. We offer students the opportunity to take UC/CSU A-G approved courses to satisfy the requirements to enter the UC/CSU system upon high school graduation. Furthermore, Vineyard High School is currently part of the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) accreditation, which affirms the caliber of the coursework we offer students who are college/university bound. Currently, our school is conducting a self-study within the cycle of self-reflection and improvement occurs, thus prompting growth and change within our school and staff. Vineyard School is scheduled to host a visit from WASC during the fall of 2018 in order to renew our accreditation, and it's our goal to attain a six-year ACS WACS accreditation once again.

In order to meet the learning needs of our student population, Vineyard School has a total of sixteen (16) fully credentialed teachers currently working with students. Of the 16 teachers, five (5) are full-time employees (1.0 FTE), and the remaining 11 are teachers who are compensated for their time on an hourly basis. Vineyard staff includes the following:

- Principal (1.0 FTE)
- Vice Principal (1.0 FTE)
- Executive Assistant to the Principal (1.0 FTE)
- School Secretary (1.0 FTE)
- Office Specialist (0.7 FTE)
- Academic Counselor (0.8 FTE)
- Special Education Teacher: Counseling Enriched Special Day Class and Resource (1.0 FTE)
- School Psychologist (0.8 FTE)
- 5 General Education Teachers (1.0 FTE)
- 11 General Education Teachers (Compensated Hourly)
- 1 District Nurse (On-Call)
- 1 District Technology Specialist (On-Call)

As Vineyard School continues to foster an inviting and engaging school environment that meets the individual educational needs of each of our students, we strive to offer opportunities where parents/guardians, families, and the community at large are able to have a voice in school-wide decisions. We will continue to host our School Site Council group (that includes, parents/guardians, teachers, and students) meeting on a monthly basis to help steer the decisions that are made as a school. Additionally, we will continue to implement school-wide needs assessments and surveys to be able to better understand, address, and serve the needs of our students and their families. Vineyard School teachers, support staff, and administrators always welcome constructive feedback from our students, their families, and the community, and we are always in search of ways to improve the education we offer our students.

**SPSA HIGHLIGHTS:** Identify and briefly summarize the key features of this year's SPSA.

The Vineyard School 2017-2018 Single Plan for Student Achievement (SPSA) has created a platform where parents/guardians, students, staff and other stakeholders are able concentrate on areas of greatest need while also celebrating our students' achievements and our school's strengths. As our school continues to thrive with new students who have diverse hopes and unique aspirations, we understand that Vineyard School needs to reflect the changing needs of our students. There are shifts that need to be considered and made in order to offer students opportunities to help them grow as individuals while also supporting their educational needs, especially in the areas of English Language Arts (ELA) and Mathematics.

Based on the data from the California Assessment of Student Performance and Progress (CAASPP) summative assessment, there are areas Vineyard students performed well in and other areas where students need further support. When comparing the 2015-2016 and the 2016-2017 assessment results in ELA/Literacy, although there was a five percent (5%) decrease in the total number of students who achieved Standard Met or Exceeded (from 56% to 51%), there was an overall improvement in three of the four ELA/Literacy Performance Claims where students scored Above the Standard. Moreover, when delving into the CAASPP results for Math, there was an overall four percent (4%) gain in the percentage of students who scored Standard Met or Exceeded (from 14% to 18%). However, when analyzing the data in the ELA/Literacy and Math Performance Claims, we recognize that a high percentage of our students are in the range of Near Standard. This indicates that with a solid and robust educational support system with various tiers of support in place, our students will accomplish success.

The educational support systems Vineyard School is excited to continue to offer, and new ones we are eager to implement, will assist teachers and staff to create a flourishing educational environment aimed to support student progress. This school year, our school will continue to offer Math tutoring by credentialed Math teachers to all students each Friday from 9:00 – 1:00 pm. During this time, students can drop in to receive additional support or can be referred by a teacher who understands that the student is in need of additional Math help. Likewise, we will continue to offer Friday Support Class to all students each Friday from 9:00 – 1:00 pm. Like the Math tutoring opportunity time, students can either elect to attend to get further assistance or can be referred to attend to further their learning.

Vineyard School is also eager to begin to implement the Coordination of Services Team (COST) meetings. Adding this component to our school will help us to develop a stronger Multi-Tiered System of Support (MTSS) where we focus on aligning our system of initiatives, supports, and resources to address specific needs for all students' academic, behavioral, social-emotional success, including gifted and high achievers. Student names and cases are referred to COST so that as a team, we can discuss and determine the services that will benefit the student and/or their families, and the student's overall progress in school.

In addition to COST, Vineyard School is looking forward to the implementation of School Loop to enable a streamlined way for parents/guardians and teachers to better communicate their learning progress. The use of this online platform will allow our

school to actively involve parents/guardians and students by informing them of the student's educational progress. School Loop will easily allow communication and collaboration between teachers and parents/guardians as they regularly update the system with future assignments that need to be submitted by students as well as student grades. Teachers, students and parents/guardians will be able to easily email each other through School Loop to maintain open communication regarding student progress and other news. Furthermore, this online program allows for teachers to create websites to keep all well informed as well maintain crucial documents that students and parents/guardians can access. By taking an in-depth look at the CAASP data, which reflect our students' educational needs, and consider our students more holistically, we have been able to establish a Single Plan for Student Achievement that will encourage academic and behavioral student growth and social-emotional success.

## NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance

**Dashboard Indicators:** The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

\* Based on the data from the California English Language Development Test (CELDT) for both 2015-2016 and 2016-2017 school years, Vineyard participated in the education of less than ten (10) students during these two school years. Out of the total number of English Language Learners (ELL) students for the 2015-2016 and the 2016-2017 school years who were tested, not all were continuously enrolled at Vineyard School for at least two (2) years. Of the students who were tested, eighty percent (80%) of them were able to achieve a proficient level in the English language when tested for both the 2015-2016 and 2016-2017 school years. However, of the total number of students tested, twenty percent (20%) were unable to attain proficiency during the 2015-2016 and 2016-2017 school years.

\* Specific data not included due to subgroup count of ten (10) or fewer students.

### Selected Assessments

#### 2015-16 CELDT

#### 2016-17 CELDT

#### Performance Level Percent Change

	2015-16 CELDT	2016-17 CELDT	CHANGE
Advanced	17%	33%	16%
Early Advanced	67%	50%	-17%
Intermediate	17%	17%	0%
Early Intermediate	0%	0%	0%
Beginner	0%	0%	0%

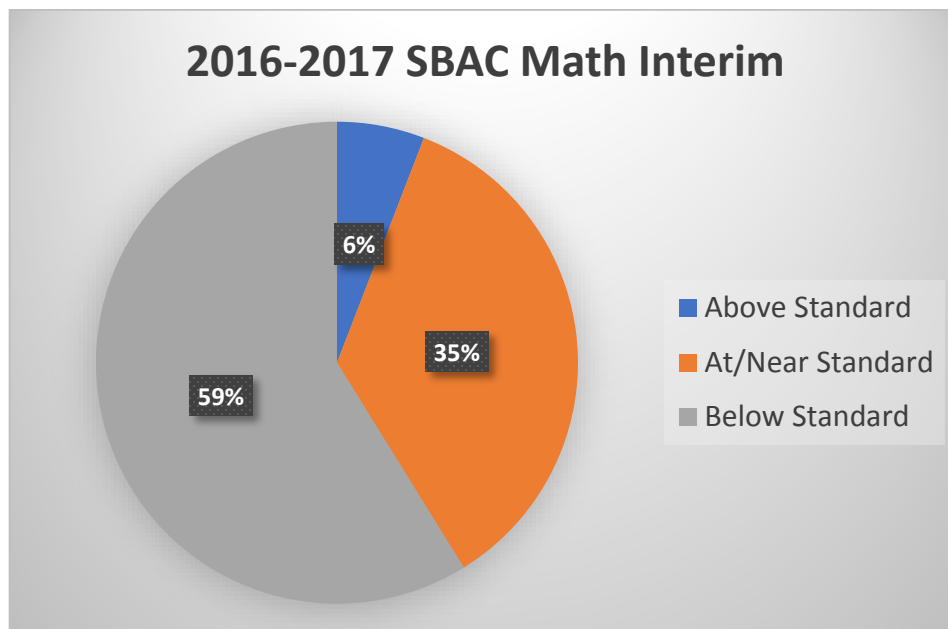
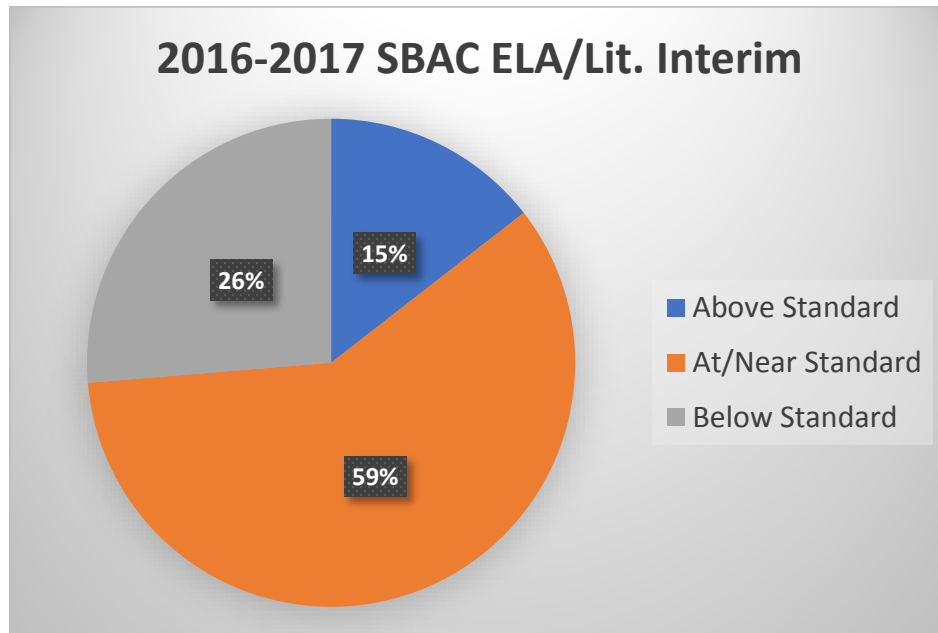
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by Illuminate Education

