

School Year: **2019-20**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Vineyard Alternative School
Address	1401 Almond Avenue Livermore, CA 94550
County-District-School (CDS) Code	01-61200-0130393
Principal	Carla Estrada-Hidalgo
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 16, 2019
Local Board Approval Date	November 12, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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.

School Profile

The Story

Vineyard Alternative School is located in a primarily residential area in the City of Livermore, California, which is part of Alameda County and is 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 it is estimated that Livermore is now home to close to 90,000 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 US Census Bureau, in 2017 Livermore's median household income was \$109,084, with its biggest employers being Lawrence Livermore National Laboratory, Stanford Health Care – ValleyCare Medical Center, and the Livermore Valley Joint Unified School District. Although the median household income stands at over \$100,000, there still a number of Livermore residents who are socioeconomically disadvantaged. According to the most recent US Census Bureau estimates, 2.5% of Livermore's residents live in deep poverty, 5.4% of residents live in poverty and 9.1% are near poverty.

In order to help combat the impact of poverty on students and families struggling to survive in Livermore, Vineyard Alternative School has made great efforts to partner with community organizations such as the Tri-Valley Haven, 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. Many families in our community benefit from the services of these organizations and their generosity. During the school year, some of these organizations are invited to give presentations to students and parents/guardians on our campus. For example, Horizons Family Services conducts several parent education workshops during the school year.

Understanding the need to further support our students, Vineyard Alternative School also maintains partnerships with the Rotarian Foundations of Livermore, Wente Vineyards, the Lawrence Livermore Laboratory, the Livermore Valley Education Foundation (LVEF), and the Livermore Cultural Arts Council. These foundations have been instrumental in supporting the goals of our school through mini-grants, student recognition programs, and scholarships. They demonstrate their appreciation to students and staff who strive to improve and recognize their outstanding efforts through luncheons and/or scholarships.

The number of students attending Vineyard School fluctuates throughout the school year. The number of students can range from the low one-hundreds, at the commencement of the school year, to as many as over 160 students towards the end of the school year. It is typical for enrollment numbers to increase at the beginning of trimester 2 and trimester 3.

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. Based on data from Fall of 2018, Vineyard Alternative School student population stood at 136 students and was made up the following ethnic student groups: 51.5% White, 32.4% Hispanic/Latino, 9.6% of two or more races, 2.9% African American, 1.5% Asian, 1.5% Filipino and .7% Indian or Alaska Native. The gender composition of Vineyard students was 60% Female and 40% Male, and over 82% of Vineyard students were in grades 10 – 12. Of the overall students, 89% use the English language as the primary language spoken at home, and 11% indicated they speak a language other than English at home. However, only 1.5% of Vineyard students were classified as English Language Learners (ELLs), who were in need of English Language Development (ELD). Moreover, 31% of Vineyard's student population were students who were socioeconomically disadvantaged. In addition, 16% of Vineyard students were students in the Special Education Program, and 22% were students with 504 Plans.

Vineyard Alternative School is a school of choice that uses an independent study program model as its primary means for instruction for students from grades one to twelve. Oftentimes, families in the Livermore community learn about Vineyard School as the need arises since it offers students the opportunity to academically progress while addressing the individual and specific needs of students in a safe and supportive environment. Students are typically referred to the school by other Livermore Valley Joint Unified School District (LVJUSD) schools as they see fit. Vineyard School is able to serve students from all over the Livermore area, with most students transferring to Vineyard Alternative School from the comprehensive high schools in our School District.

Students in our program work closely with their teachers to receive 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. The Instructional Leadership Team (ILT) and our Professional Learning Community (PLC) teams and the Curricular Teacher Groups help guide instruction, support each other as professionals, and assist in the development and advancement of the curriculum. In the past year, our teams have been collaborating to update Vineyard Alternative School's various course logs, which are used by teachers to guide instruction. They will continue to make improvements to the logs as they continue to find innovative solutions on how to boost student learning.

Students and their families choose Vineyard Alternative School for its unique instructional program that is fitting for their students' learning. For example, some of Vineyard's students live with medical conditions that limit their daily attendance at other LVJUSD schools. A significant number of Vineyard students who decide to attend Vineyard Alternative School have experienced high anxiety, depression, and other mental health challenges that severely impact their everyday lives, including their schooling. Thus, our small, safe and supportive learning environment better supports their social-emotional and instructional needs. Other students decide to attend Vineyard because they are hoping to recover credits to earn their high school diploma and graduate on time, while others have alternative graduation goals, such as wanting to graduate early. Hence, Vineyard Alternative School offers accelerated and credit recovery programs to help them achieve their graduation goals. Although no LVJUSD student is obligated to participate in the independent study program, our District does offer some students, who have pending expulsions or students with rehabilitation plans, the option to attend Vineyard Alternative School.

