

# SARC

2017-18 School Accountability  
Report Card

Published in 2018-19



## Vineyard Alternative School

Grades 1-12  
CDS Code 01-61200-0130393

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# Livermore Valley Joint Unified School District

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## Core Values for Teaching and Learning

### PREAMBLE

The Governing Board of the Livermore Valley Joint Unified School District (LVJUSD) embraces as our mission that each student will graduate with the skills needed to contribute and thrive in a changing world and pledges:

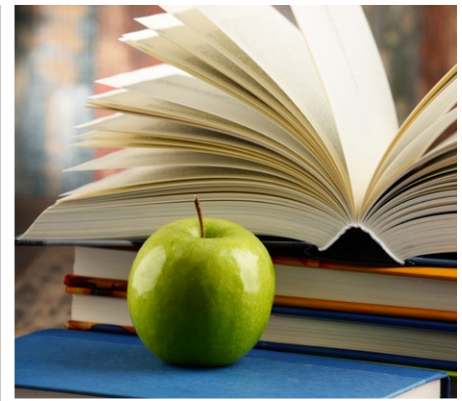
- To continually develop and support a high-quality staff that is committed to innovative teaching
- To insist on continuous improvement to ensure successful learning outcomes for all LVJUSD students

### CORE VALUES

In support of our District's mission, our Superintendent and staff will adhere to the following core values for teaching and learning:

- LVJUSD schools will be safe, inclusive and welcoming for all students and their families.
- LVJUSD will provide current, relevant and engaging instructional materials and strategies that allow students to personalize their educational experience.
- LVJUSD will deliver innovative teaching and professional development that ensures the highest quality instruction that is responsive to each student's needs.
- All LVJUSD students will have equitable access to a wide range of challenging and inspiring courses and specialized programs that prepare students for college and career.

Board Approved 6-26-18



## School Accountability Report Card

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

## Principal's Message

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

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

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

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

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

## School Mission Statement

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

## School Vision Statement

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

## District Mission and Vision Statements

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

## District Goals

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

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

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



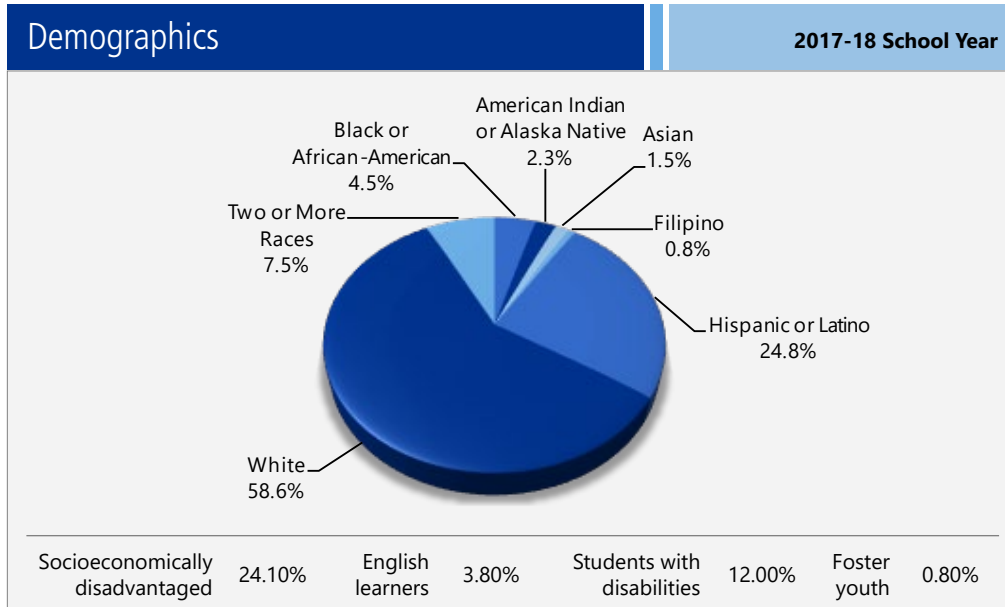
## Governing Board

Craig Bueno  
 Chuck Rogge  
 Emily Prusso  
 Chris Wenzel  
 Anne White

*Making a difference one student at a time.*

## Enrollment by Student Group

The total enrollment at the school was 133 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