Students: All Students Student Group: All Students

Of the Vineyard School students tested by the California English Language Development Test (CEDLT), those who tested at an Intermediate level or below remained at seventeen (17%) for both the 2015-2016 and 2016-2017 school years. However, when looking closer at the data, there was a seventeen percent (17%) decrease in the number of students in the Early Advanced category as a result students moving into the Advance category, resulting in a sixteen percent (16%) jump. Therefore, there was marked improvement in our overall ELL student population moving towards the Advanced level.



## 2016-2017 SBAC English Language Arts/Literacy and Mathematics Interim



The data results from the Interim Smarter Balanced Assessment for the 2016-2017 school year, which students took in the fall of 2016, demonstrates that at this point in time, fifteen percent (15%) and six percent (6%) of student scored above the ELA/Literacy and Math standards respectively, and fifty-nine percent (59%) and thirty-five percent (35%) of students were at or near the ELA/Literature and Math standards, respectively. Additionally, twenty-six percent (26%) and fifty-nine percent (59%) of students scored below the ELA/Literature and Math standards, respectively.

## 2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Roster Date  
15-16 | Y

Subject: ELA

Test(s): All 2015-16 Assessments

Gender(s)  
Male & Female

Reported Race  
All Reported Races

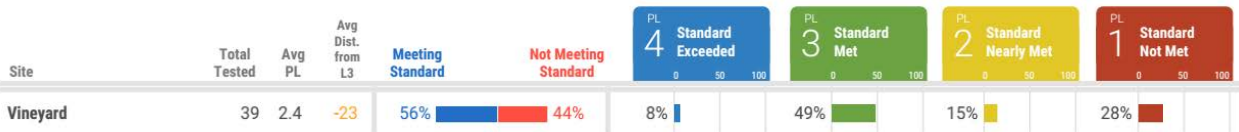
Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

### Overall Performance

PL = Performance Level



For the 2015-2016 and 2016-2017 school years, students in grades three through eight, and grade eleven (3-8 and 11) were tested using the Smarter Balanced Assessment as part of the California Assessment of Student Performance and Progress (CAASPP) summative assessment system. Students were assessed in the subject areas of English Language Arts (ELA)/Literacy and Mathematics (Math), measuring student knowledge and ability, subsequently measuring student achievement and academic growth.

For the 2015-2016 school year, Vineyard School tested a total of thirty-nine (39) students. The Smarter Balanced assessment data in ELA/Literacy for all grade levels indicates that twenty-eight percent (28%) of students did not meet the ELA/Literacy standards, fifteen percent (15%) of students nearly met the ELA standards tested, and fifty-six percent (56%) of students met or exceeded the ELA/Literacy standards tested. \* Further analysis of the data indicates sixty-four percent (64%) of Hispanic/Latino students, sixty-seven percent (67%) of students of two or more races, and forty-four percent (44%) of socio-economically disadvantaged students met or exceeded the ELA/Literacy standards. Of the students who were English Language Learners and students with a disability, which were less than 10, none were able to meet the ELA/Literacy standards.

\* Specific data not included due to subgroup count of ten (10) or fewer students.

## 2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Roster Date  
16-17 | Y

Subject: ELA

Test(s): All 2016-17 Assessments

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

### Overall Performance

PL = Performance Level



For the 2016-2017 school year, Vineyard School tested a total of fifty-five (55) students. The Smarter Balanced assessment data in ELA for all grade levels indicates that twenty-seven percent (27%) of students did not meet the ELA standards, twenty-two percent (22%) of student nearly met the ELA standards, and fifty-one percent (51%) of students met or exceeded the ELA standards. \* Further analysis of this data indicates that forty-four percent (44%) of Hispanic/Latino students, sixty percent (60%) of students of two or more races and thirty-three percent (33%) of socio-economically disadvantaged students met or exceeded the ELA standards. Of the students who were students with disabilities sixty percent (60%) met or exceeded the ELA standards.

\* Specific data not included due to subgroup count of ten (10) or fewer students.

## 2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Roster Date  
15-16 | Y

Subject: Math

Test(s): All 2015-16 Assessments

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

### Overall Performance

PL = Performance Level



For the 2015-2016 school year, Vineyard School tested a total of thirty-nine (35) students. The Smarter Balanced assessment data in Math for all grade levels indicates that fifty-one percent (51%) of students did not meet the Math standards, thirty-four percent (34%) of students nearly met the Math standards and fourteen percent (14%) met the Math standards. \* Further analysis of this data indicates that twenty-two percent (22%) of Hispanic/Latino students and fifty percent (50%) of students of two or more races met the Math standards. Additionally, it's important to note that seventy-one percent (71%) of socio-economically disadvantaged students did not meet the Math standards and that twenty-one percent (21%) of socio-economically disadvantaged students nearly met the Math standards. Of those students who were either English Language Learners or students with disabilities, which are a total of three (3) students, did not meet the Math standards.

\* Specific data not included due to subgroup count of ten (10) or fewer students.

## 2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Roster Date  
16-17 | Y

Subject: Math

Test(s): All 2016-17 Assessments

Gender(s)  
Male & Female

Reported Race  
All Reported Races

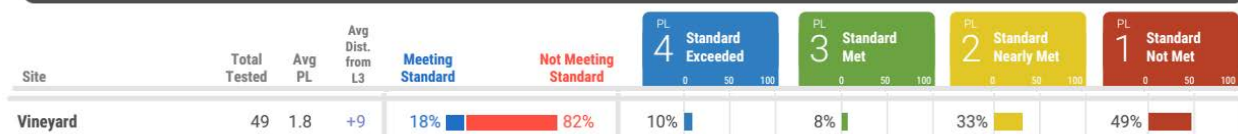
Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

### Overall Performance

PL = Performance Level



For the 2016-2017 school year, Vineyard School tested a total of thirty-nine (49) students. The Smarter Balanced assessment data in Math for all grade levels indicates that forty-nine percent (49%) of students did not meet the Math standards, thirty-three percent (33%) of students nearly met the Math standards and eighteen percent (18%) of students met or exceeded the Math standards. \* Further analysis of this data indicates that forty percent (40%) of students of two or more races and that twenty-five percent (25%) of socio-economically disadvantaged students nearly met the Math standard.

\* Specific data not included due to subgroup count of ten (10) or fewer students.

# CAASPP ELA/Literacy and Math Claim Performance by Year

## ELA/Literacy: Claim Performance Reading

### 2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2015-16 Assessments

Roster Date  
15-16 | Y

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

#### Claim Performance: Reading

CS = Claim Score



### 2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2016-17 Assessments

Roster Date  
16-17 | Y

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

#### Claim Performance: Reading

CS = Claim Score



## ELA/Literacy: Claim Performance Writing

### 2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2015-16 Assessments

Roster Date  
15-16 | Y

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

#### Claim Performance: Writing

CS = Claim Score



### 2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2016-17 Assessments

Roster Date  
16-17 | Y

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

#### Claim Performance: Writing

CS = Claim Score



## ELA/Literacy: Claim Performance Listening

### 2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2015-16 Assessments

Roster Date  
15-16 | Y

Gender(s)  
Male & Female

Reported Race  
All Reported Races

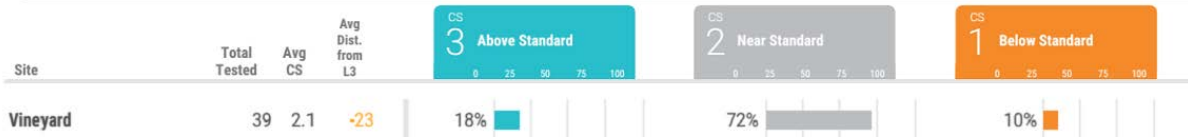
Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

#### Claim Performance: Listening

CS = Claim Score



### 2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2016-17 Assessments

Roster Date  
16-17 | Y

Gender(s)  
Male & Female

Reported Race  
All Reported Races

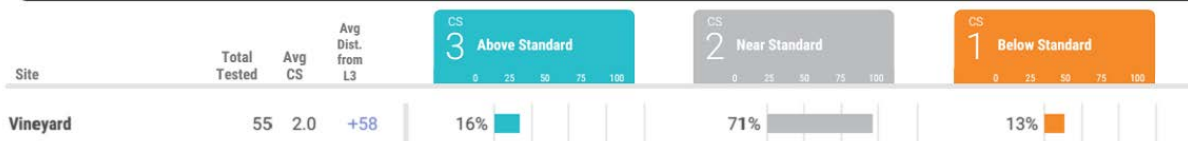
Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

#### Claim Performance: Listening

CS = Claim Score



## ELA/Literacy: Claim Performance Research/Inquiry

### 2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2015-16 Assessments

Roster Date  
15-16 | Y

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

#### Claim Performance: Research/Inquiry

CS = Claim Score



### 2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2016-17 Assessments

Roster Date  
16-17 | Y

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

#### Claim Performance: Research/Inquiry

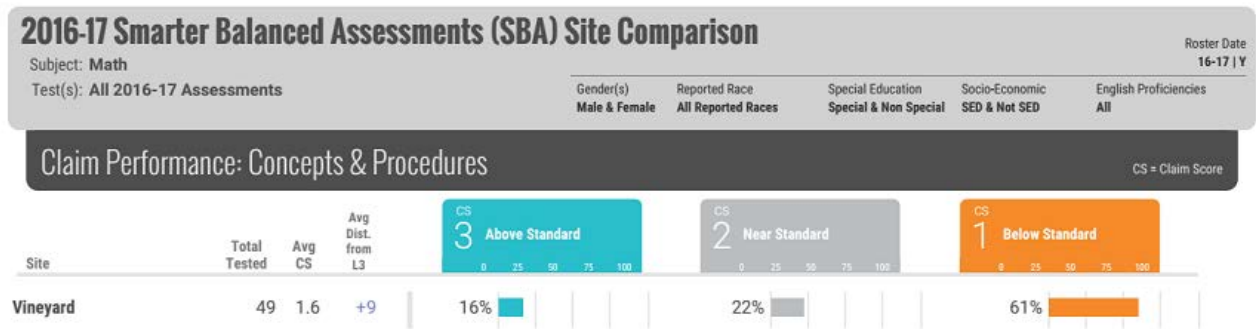
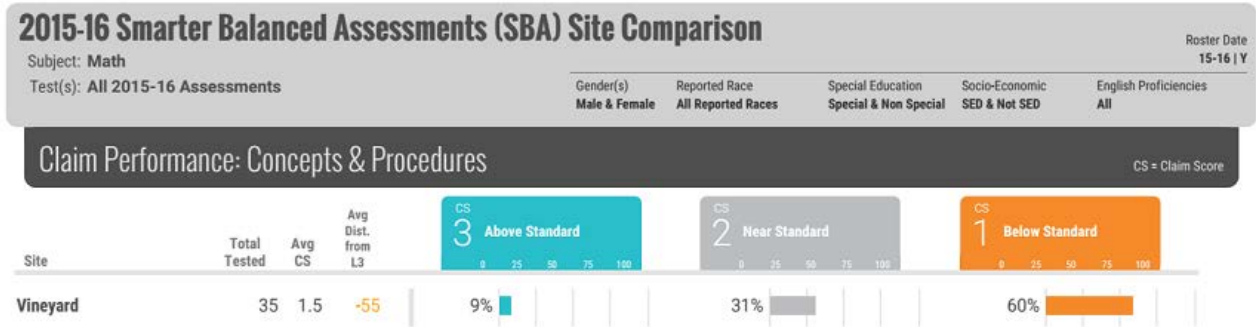
CS = Claim Score



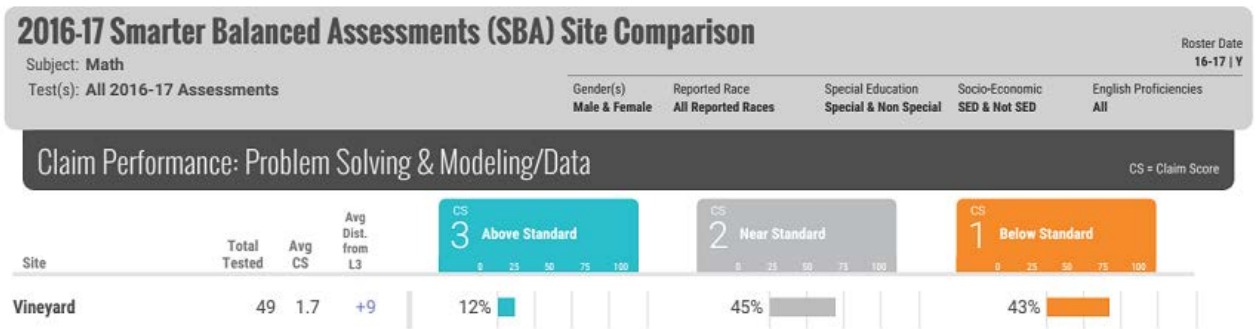
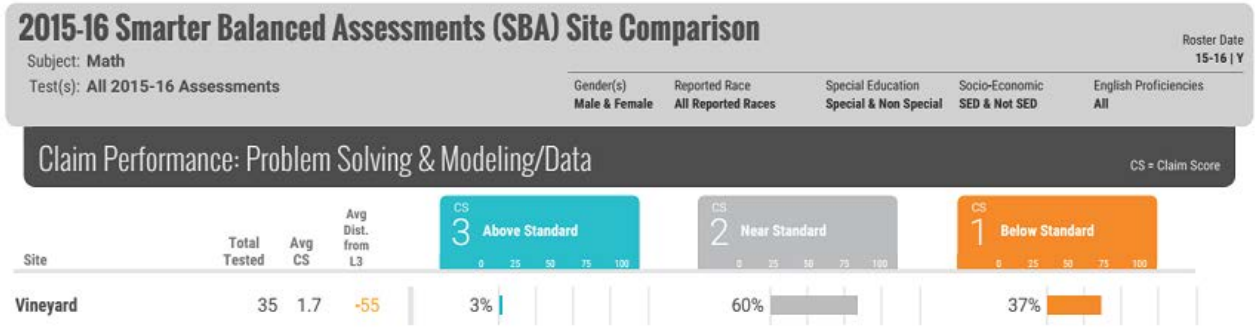
Based on the ELA/Literacy Smarter Balanced Assessment (CAASPP) results for all students, the data demonstrates an area where students can perform better and other areas where there were improvements when comparing the results from the 2015-2016 to 2016-2017 school years. There were a total of four Claim Performances in ELA/Literacy, and in the Claim Performance of Listening, there was a 2-point loss from eighteen percent (18%) to sixteen percent (16%).

However, students showed marked improvement in the Claim Performances of: Reading (a 9% gain), Writing (an 8% gain), and Research and Inquiry (a 12% gain).

**Math: Claim Performance Concepts and Procedures**



**Math: Claim Performance Problem Solving and Modeling/Data**



## Math: Claim Performance Reasoning

### 2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: Math

Test(s): All 2015-16 Assessments

Roster Date

15-16 | Y

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

#### Claim Performance: Communicating Reasoning

CS = Claim Score



### 2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: Math

Test(s): All 2016-17 Assessments

Roster Date

16-17 | Y

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

#### Claim Performance: Communicating Reasoning

CS = Claim Score



Based on the Math Smarter Balanced Assessment (CAASPP) results for all students, the data demonstrates that students improved in all three Claim Performances for Math. This includes a seven percent (7%) gain in Concepts and Procedures, a nine percent (9%) gain in Problem Solving and Modeling/Data and eleven percent (11%) gain in Communicating Reasoning.

## Physical Fitness Test (PFT) 2015-2016 and 2016-2017 Fifth and Seventh Grade Students

\* Based on the data for the Physical Fitness Test for the 2015-2016 school year, none of the fifth grade students who were tested achieved an overall "Healthy Fitness Zone" even though sixty-seven percent (67%) of students scored within or above the healthy fitness zone in Body Composition and Flexibility, and one-hundred percent (100%) of students scored within or above the healthy fitness zone in Abdominal Strength and Endurance, and Trunk Extensor Strength and Flexibility. However, for the 2016-2017 school year fifty percent (50%) of our students were able to attain the overall Healthy Fitness Zone. There were only two areas of weakness, which include an improvement from the previous year and improvement in Body Composition and Trunk Extensor Strength and Flexibility.