## Types of Services Funded

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

District-level advisory committees, such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), GATE Advisory Committee, Career Technical Education (CTE) Advisory Committee, Technology Committee, Math Leadership Committee, K-12 Writing Committees and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our district is implementing the LVJUSD Framework for Success. The framework includes multi-tiered systems of support for students' academic, behavioral and social emotional needs.

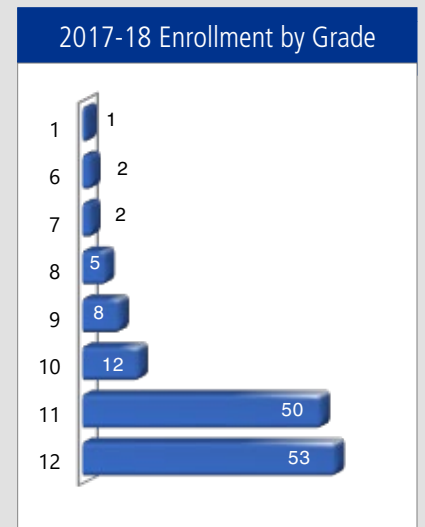
The following categorical programs provide the following services.

### Categorical Program Funding Sources and Services:

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

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



## Average Class Size and Class Size Distribution

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

## Suspensions and Expulsions

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

Suspension and Expulsion Rates			
Vineyard School			
	15-16	16-17	17-18
<b>Suspension rates</b>	0.0%	2.0%	0.0%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
Livermore Valley JUSD			
	15-16	16-17	17-18
<b>Suspension rates</b>	2.6%	3.4%	2.9%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
California			
	15-16	16-17	17-18
<b>Suspension rates</b>	3.7%	3.6%	3.5%
<b>Expulsion rates</b>	0.1%	0.1%	0.1%

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

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	Vineyard School		Livermore Valley JUSD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

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

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Vineyard School		Livermore Valley JUSD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	54%	32%	61%	62%	48%	50%
Mathematics	15%	11%	49%	51%	37%	38%

## California Physical Fitness Test

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

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

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

California Physical Fitness Test		2017-18 School Year		
Percentage of Students Meeting Fitness Standards		Vineyard School		
		Grade 5	Grade 7	Grade 9
Four of six standards		◇	◇	6.2%
Five of six standards		◇	◇	25.0%
Six of six standards		◇	◇	12.5%

◇ Not applicable.

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

## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

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

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

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



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

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

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

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

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

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	68	53	77.94%	32.08%
Male	21	15	71.43%	26.67%
Female	47	38	80.85%	34.21%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	24	20	83.33%	15.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	34	25	73.53%	48.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	19	15	78.95%	26.67%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	69	55	79.71%	10.91%
Male	22	16	72.73%	18.75%
Female	47	39	82.98%	7.69%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	24	21	87.50%	9.52%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	35	26	74.29%	15.38%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	20	17	85.00%	11.76%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

## Parental Involvement

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

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

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

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

## Admission Requirements for California's Public Universities

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

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

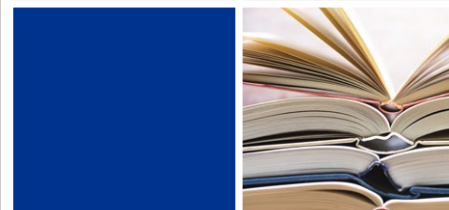
## Course Enrollment for UC/CSU Admission

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

UC/CSU Admission	2016-17 and 2017-18 School Years
	Vineyard School
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	10.42%