\* Based on the data for the Physical Fitness Test (PFT) for the 2015-2016 school year, of the seven (7) students in grade seven (7) who were test on the Physical Fitness Test (PFT), forty-three (43%) of them were able to achieve an overall "Healthy Fitness Zone" score. The majority of students scored within or above the healthy fitness zone in Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, and Flexibility. The areas of weakness include Aerobic Capacity and Upper Body Strength and Endurance. For the 206-2017 school year, there were five (5) students who were tested from grade seven (7). When compared to the overall results of the PFT from 2015-2016 to 206-2017, the data demonstrates there was a three (3) point loss in the in the 2016-2017 school year. Overall, forty percent (40%) of students achieved the Healthy Fitness Zone.

\* Specific data not included due to subgroup count of ten (10) or fewer students.

## Physical Fitness Test (PFT) 2015-2016 and 2016-2017 Ninth Grade Students

### Physical Fitness Test (PFT) 2015-2016

	% of students achieving the Healthy Fitness Zone		
	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<b>Grade 9</b>			
<b>Total student tested = 12</b>	0%	0%	0%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	7	0%	100%
<b>Body Composition</b>	9	56%	44%
<b>Abdominal Strength and Endurance</b>	9	33%	67%
<b>Trunk Extensor Strength and Flexibility</b>	9	100%	0%
<b>Upper Body Strength and Endurance</b>	9	0%	100%
<b>Flexibility</b>	9	89%	11%

### Physical Fitness Test (PFT) 2016-2017

	% of students achieving the Healthy Fitness Zone		
	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<b>Grade 9</b>			
<b>Total student tested = 12</b>	17%	8%	25%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	5	80%	20%
<b>Body Composition</b>	4	50%	50%
<b>Abdominal Strength and Endurance</b>	5	60%	40%
<b>Trunk Extensor Strength and Flexibility</b>	12	33%	67%
<b>Upper Body Strength and Endurance</b>	5	80%	20%
<b>Flexibility</b>	12	42%	58%

The results for the Physical Fitness Test (PFT) for students in grade nine (9), indicate there was an improvement in the percentage of students who achieved the overall Healthy Fitness Zone from the 2015-2016 to the 2016-2017 test. For these two school years, there were a total of twelve (12) student tested where fifty percent (50%) of more of these two groups of students were able to test within or above the healthy fitness zone for Body Composition. For the 2016-2017 school year, students performed markedly better in the areas of Aerobic Capacity, Abdominal Strength and Endurance, and Upper Body Strength.

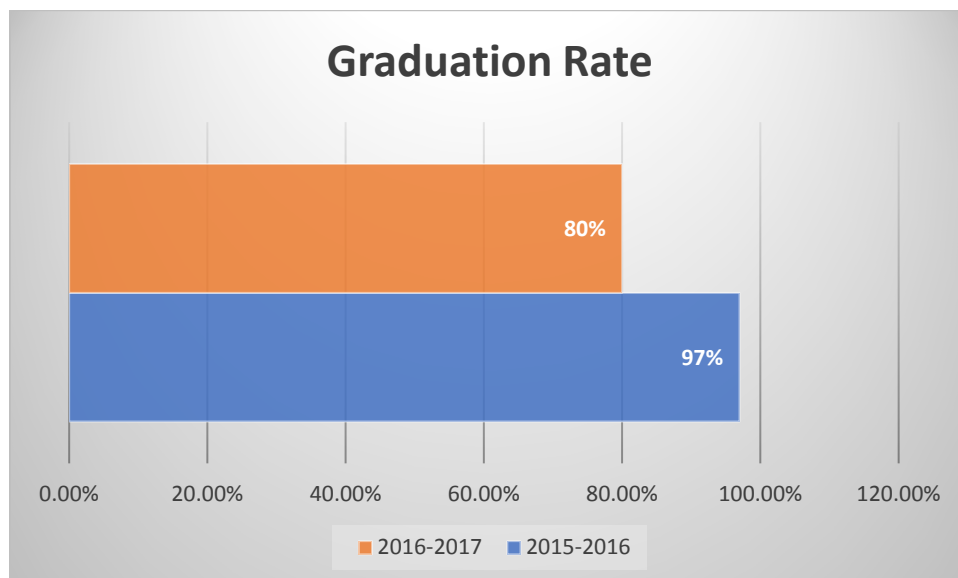


## Vineyard Attendance by Month

2015/2016 Vineyard Elementary											Average
Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	
17	18	20	14	10	19	18	17	15	19	13	
100.00%	100.00%	100.00%	96.72%	80.00%	93.75%	100.00%	97.65%	100.00%	96.03%	86.48%	<u>95.51%</u>
2015/2016 Vineyard 6-12											Average
Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	
17	18	20	14	10	19	18	17	15	19	13	
90.61%	98.22%	99.06%	98.01%	99.43%	94.06%	86.18%	92.96%	87.41%	87.39%	84.63%	<u>92.54%</u>
2016/2017 Vineyard Elementary											Average
Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	
17	18	19	14	10	19	19	18	14	19	13	
100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	98.82%	98.82%	<u>99.79%</u>
2016/2017 Vineyard 6-12											Average
Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	
17	18	19	14	10	19	19	18	14	19	13	
86.98%	97.78%	87.98%	87.78%	98.73%	96.54%	80.47%	94.41%	96.12%	93.66%	84.01%	<u>91.31%</u>

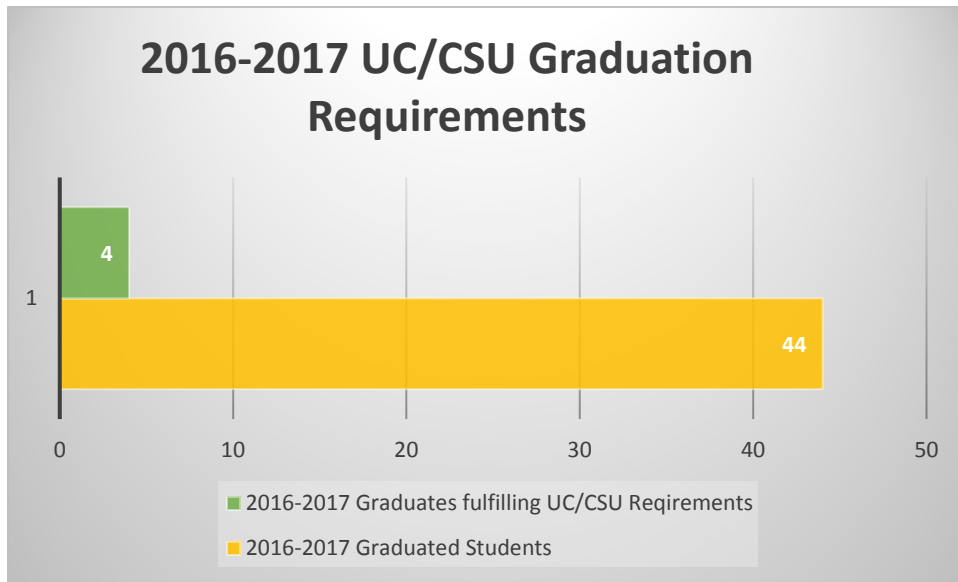
The average attendance rates for Vineyard School for the 2015-2016 and 2016-2017 school years for students in grades one through five (1-5), and grades six through twelve (6-12) have been above ninety percent (90%).

## Graduation Rates

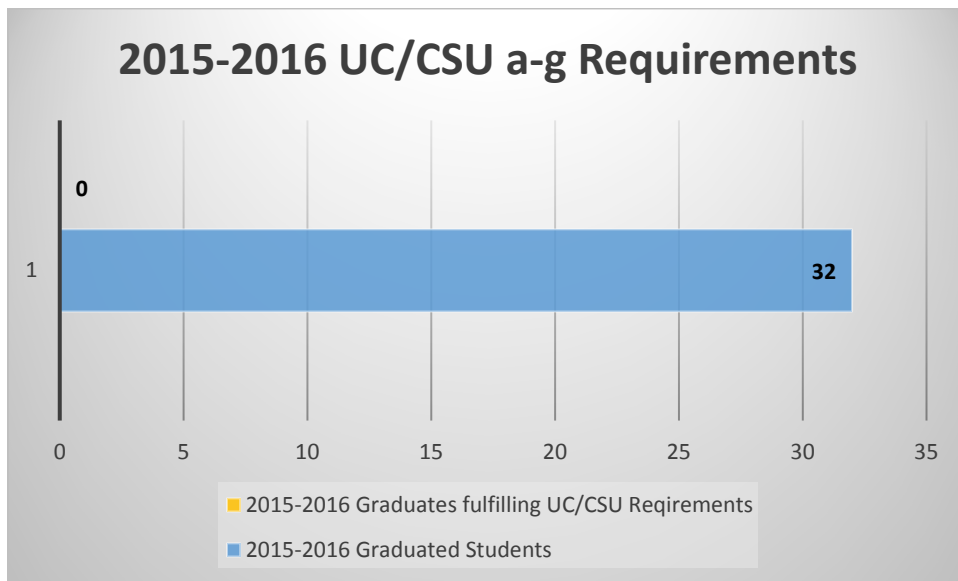


The calculations used to determine the graduation rate for Vineyard School includes the number of 12<sup>th</sup> grade students enrolled in Vineyard during the months leading up to graduation (April-June) and a total number of students who earned a high school diploma (including those who graduated as juniors). For the 2016-2017 school year, the percentage of students who graduated from Vineyard School stood at eighty percent (80%), which is a decrease from the 2015-2016 school year which was at ninety-seven percent (97%).

## UC/CSU a-g Requirements



Based on our local data from the 2016-2017 school year, of the forty-four (44) students who graduated from Vineyard School, four (4) of them (or 9%) graduated with the UC/CSU a-g requirements needed to satisfy the UC/CSU system entrance requirements.



Based on our local data from the 2015-2016 school year, of the thirty-two (32) students who graduated from Vineyard School, none of them graduated with the UC/CSU a-g requirements needed to satisfy the UC/CSU system entrance requirements.

## Suspension Rates

School Year	Number of Suspensions
2015-2016	0
2016-2017	2

Vineyard School suspension rate for the 2015-2016 and 2016-2017 remained fairly low. For these two school years, our school only suspended two (2) students.

## Parent Engagement

Vineyard School is always open to parental participation and involvement, and continuously seeks input from parents in the decision making process. Our school provides opportunities for parents, students, teachers and other community members to participate in School Site Council (SSC). During each SSC meeting, there is allotted time for input from all participants, where they can offer insights and feedback to the council. Parents/guardians also have the opportunity to engage with community organizations that help support our students' academic and social-emotional needs. For example, Vineyard School invites the Livermore Public Library, Horizons, La Familia, and Bothwell's Art Center to provide information to parents/guardians about their services and how to access them. Additionally, our school hosts Parent Project and Parenting Partners workshops. During these practicums, parents/guardians are able to gain knowledge and information on how to best help their children succeed socially, emotionally and academically.

## California Healthy Kids Survey (CHKS)

**Measure:** Students feel safe at school all or most of the time

School Years	Percentage
2013-2014	89%
2015-2016	83%

**Measure:** High level on caring relationships with adults at school

School Years	Percentage
2013-2014	71%
2015-2016	56%

According to <http://chks.wested.org/>, the California Healthy Kids Survey (CHKS) is the largest statewide survey of resiliency, protective factors, risk behaviors, and school climate in the nation, and has led to a better understanding of the relationship between students' health behaviors and academic performance. These surveys are administered every other year. Of those students who completed the CHKS for the 2013-2014 and 2015-2016 school years, over eighty percent (80%) felt safe at school most or all of the time. Even though there was a drop in the percentage of students who reported high level on caring relationships with adults at the school from one survey period to the next, over half of our students reported "high level" on caring relationship with adults.

## **Greatest Progress:**

Vineyard School is not part of the California School Dashboard because it is considered an Alternative School. We have identified certain state and local indicators to help guide our performance goals, as well as focus on areas of notable achievements. While analyzing the data mentioned above and looking forward to what this school year can bring, there are areas in which Vineyard School prides itself. When looking at the progress of our English Language Learners (ELLs), we are able to see an improvement in the number of students who are moving towards the Advanced level. We were able to move sixteen (16%) of our ELL student population from the Early Advanced Level to the Advanced Level. As the school year progresses, we hope to continue with this forward momentum by continuously making learning accessible to our ELLs, through the use of ELD strategies (which include scaffolding, academic language instruction, and expanding background knowledge) making real-world connections with the content being taught, and making the curriculum engaging to the students. Moreover, we are certain that continuous communication with our students' parents/guardians will yield positive results.

Another area Vineyard School is most proud of includes the progress students are making in achieving the Math standards based on the CAASPP test. Although our school has room for growth in this area, Vineyard students have made overall progress. There was a four (4) point growth from the 2015-2016 school year to the 2016-2017 school year, in which the 2015-2016 school year fourteen percent (14%) met or exceeded the Math standards, and for the 2016-2017 school year, in which eighteen percent (18%) of the students met or exceeded the Math standards. Moreover, there are gains in all of the Claim Performances which include a seven percent (7%) gain in Concepts and Procedures, a nine percent (9%) gain in Problem Solving and Modeling/Data and eleven percent (11%) gain in Communicating Reasoning. Our teachers hope to continue this positive trend by allowing students the option of working on Math through the interactive Assessment and Learning in Knowledge Spaces (ALEKS) online program while simultaneously offering one-on-one instructional support once per week. Additionally, as a school we have made a commitment to offering Math tutoring to all of our students from 9:00 am to 1:00 pm each Friday.

Lastly, another area Vineyard School is proud of involves its attendance rates. Attendance for Vineyard School reflects highly on the success of our students. Since we are an independent study school, our attendance is entirely dependent on the work that is completed and submitted by students. Therefore, the percentage of work completed and submitted is contingent to the student attendance. As a school, we are proud to be in the ninetieth (90<sup>th</sup>) percentile in attendance, and we will strive to continue with this in this area of achievement. In order to successfully attain our goal of sustaining our attendance goals, support staff, teachers, and administrators will collaborate and actively participate in reaching out to our families. We will continue to communicate (by phone, mail, email, school website and in-person meetings) the importance of work completion to our students and their families, and how attendance correlates with student success.

### **Greatest Need:**

Based on identified state and local indicators the areas we have identified as needing significant improvement include the number of students who meet or exceed the standards in both ELA/Literacy and Math. For the 2016-2017 school year, fifty-one percent (51%) of students met or exceeded the ELA/Literacy standards and eighteen percent (18%) met or exceeded the standards in Math.

With the continued support of the school district and parents/guardians, and the instructional expertise of our teachers, it is our goal to improve upon these numbers by at least five percent (5%). We intend to make gains by supporting students in need and providing additional through a Friday Support Class from 9:00 am – 1:00 pm every Friday. During this time, students are either recommended to attend based on their performance on assignments or have the flexibility to attend on an as needed basis. During this time, students will have access to a plethora of resources such as computers, internet access, books, other instructional materials, and teachers in a tranquil learning environment that fosters learning.

Moreover, with a clear goal in mind of attaining a five percent (5%) gain, we are determined (as a school and team) to work collaboratively to promote the continuous improvement cycle where teachers identify issues, develop a plan to resolve them, implement the plan, and evaluate their efforts. By keeping in mind this improvement cycle and putting in place what is learned during collaboration time with our Professional Learning Communities (PLCs) and professional development trainings, our teachers will be able to facilitate growth in students and within themselves as professionals.

### **Performance Gaps:**

As a school, we have been able to identify two performance gaps that can be addressed as we plan for this coming school year. Such a gap includes the percentage of students who are considered socio-economically disadvantaged and were not able to achieve the level of met or exceeded the standards in both ELA/Literacy and Math. For example, in the 2016-2017 school year, fifty-one percent (51%) of the overall students met or exceeded the standards in ELA/Literacy, but only thirty-three percent (33%) of low socio-economic students met or exceeded those same standards. Likewise, low socio-economic students did not perform as well in Math when compared to the overall population of students at Vineyard. According to the data, zero percent (0%) of low socio-economic students met or exceeded the Math standards, whereas the eighteen percent (18%) of all student met or exceeded these standards. This gap in performance in ELA/Literacy and Math deserves serious attention and need to be addressed. It is our intention to identify students who fall in the low socio-economic range to better support their needs and offer them additional educational supports, such as onsite Math tutoring, additional learning time with teachers and access to technological resources (Monday through Friday) to help them complete assignments.

Additionally, it is our intention to improve their learning outcomes and address their performance gap by focusing on helping them access community resources. To help facilitate this, we are in the process of developing a Coordination of Services Team

(COST), and we hope to meet on a bi-monthly basis. The COST will focus on developing a learning support umbrella structure that brings together differing support service providers at our school site. We will develop and monitor programs and resources to enhance the prevention and intervention efforts that contribute to student success. Our team will consist of the following: School Psychologist, Academic Counselor, Principal, Vice Principal, School Nurse, Child Welfare Attendant (CWA), Behaviorist, and personnel from community organizations that can assist our students with their specific needs. Certainly, this team will be able to assist a variety of students, but will primarily focus on students most in need, which includes those who are socio-economically disadvantaged and at-risk students.

### **Increased or Improved Services**

The two areas Vineyard school will focus on to improve services and strategies to help our at-risk youth and our English Learner students succeed are in the helping them access the resources they need through our Coordination of Services Team (COST) and sustaining our Friday Support Class and the onsite Math tutoring opportunity.

### **Involvement/Governance**

Parents, students and the School Site Council (SSC) have been instrumental in the development of the plan. When meeting in one-on-one conferences, students and parents have been able to provide an insight into student needs and the resources and/or assistance from which they might benefit. Vineyard staff has presented student performance data to the SSC, and has sought the direct involvement from the SSC in the evaluation of specific student goals and the development of the Single Plan for Student Achievement (SPSA). Our collaborative analysis of the data and the subsequent discussion has resulted in modifications the SPSA, in which student goals were revised according to the SSC's suggestions. Finally, the SSC reviewed and approved the final draft of the plan.