## Career Technical Education Programs

Students in grades 11-12 participate in the Work Experience Education program and receive specific instruction in résumé building/writing, job applications and interviewing techniques. All students have access to computer technology. Vineyard Alternative School students in high school have the opportunity to take CTE courses on the Vineyard campus. They can also concurrently enroll in up to two classes at one of the two comprehensive high schools, providing an opportunity for them to take courses in Career Technical Education not offered on the Vineyard campus. Additionally, students may participate in courses through the Tri-Valley Regional Occupational Program (ROP), which would allow them to earn an industry recognized certificate upon graduation. Students may also enroll in the local community college for both academic and vocational classes. Individual program plans are set up for each student to help them achieve their academic and career goals. Students are always encouraged to attend workshops offered through the school district that can assist them in planning their future as well as participate in field trips to the local community colleges.



## Career Technical Education Participation

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

Career Technical Education Data	
Vineyard School	
2017-18 Participation	
Number of pupils participating in a CTE program	7
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

## Completion of High School Graduation Requirements

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

Completion of High School Graduation Requirements		Graduating Class of 2017	
Group	Vineyard School	Livermore Valley JUSD	California
All students	97.96%	96.22%	88.72%
Black or African-American	❖	100.00%	82.15%
American Indian or Alaska Native	❖	66.67%	82.81%
Asian	100.00%	98.44%	94.93%
Filipino	❖	100.00%	93.45%
Hispanic or Latino	100.00%	92.76%	86.54%
Native Hawaiian or Pacific Islander	100.00%	100.00%	88.56%
White	87.10%	97.19%	92.12%
Two or more races	100.00%	98.53%	91.15%
Socioeconomically disadvantaged	100.00%	100.00%	88.64%
English learners	❖	86.05%	56.74%
Students with disabilities	100.00%	85.98%	67.12%
Foster youth	❖	❖	74.08%

## Graduation and Dropout Rates

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

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Vineyard School	91.10%	76.30%	72.40%	8.90%	13.20%	17.20%
Livermore Valley JUSD	91.40%	93.60%	92.50%	5.90%	4.20%	5.70%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

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



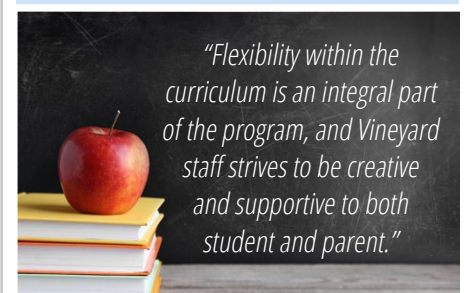
## Advanced Placement Courses

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

## School Safety

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

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2018.



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

## Quality of Textbooks

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

Quality of Textbooks	2018-19 School Year
Criteria	Yes/No
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>	Yes
<b>Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?</b>	Yes
<b>Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?</b>	Yes

## Textbooks and Instructional Materials

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

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

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

The final book selection is based on input from a district committee and the community. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, science in 2006-07, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

By the eighth week of school each year, the LVJUSD Board of Education passes a resolution certifying, "Sufficient Standards-aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics, science, history/social science, and English/language arts, including the ELD component of an adopted program." Foreign language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available for science laboratory courses offered in grades 9-12, inclusive.

In accordance with the terms of the Williams case settlement and Education Code 35186, a uniform complaint process has been developed, and guidelines are posted in every classroom. "Each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign language and health classes, and is applicable to science laboratory equipment for science laboratory courses offered in grades 9-12 inclusive." No complaints have been filed relative to "sufficiency" of instructional materials in our district.