The developed plans delineated in the SPSA will be monitored regularly by the principal, the staff, and parents to ensure that the plans are the primary focus in meetings, discussions, and professional development opportunities. The data included in the SPSA will be continuously used to evaluate the specific improvement goals for the current school year. Moreover, adding "Monitoring SPSA" as a specific agenda item at each monthly SSC meeting will ensure active monitoring of the plan. Communicating goals and planned activities as part of the SPSA during additional advisory committees (such as ILT) will increase the involvement of all stakeholders.

# 2017-18 District Local Control Accountability Plan (LCAP) Goals

## Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

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

Focus Areas for Site Goals: Literacy/Reading Comprehension  
Mathematics  
Writing

Measures: Smarter Balance Assessment  
Completion of A-G requirements  
CTE Pathways completion rates  
Graduation rates  
District Writing Assessment  
CELDT  
EL Reclassification  
Other local assessments

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

Focus Areas for Site Goals: Character Education  
All students feeling safe at school  
High level of caring relationships with adults at school  
Attendance  
Physical Fitness  
Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary

Measures: Fitnessgram – Grades 5, 7 and 9  
Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)  
Annual attendance rate/chronic absenteeism  
Suspension rate  
Other local measures

**Goal 3:** Enhance parent and community engagement and communication

Focus Areas for Site Goals: Data demonstrating staff seeks input from parents in decision making  
Data demonstrating staff promotes parental participation in programs

Measures: Teachers utilizing on-line communication/gradebook  
Parent participation on site committees  
Other local measures

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Area: Literacy/Reading Comprehension (Include all student groups and specifically English Learners.)

**SCHOOL GOAL: #1** The percentage of students scoring above the standard on the CAASPP Performance Claim of Reading will increase by at least 5% to establish a positive trend.

<p><b>What data did you use to form this goal?</b> The 2015-2016 and 2016-2017 CAASPP ELA/Literacy results.</p>	<p><b>What were the findings from the analysis of this data?</b> Based the data from the 2015-2016 and 2016-2017 CAASPP results, students showed a marked improvement in the Performance Claim of Reading (a 9% gain).</p>	<p><b>How will the school evaluate the progress of this goal?</b> We will evaluate the progress through continued analysis and evaluation of both qualitative and quantitative measures such as student work samples, reading comprehension assessments, and interim benchmark assessments.</p>
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**STRATEGY:** During the 2017-2018 school year, staff will implement evidence-based conversations using literacy and informational texts throughout all grade levels, specifically focused on Reading Literature (RL) and Reading Informational Text (RI) Standards (Key Ideas and Details). Students will increase their vocabulary by reading increasingly complex texts.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2017 – June 2018</p> <p>Review CAASPP data, IBA results and local assessments to develop strategies to improve reading and research skills.</p> <p>Professional development for implementation of California State Standards</p>	<p>Principal, ILT, teaching staff</p> <p>Principal, ILT, teaching staff</p>	<p>August 2017 – June 2018</p> <p>Analyze local CCSS aligned assessment data to identify students from each grade level for interventions.</p> <p>Release time for teachers to participate in professional development</p>	<p>No cost</p> <p>\$ 2,000 (LCFF)</p>



<p>(CSS), specifically evidenced-based conversations using informational texts, and the implementation of higher-order thinking questions (DOK and/or Bloom's Taxonomy).</p> <p>Continue training and planning to adjust curriculum to better align with the CSS, which includes the implementation of staff self-improvement cycle.</p>	<p>Principal, teaching staff</p>	<p>Continuous weekly/monthly staff, ILT, PLC and curricular meetings to analyze and interpret qualitative and quantitative data to drive discussions and make any necessary adjustments to teaching and/or the curriculum.</p>	<p>No cost</p>
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## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.  
 Focus Area: Mathematics (Include all student groups and specifically English Learners.)  
**SCHOOL GOAL:** #2 Twenty-five (25%) of Vineyard students will achieve “met or exceeded” the standards in Math on the CAASPP Assessment.

<p><b>What data did you use to form this goal?</b>                  The 2015-2016 and 2016-2017 CAASPP Math results.</p>	<p><b>What were the findings from the analysis of this data?</b>                  When comparing the CAASPP assessment results from the 2015-2016 and 2016-2017 school years, there was a four percent (4%) improvement from fourteen percent (14%) to eighteen percent (18%).</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  We will evaluate the progress through continued analysis and evaluation of both qualitative and quantitative measures such as student work sample, mathematical writing examples, and grade level created CCSS aligned assessments.</p>
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**STRATEGY:** During 2017-18, the staff will implement evidenced-based conversations to communicate results of student investigations and mathematical thinking, using District adopted textbooks and instructional materials. Students will produce coherent writing in math and use mathematical vocabulary to justify their conclusions and communicate their mathematical reasoning. Staff will design opportunities for student to use technology to research, problem-solve and analyze data.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2017 – 2018  Review CAASPP data, IBA results and local assessments to develop strategies to improve Math proficiency with a particular focus on Concepts and Procedures, and Problem-Solving skills.	Principal, ILT, teaching staff	August 2017 – June 2018  Analyze local CSS aligned assessment data to identify students from each grade level for interventions.	No cost

<p>Teachers will have the opportunity to participate in District sponsored Math Professional Development to implement the newly adopted Math textbooks and instructional materials.</p>	<p>Principal, teaching staff</p>	<p>Professional Learning Communities share strategies used to implement the newly adopted Math textbooks and lesson designs that require students to communicate results of investigations and mathematical thinking and reasoning.</p>	<p>No cost</p>
<p>Utilization of the ALEKS online Math platform by teachers and students to assist in the understanding of Math concepts and completion of Math courses.</p>	<p>Principal and teaching staff</p>	<p>Analyze the ALEKS assessment data to identify students who need additional reinforcement of certain mathematical concepts.</p>	<p>\$3,600 (LCFF Supplemental)</p>
<p>Continue training and planning to adjust curriculum to better align with the CSS, which includes the implementation of staff self-improvement cycle.</p>	<p>Principal and teaching staff</p>	<p>Continuous weekly/monthly staff, ILT, PLC and curricular meetings to analyze and interpret qualitative and quantitative data to drive discussions and make any necessary adjustments to teaching and/or the curriculum.</p>	<p>No cost</p>

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures have been established to raise the academic performance of all students not yet meeting grade level standards.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.  
 Focus Area: Writing (Include all student groups and specifically English Learners.)  
**SCHOOL GOAL: #3** The percentage of students scoring above the standard on the CAASPP Performance Claim of Writing will increase by five percent (5%) to establish a positive trend.

<p><b>What data did you use to form this goal?</b>                  The 2015-2016 and 2016-2017 CAASPP ELA/Literacy results.</p>	<p><b>What were the findings from the analysis of this data?</b>                  Based the data from the 2015-2016 and 2016-2017 CAASPP results, students showed a marked improvement in the Performance Claim of Writing (an 8% gain).</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  We will evaluate the progress through continued analysis and evaluation of both qualitative and quantitative measures such as student work samples, reading comprehension assessments, and interim benchmark assessments.</p>
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**STRATEGY:** During 2017-2018 school year, staff will continue to implement evidenced-based writing in all content areas with a particular focus on the use of technology to support students with learning the skills necessary for using online programs, such as Google Docs, Google Sheets and Google Slides and/or other related programs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2017 – June 2018  Review CAASPP data, IBA results and local assessments to develop strategies to improve writing skills.  Participation by teachers in District sponsored Professional Development	Principal, ILT and teaching staff  Principal and teaching staff	August 2017 – June 2018  Analyze local CSS aligned assessment data to identify students from each grade level for interventions.  Professional Learning Communities share strategies used to implement writing strategies and lesson designs that require students to improve upon their overall writing skills.	No cost  No cost

<p>that focuses on improving student writing skills.</p> <p>Continue training and planning to adjust curriculum to better align with the CSS, which includes the implementation of staff self-improvement cycle.</p>	<p>Principal and teaching staff</p>	<p>Continuous weekly/monthly staff, ILT, PLC and curricular meetings to analyze and interpret qualitative and quantitative data to drive discussions and make any necessary adjustments to teaching and/or the curriculum.</p>	<p>No cost</p>
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## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Area: Graduation rate (Include all student groups)

**SCHOOL GOAL: #4** At least ninety percent (90%) of senior students will graduate by June 2018.

<p><b>What data did you use to form this goal?</b> The graduation rates for the 2015-2016 and 2016-2017 school years, which is based on the percentage of the total number of student enrolled at Vineyard School during the months leading to graduation (April-June) and those who earned a high school diploma.</p>	<p><b>What were the findings from the analysis of this data?</b> According to the data, there was a decrease in the percentage of students graduating from 97% in the 2015-2016 school year to 80% in 2016-2017 school year.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Students' graduation progress will be monitored through reports from PowerSchool and meetings with parents and students.</p>
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**STRATEGY:** The academic counselor and the principal will create and analyze graduation progress reports from PowerSchool during the school year to monitor the progress of students. The academic counselor will meet with each student to discuss their progress and create a graduation plan. Mentor teachers will also follow-up with the graduation plan to determine if students are on track.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2017 – June 2018</p> <p>Review the graduation progress of students to prioritize meetings with students and/or parents/guardians.</p>	<p>Academic Counselor, Principal</p>	<p>August 2017 – June 2018</p> <p>Pull PowerSchool reports and transcripts of students to be reviewed/analyzed.</p>	<p>No cost</p>
<p>Meet with parents/guardians and students to ensure they understand students' graduation progress.</p>	<p>Academic Counselor, Principal</p>	<p>Pull transcripts of each student to allow the review and analysis of the student's graduation progress and help create a graduation plan with student input for each student.</p>	<p>No cost</p>

<p>Inform parents/guardians and students of the number of credits a student has completed and number of credits that are still outstanding to complete a course.</p>	<p>Academic Counselor, Principal</p>	<p>Complete and mail out student progress reports that need signatures by teachers, student and parent/guardian and are to be accompanied by student transcripts.</p>	<p>No cost</p>
<p>The Counselor will communicate consistently with Mentor Teachers and vice-versa to encourage students and follow-up with the graduation plan established by the Academic Counselor and the students.</p>	<p>Academic Counselor, Mentor Teachers Principal</p>	<p>The Academic Counselor will take time to meet with Mentor Teachers and vice-versa during the school year to ensure adequate communication about students' graduation progress.</p>	<p>No cost</p>

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures have been established to raise the academic performance of all students not yet meeting grade level standards.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.  
 Focus Area: UC/CSU a-g and CTE Pathway completion (Include all student groups)  
**SCHOOL GOAL:** #5 Vineyard School will increase the number of students who graduate with the UC/CSU a-g requirements by five (5) percentage points.

<p><b>What data did you use to form this goal?</b>                  The data showing the percentage of students who graduated from Vineyard School with the UC/CSU a-g requirements was based on local data gathered from our student information system.</p>	<p><b>What were the findings from the analysis of this data?</b>                  The data demonstrated that Vineyard School improved by eighteen percent (9%) in the number of students who graduated with the UC/CSU a-g requirements from the previous school year.</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  Students' progress in meeting the UC/CSU a-g requirements will be monitored through reports from PowerSchool and meetings with students and parents.</p>
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**STRATEGY:** The academic counselor will create and analyze graduation progress reports from PowerSchool during the school year to monitor the progress of students and ensuring that students who plan to attend a UC/CSU are meeting those requirements as well. The academic counselor will meet with each student to discuss their progress and create a graduation plan. Mentor teachers will also follow-up with the graduation plan to determine if students are on track.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2017 – June 2018  Review the graduation progress of students and prioritize meetings with students based on their goals and plans after high school graduation.	Academic Counselor, Principal	August 2017 – June 2018  Pull PowerSchool reports and transcripts of students to be reviewed/analyzed.	No cost
Meet with parents/guardians and students to ensure they	Academic Counselor, Principal	Pull transcripts of each student to allow the review and analysis of the student's graduation progress and help	No cost



<p>understand students' graduation progress.</p>		<p>create a graduation plan with student input for each student.</p>	
<p>Inform parents/guardians and students of the number of credits a student has completed and number of credits that are still outstanding to complete a course and the UC/CSU a-g requirements.</p>	<p>Academic Counselor, Principal</p>	<p>Complete and mail out student progress reports that need signatures by teachers, student and parent/guardian and are to be accompanied by student transcripts.</p>	<p>No cost</p>
<p>The Counselor will communicate consistently with Mentor Teachers and vice-versa to encourage students and follow-up with the graduation plan established by the Academic Counselor and the students.</p>	<p>Academic Counselor, Mentor Teachers Principal</p>	<p>The Academic Counselor will take time to meet with Mentor Teachers and vice-versa during the school year to ensure adequate communication about students' graduation progress.</p>	<p>No cost</p>

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures have been established to raise the academic performance of all students not yet meeting grade level standards.

**LCAP Goal 2:** 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  
**SCHOOL GOAL: #6** Empower students to take more responsibility for their education by helping them develop a better understanding of their graduation progress, the graduation requirements and academic expectations to make necessary changes to their behavior.

<p><b>What data did you use to form this goal?</b>                  Review of student transcripts at the beginning of the 2017-2018 school year, and PowerSchool reports showing graduation progress for each student.</p>	<p><b>What were the findings from the analysis of this data?</b>                  It is evident students repeat core content classes they have previously failed, which are needed for high school graduation. Therefore, many students and parents/guardians are unaware of which courses and the number of units remaining for graduation.</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  We will evaluate the progress through continued evaluation of qualitative and quantitative measures such as student conferences, surveys and PowerSchool reports showing students' graduation progress.</p>
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**STRATEGY:** The academic counselor will complete an analysis of each students' transcript by completing a transcript evaluation form. This form will be used during one-on-one meetings with each student (that may include parents/guardians), and guide them to complete a yearlong education plan to fulfill the needed requirements to graduate as expected (within four (4) years). When deemed needed, the principal will have a conference alongside the counselor with students and parents/guardians.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2017 – June 2018		August 2017 – June 2018	
Review the graduation progress of students to prioritize meetings with students and/or parents/guardians.	Academic Counselor and Principal	Pull PowerSchool reports and transcripts of students to be reviewed/analyzed.	No cost
Schedule and conduct one-on-one meetings with students to discuss graduation progress.	Academic Counselor and Principal	Pull transcripts of each student to allow the review and analysis of the student's graduation progress and graduation plan. During the one-on-one meetings the Academic Counselor will coach students to help	No cost

<p>Inform parents/guardians and students of the number of credits a student has completed and number of credits that are still outstanding to complete a course.</p>		<p>facilitate a reflection process to promote positive behavioral changes in students. If needed, a follow-up meeting will be scheduled to check-up on improvements by the student.</p>	
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## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures have been established to raise the academic performance of all students not yet meeting grade level standards.

**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
 Focus Area: Attendance/Chronic Absenteeism  
**SCHOOL GOAL:** #7 Maintain an Average Daily Attendance (ADA) at the ninety-five percentile (95%) with the goal of increasing it by three (3) points.

<p><b>What data did you use to form this goal?</b>                  The 2015-2016 and 2016-2017 attendance summaries compiled by the LVJUSD with the assistance of PowerSchool monthly reports.</p>	<p><b>What were the findings from the analysis of this data?</b>                  Vineyard School's average ADA for the 2016-2017 school year was at ninety-five percent (95%).</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  Monthly audit and review of attendance records and constant communication (via phone calls, emails and mailed letters) with parents/guardians regarding the progress towards work completion, which corresponds with attendance.</p>
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**STRATEGY:** Teachers will keep meticulous records of students who do not complete assignments. They will complete an online Google form to refer students to Friday Support Class, so students can return to school on an additional day to complete any missing assignment. Parents/guardians will receive phone calls, emails, and letters if students do not complete or submit assignments during the week. After at least three (3) missed assignments by students, mentor Teachers will complete a referral form to refer students to the Principal. Subsequently, a conference with the parent/guardian and student will be scheduled with the principal to evaluate and discuss if it's in the best interest of the student to remain in independent study.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2017 – June 2018  Completion of online Google Form by teachers on a daily basis regarding non-completion of student work to refer student to Friday Support Class.	Teachers, Principal	August 2017 – June 2018  Access and complete the online Google Form, which is maintained by the Principal.	No cost

<p>Referral of students by Mentor Teachers after at least three (3) missed assignments to schedule a conference with parents/guardians and students to determine if it's in the best interest for student to remain at Vineyard.</p>	<p>Teachers, Principal</p>	<p>Complete referral forms and submit to the Principal to schedule conferences with parents/guardians.</p>	<p>No cost</p>
<p>Connect with parents/guardians (via phone calls, emails, and letters) to make known to them of student incomplete or missed assignments.</p>	<p>Teachers, Support Staff, Principal</p>	<p>Teachers will make phone calls to parents/guardians, which will be followed-up by another phone call by a secondary staff member to advise of Friday Support Class assignment. If by Friday, the student still does not complete and submit work, additional correspondence by email, phone and mailers will be sent by the Principal.</p>	<p>\$200 cost to mail letters (LCFF)</p>
<p>Offer Friday Support Class to students who do not submit or complete assignments.</p>	<p>Principal, Teachers</p>	<p>Offer Friday Support Class each Friday.</p>	<p>\$6,400 cost of teacher (LCFF &amp; Title II)</p>

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures have been established to raise the academic performance of all students not yet meeting grade level standard.

**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
 Focus Area: Physical Fitness  
**SCHOOL GOAL: #8** At least fifty percent (50%) of students will pass the Physical Fitness Test (PFT) by achieving the Healthy Fitness Zone.