## K-5 Textbooks and Instructional Materials

Textbooks and Instructional Materials List	2018-19 School Year	
Subject	Textbook	Adopted
<b>Reading/language arts</b>	<i>Benchmark Advance</i>	2018
<b>Mathematics</b>	<i>Investigations 3</i> , Pearson	2016
<b>Science</b>	<i>California Edition</i> , Macmillan/McGraw-Hill	2007
<b>History/social science</b>	<i>History-Social Science for California</i> , Scott Foresman	2006

## Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
<b>Reading/language arts</b>	0%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History/social science</b>	0%
<b>Visual and performing arts</b>	0%
<b>Foreign language</b>	0%
<b>Health</b>	0%
<b>Science laboratory equipment</b>	0%

## Currency of Textbooks

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

Currency of Textbooks	
2018-19 School Year	
<b>Data collection date</b>	10/2/2018





6-8 Textbooks and Instructional Materials - *Continued from page 8*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Timeless Voices, Timeless Themes</i> ; Prentice Hall	2003
Mathematics	<i>Big Ideas Math: Course 1</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Course 2</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Course 3</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Math Advanced 1</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Math Advanced 2</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Algebra 1</i> , Big Ideas Learning	2016
Mathematics	<i>Geometry</i> , Holt	2008
Science	<i>Focus on Earth Science</i> , Pearson/Prentice Hall	2007
Science	<i>Focus on Life Science</i> , Pearson/Prentice Hall	2007
Science	<i>Focus on Physical Science</i> , Pearson/Prentice Hall	2007
History/social science	<i>World History: Ancient Civilizations</i> , McDougal Littell	2006
History/social science	<i>World History: Medieval and Early Modern Times</i> , McDougal Littell	2006
History/social science	<i>Creating America: A History of the United States; Creating America: Beginnings Through World War I</i> ; McDougal Littell	2006
History/social science	<i>History Alive!</i> , TCI	2006

## 9-12 Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Timeless Voices, Timeless Themes</i> ; Prentice Hall	2003
Mathematics	<i>Algebra Readiness</i> , California Edition; Prentice Hall Mathematics	2008
Mathematics	<i>Big Ideas Algebra I</i> , Big Ideas Learning	2016
Mathematics	<i>Geometry</i> , Holt	2008
Mathematics	<i>Algebra 2</i> , Holt	2008
Mathematics	<i>Discovering Advanced Algebra</i> , Key Curriculum Press	2008
Mathematics	<i>Precalculus: Graphical, Numerical, Algebraic</i> ; Prentice Hall	2008
Mathematics	<i>Calculus</i> , 7th Edition; Houghton Mifflin	2008
Mathematics	<i>Statistics Through Applications</i> , W.H. Freeman	2008
Mathematics	<i>The Practice of Statistics</i> , W.H. Freeman	2008
Mathematics	<i>Mathematics with Business Applications</i> , 6th Edition; McGraw-Hill/Glencoe	2016
Mathematics	<i>International Baccalaureate (IB) Mathematical Studies for the Standard Level</i> , Oxford University Press	2016
Mathematics	<i>International Baccalaureate (IB) Mathematical Studies for the Higher Level</i> , Cambridge University Press	2018
Science	<i>Earth Science: Geology, the Environment, and the Universe</i> ; Glencoe/McGraw-Hill	2007

*Continued on page 10*

## Professional Development

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

During the 2018-19 school year, relevant and timely professional development will be available and delivered to employees. In addition, the two designated professional development days and the flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Professional development will primarily focus on effective tier one instruction; student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, Project Lead the Way, International Baccalaureate and Advanced Placement programs.