<p><b>What data did you use to form this goal?</b>                  The PFT for the 2016-2017 school year.</p>	<p><b>What were the findings from the analysis of this data?</b>                  An average of thirty-eight percent (38%) of Vineyard students (students in grade 5, 7, and 9) passed the PFT.</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  We will evaluate the progress through continued analysis and evaluation of student performance in physical education classes and the 2017-2018 CA Physical Fitness Test.</p>
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**STRATEGY: Develop age-appropriate curriculum that accompanies the physical education logs students submit for physical fitness credit, which allows students a better understanding of a healthy lifestyle.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2017 - June 2018  Delineate on a document what constitutes physical fitness activities that can be used to satisfy the physical fitness education requirements for credit/grade.  Develop curriculum students can access that accompanies the physical education logs used by Vineyard students.	Principal, Physical Education teacher  Principal, Physical Education Teacher	August 2017 – June 2018  Create a document that explains to students and parents/guardians what physical activities can be used to complete the physical education logs.  Develop curriculum that is age-appropriate that accompanies the physical education logs and physical education class.	No cost  \$800 Curricular development cost (LCFF)

Administer the formative assessments based on the curriculum developed to accompany the physical education logs.	Teachers, Principal	The formative assessments will be part of the newly developed curriculum to ensure students are understanding the idea of a healthy lifestyle that includes physical fitness.	No cost
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## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures have been established to raise the academic performance of all students not yet meeting grade level standards.

**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
 Focus Area: Articulation  
**SCHOOL GOAL: #9** Improve the articulation process between other schools in the school district and Vineyard School.

<p><b>What data did you use to form this goal?</b>                  The current status of the school's articulation process with other schools and qualitative data such as from district and site personnel regarding this process.</p>	<p><b>What were the findings from the analysis of this data?</b>                  The analysis of this data yielded a need to improve the articulation processes Vineyard School currently has with other schools to improve what currently exists to provide students a seamless transition into our school as transfer students.</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  The evaluation of this goal to demonstrate its progress will include the establishment of policies and guidelines to assist in the articulation processes that can include concurrent enrollment and transfer students.</p>
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**STRATEGY:** The Vineyard Principal will participate in district lead meetings to improve the articulation process between the high schools, during which there will be an establishment of procedures to aid in the transition process of student transfers. Additionally, the Principal will actively participate in conversations with other school administrators regarding potential transfer students to better support students upon their arrival to Vineyard.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2017 – June 2018  Improve ongoing articulation efforts between Vineyard School and other schools within the school district.	Principal, support staff	August 2017 – June 2018  Meet with administrative teams and academic counselor teams to gather their feedback and streamline established processes	No cost
Continue collaboration with all schools regarding articulation.	Principal, support staff	Implement emails, phone calls and in-person meetings to support collaboration.	No cost



## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures have been established to raise the academic performance of all students not yet meeting grade level standards.

**LCAP Goal 3:** Enhance parent and community engagement and communication

**SCHOOL GOAL:** #10 Increase parent/guardian communication and participation to support Vineyard School and student success.

<p><b>What data did you use to form this goal?</b> Parent/guardian feedback from last school year's SSC meetings as well as conferences with parents/guardians and students was used to establish this goal.</p>	<p><b>What were the findings from the analysis of this data?</b> Parents/guardians and students would appreciate improved communication between the school and families through an online platform, as other schools in the district do.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Vineyard School will implement the use of School Loop online platform to assist with the communication between teachers, parents/guardians and the school regarding student progress and grades.</p>
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**STRATEGY:** Actively involve parents/guardians in their students' educational progress through communication and collaboration by having staff utilize the online program of School Loop. Teachers will update School Loop with future assignments that need to be submitted by students as well as student grades. Teachers and parents/guardians will be able to easily email each other through School Loop to maintain open communication regarding student progress.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2017 – June 2018</p> <p>Launch the online platform of School Loop school-wide</p> <p>Prepare staff to use School Loop with improve communication through the posting of grades, assignments and announcement.</p>	<p>Principal, Vice Principal</p> <p>Principal, Vice Principal</p>	<p>August 2017 – June 2018</p> <p>Set-up PowerSchool (school and classroom management system) to be able to establish School Loop.</p> <p>Offer training to staff to be able to use School Loop successfully</p>	<p>Cost is included in a District-wide license</p> <p>No cost</p>

**Vineyard School**

**2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE  
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth**

**Projected LCFF Supplemental Funds:** \$ 5,850

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

<b>Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students</b>	<b>Target Population</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>
Improvements or enhancement in instruction:  Intervention instructional time - additional hourly staff time after school devoted to working with at-risk students	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>	October 2017 thru May 2018	Principal	\$2,350
Supplemental materials, computers, software, books, supplies may be purchased:  Purchase supplemental materials to support our Career Technical Education (CTE) courses that include updated books, thumb drives, printer ink, etc.	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>	By the end of 2017-2018 school year	Principal Executive Assistant	\$1,500
Staff Development and Professional Collaboration, training costs, substitute costs:  California Consortium for Independent Study (CCIS) conference – 2 staff members Parent Project for Teachers – Consultant to train staff	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>	By the end of 2017-2018 school year.	Principal Executive Assistant	\$2,000

Parental Involvement:	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>			
<b>Total LCFF Supplemental</b>				\$5,850.00

## Form B: Centralized Services for Planned Improvements in Student Performance

### **Title I, Part A, Improving the Academic Achievement of the Disadvantaged:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$450,750*

### **Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *\$333,317*

### **Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:**

- *Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. Supplemental materials to support immigrant and EL students.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$273,390*

### **Migrant Education**

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*

*\$280,984*

## Form C: Programs Included in this Plan

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

<b>Federal Programs</b>	<b>Allocation</b>
<input checked="" type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,500
Total amount of federal categorical funds allocated to this school	\$1,500

<b>State Programs</b>	<b>Allocation</b>
<input checked="" type="checkbox"/> <b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$15,330
<input checked="" type="checkbox"/> <b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$5,850
Total amount of state categorical funds allocated to this school	\$21,180

<b>Local Funding</b>	
<input checked="" type="checkbox"/> <b>Technology Funds – Local Parcel Tax</b>	\$2,700

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Carla Estrada-Hidalgo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rosanne Castillo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gina Cirigliano	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denise Kuhre	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brenda Taylor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shauna Lentz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Don Garka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connie Zaug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Megan Garka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elena Zaug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	3	2

At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Form E: Recommendations and Assurances

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:<sup>1</sup>

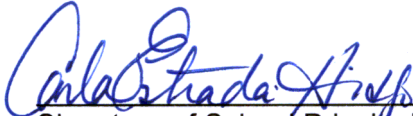
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.
2. The SSC reviewed its responsibilities under state law and/or district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list)

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was reviewed by the SSC at a public meeting on: 10/11/17.

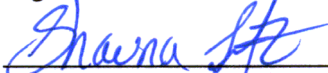
Attested:

Carla Estrada-Hidalgo  
Typed name of School Principal

  
Signature of School Principal

11.1.17  
Date

Shauna Lentz  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

11.1.17  
Date

<sup>1</sup> SSC must review *and* recommend the SPSA for Board approval and address all assurances.

**Livermore Valley Joint Unified School District**  
**Gifted And Talented Education Plan- ALL SITES**

**PROGRAM DESCRIPTION:**

The needs of GATE students will be met through differentiated instruction and offering students special opportunities that foster growth in their area of interest. We will offer staff the opportunity to participate in staff development aimed to support and foster differentiated instruction. Vineyard will have a teacher representative attend the GATE Advisory Committee meetings sponsored by LVJUSD. Additionally, we will inform students of GATE activities hosted by other schools in our school district and encourage them to participate in community activities that can enhance their education as community members.



**Livermore Valley Joint Unified School District**  
**Library School Site Plan – ALL SITES**

**PROGRAM DESCRIPTION:**

Since Vineyard School is an independent study school, we do not offer a library program like many other schools do. However, we do ensure our students have access to all of the board approved curricular material, as well as supplemental material that will enhance their learning. This school year, we have been fortunate enough to share a librarian with Sunset School, who comes to our campus two hours per week to assist our teachers and students. She has been able to update our checkout textbook system and enable us to checkout textbooks using an online program. In addition, she has been able to barcode and to take inventory all of our textbooks, thus helping us monitor our inventory and assist us in obtaining any needed books, textbooks, workbooks or audiobooks to support student learning.

**Livermore Valley Joint Unified School District**  
**Technology Funding Plan – ALL SITES**  
**Technology Funds: \$2,700**

**PROGRAM DESCRIPTION:**

During the 2017-2018 school year, technology will be used to enhance student learning and teacher instruction. Funding for technology will be used to maintain the current computers and printers, which are used by students and teachers. We also intend to purchase and install a short throw projector in the Almond room, which will be used by both staff and students.

**Livermore Valley Joint Unified School District**  
**2017-2018 Migrant Education Program Site Plan – ALL SITES**

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and district support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support professional development, parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

**District-wide Migrant Education direct services include:**

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
- High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
- Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and

presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).
- The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.