## Professional Development Days

2016-17	3 days
2017-18	3 days
2018-19	3 days

9-12 Textbooks and Instructional Materials - *Continued from page 9*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Science	<i>Life Science: Biology</i> ; Holt, Rinehart and Winston	2007
Science	<i>Forensic Science: Coordinated Science 1, Coordinated Science 2</i> ; The Press Syndicate of the University of Cambridge	2007
Science	<i>Conceptual Physics</i> , Pearson/Prentice Hall	2007
Science	<i>Biology</i> , Pearson/Prentice Hall	2007
Science	<i>Biology AP Edition</i> , 11th Edition, Pearson Education	2018
Science	<i>Living by Chemistry</i> , WH Freeman and Co.	2015
Science	<i>Chemistry (Honors)</i> , McDougal Littell	2007
Science	<i>Environmental Science: Working with the Earth</i> , by G.T. Miller	2007
Science	<i>Physics: Principles and Problems</i> , Glencoe/McGraw-Hill	2007
Science	<i>Biology, AP Edition</i> ; Pearson/Prentice Hall	2007
Science	<i>Chemistry: The Central Science, AP Edition</i> ; Prentice Hall	2007
Science	<i>Explorations: An Introduction to Astronomy</i> , McGraw-Hill	2007
Science	<i>Global Science</i> , Sixth Edition; Kendall/Hunt	2007
Science	<i>Integrated Science: Science Spectrum: A Balanced Approach</i> ; Holt, Rinehart and Winston	2007
Science	<i>Animal Anatomy and Physiology: Applied Animal Reproduction</i> ; Scientific Farm Animal Production; Prentice Hall	2007
Science	<i>Chemistry: An Introduction to General, Organic, and Biological Chemistry</i> ; Prentice Hall	2013
Science	<i>Oxford IB Diploma Programme: Biology</i> , Oxford University Press	2016
Science	<i>Oxford IB Diploma Programme: Chemistry, Standard and Higher Level</i> ; Oxford University Press	2016
Science	<i>Physics for the IB Diploma</i> , 6th Edition; Cambridge University Press	2016
History/social science	<i>World Geography</i> , McDougal Littell	2006
History/social science	<i>Modern World History</i> , McDougal Littell	2006
History/social science	<i>World History</i> , McDougal Littell	2006
History/social science	<i>The Western Heritage</i> , McDougal Littell	2006
History/social science	<i>World Civilizations</i> , McDougal Littell	2006
History/social science	<i>The Americans; American Vision; American Pageant</i> ; McDougal Littell	2006
History/social science	<i>Magruder's American Government</i> , Prentice Hall	2006
History/social science	<i>New Ways of Thinking</i> , McDougal Littell	2006
History/social science	<i>American Government</i> , McDougal Littell	2006
History/social science	<i>College Catalog Economics</i> , McDougal Littell	2006
History/social science	<i>Understanding Psychology</i> , Glencoe	2006
History/social science	<i>Myers' Psychology for AP</i> , Worth Publishers	2006
History/social science	<i>American History: Connecting with the Past Vol. 2</i> , McGraw-Hill Higher Education	2016
History/social science	<i>Women's America: Performing the Past</i> , Oxford University Press	2018

## Positive Learning Environment

Vineyard promotes a positive school environment conducive to learning. This is accomplished through the one-on-one support available to students and parents or guardians. The school recognizes the achievements and efforts of students whenever possible. Students are nominated to receive schoolwide academic achievement awards, attendance awards and scholarships offered by community organizations. At the end of each school year, graduates are honored at a graduation ceremony, and eighth graders participate in a promotion event.

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



## Public Internet Access

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

## School Facility Good Repair Status

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

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	9/24/2018	
<b>Date of the most recent completion of the inspection form</b>	10/1/2018	

## Deficiencies and Repairs

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

For all items inspected that were found to not be in "good repair," a work order has been created and maintenance will be completed before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
<b>Electrical</b>	Light out Room 17. Let custodian know to change the bulbs and call MOF if that doesn't work.	
<b>External</b>	Room 1 door closure needs to be adjusted. Told PM crew to check it out.	

## School Facilities

Vineyard Alternative School is located on a school site that was established in 1994, and offers students a quiet and inviting setting to facilitate learning. The school site provides a clean, safe and pleasant learning environment. The site is accessible to students with disabilities, offers wireless internet access in each classroom, and provides students, parents and guardians with the opportunity to use on-site computers and provides community use of the buildings seven days a week. The general condition of the school is wonderful with well-maintained cultivated areas of green grass, and buildings that have been thoroughly cared for. The school is cleaned on a daily basis by janitorial staff who handle many repairs that are needed. If the need for larger repairs surfaces, the Maintenance and Facilities Department is quick to respond and correct any issues. Our campus is shared with three other community organizations, and the classroom space used by Vineyard Alternative School teachers and students is sufficient to support teaching and learning. In order to ensure student safety as our school accommodates differing student schedules, all students are required to check-in and check-out at the front office as they arrive and leave campus, as well as wear their school identification cards while on campus. To further foster a safe school environment, a fence around the perimeter of the classrooms used by Vineyard will be constructed within the next year, which will be paid for by a facilities bond measure approved by voters.

*Continued on sidebar*



## School Facilities

*Continued from left*

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

Measure J funds will be used to:

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

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

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

## Teacher Qualifications

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

Teacher Credential Information	Three-Year Data			
	Livermore Valley JUSD	Vineyard School		
Teachers	18-19	16-17	17-18	18-19
<b>With a full credential</b>	648	21	21	22
<b>Without a full credential</b>	28	1	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	11	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Vineyard School		
Teachers	16-17	17-18	18-19
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## Substitute Teachers

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

## Teacher Evaluations

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

## School Support Staff

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

## Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2017-18 School Year	
<b>Academic Counselors</b>	
<b>FTE of academic counselors</b>	0.80
<b>Average number of students per academic counselor</b>	130
<b>Support Staff</b>	
<b>Social/behavioral counselor</b>	0.00
<b>Career development counselor</b>	0.00
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	0.00
<b>Psychologist</b>	0.60
<b>Social worker</b>	0.00
<b>Nurse</b>	0.10
<b>Speech/language/hearing specialist</b>	0.00
<b>Resource specialist (nonteaching)</b>	0.00

## Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

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

Salary Data	2016-17 Fiscal Year	
	Livermore Valley JUSD	Similar Sized District
<b>Beginning teacher salary</b>	\$41,057	\$49,512
<b>Midrange teacher salary</b>	\$75,629	\$77,880
<b>Highest teacher salary</b>	\$92,297	\$96,387
<b>Average elementary school principal salary</b>	\$126,800	\$123,139
<b>Average middle school principal salary</b>	\$131,135	\$129,919
<b>Average high school principal salary</b>	\$131,175	\$140,111
<b>Superintendent salary</b>	\$314,959	\$238,324
<b>Teacher salaries: percentage of budget</b>	37%	36%
<b>Administrative salaries: percentage of budget</b>	6%	5%

## Financial Data Comparison

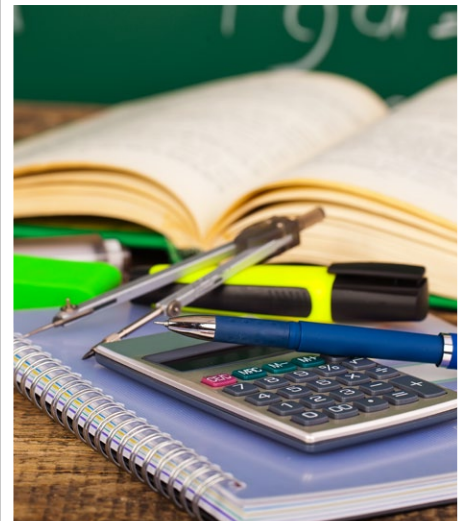
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Vineyard School</b>	\$6,632	\$76,945
<b>Livermore Valley JUSD</b>	\$6,925	\$75,636
<b>California</b>	\$7,125	\$79,665
<b>School and district: percentage difference</b>	-4.2%	+1.7%
<b>School and California: percentage difference</b>	-6.9%	-3.4%

## School Financial Data

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

School Financial Data	
2016-17 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,354
<b>Expenditures per pupil from restricted sources</b>	\$722
<b>Expenditures per pupil from unrestricted sources</b>	\$6,632
<b>Annual average teacher salary</b>	\$76,945



## Expenditures Per Pupil

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

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

All data accurate as of December 2018.

## School Accountability Report Card

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