Since students with a variety of educational goals and instructional needs attend Vineyard Alternative School, it is important that our school prepares students for the possibility of seamlessly transitioning them back 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 transition plans, we offer students the opportunity to concurrently enroll at one of the other three high schools in our District, and take up to two concurrent classes per trimester. This allows students the flexibility to take courses that are not offered at Vineyard Alternative School while preserving a connection with peers and staff at the school to which they plan to transition to. If students decide to remain with Vineyard Alternative School, we ensure teachers understand the academic needs and educational goals of each student. Because we are a relatively small school, all staff, including administrators, the academic/guidance counselor, and teachers are able to communicate easily with each other to create steady educational plans for all students.

Vineyard Alternative School makes use of three models of instruction to facilitate student learning. The first model consists of a more traditional model, where students receive instruction from 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 and 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 fifteen students is 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 levels of the students. During such meetings, teachers have the opportunity to engage and teach students at an individual instructional level, tending to the learning needs of each student (including English Language Development levels), and helping them progress academically. Additionally, each student is assigned a Mentor Teacher, who oversees the educational progress of the student. They ensure that each student they mentor completes his/her assigned work within the specified timeframe and guides him/her towards his/her educational goals and/or career pathways.

In order for students to make adequate progress toward learning goals established by the California State Standards as well as the graduation requirements, 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 (which is determined by the completion of assignments), and stays in constant communication with students and their parents/guardians, in an effort to keep students on track towards attaining their graduation requirements and learning objectives.

In addition to addressing the needs of students who have found Vineyard Alternative School to be a better fit for them, our school is mindful of the goals of students who wish to attend a four-year university/college. We offer students the opportunity to take University of California/ California State University (UC/CSU) a-g approved courses to satisfy the entrance requirements established by the UC/CSU system. In the Winter of 2019 school year, Vineyard School successfully completed a visitation by an Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Committee and was ultimately awarded a six-year ACS WACS accreditation. Therefore, Vineyard Alternative School continues to be accredited by the ACS WASC, which affirms the caliber of the program and coursework students are offered. Nonetheless, Vineyard staff continues to incorporate the cycle of self-reflection and improvement, thus promoting growth and positive change within our school and staff.

In order to meet the learning needs of our student population, Vineyard Alternative School has a total of 19 fully credentialed teachers currently working with students. Of the 19 teachers, 7 are contracted employees, and the remaining 12 are teachers who are compensated for their time on an hourly basis (noncontracted employees). Vineyard Alternative School staff includes the following:

- 1 Principal (1.0 FTE)
- 1 Vice Principal (1.0 FTE)
- 1 Executive Assistant to the Principal (1.0 FTE)
- 1 School Secretary (1.0 FTE)
- 1 Office Specialist (0.7 FTE)
- 1 Academic Counselor (0.8 FTE)
- 2 School Psychologists (0.25 FTE between the two)
- 5 General Education Teachers (1.0 FTE-Contracted)
- 1 Special Education Teacher: Counseling Enriched Special Day Class and Resource (1.0 FTE)
- 1 General Education Teacher (.5 FTE-Contracted)
- 12 General Education Teachers (Hourly-Noncontracted)
- 1 Librarian (.02 FTE)
- 1 District Nurse (On-Call)
- 1 District Technology Specialist (On-Call)
- 1 Child Welfare Attendant (CWA) (On-Call)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

As Vineyard Alternative 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 have regular School Site Council meetings (that includes, parents/guardians, teachers, and students) meeting on a monthly basis to help steer the decisions that are made as a school. Additionally, our school will host a Parent Support Group for parents who have children with social and/or emotional challenges that will be open to all parents/guardians in our School District. Moreover, our school welcomes the ideas and suggestions given by the Associated Student Body (formerly known as the Student Leadership Group), which was created during the 2017-2018 school year and meets at least 1-2 times per month. Vineyard Alternative School 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. Teachers, support staff, and administrators always welcome constructive feedback from our students, families, and the community, and are always in search of ways to improve the education we offer our students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	1.5%	2.26%	0.74%	2	3	1
African American	1.5%	4.51%	2.94%	2	6	4
Asian	3.1%	1.50%	1.47%	4	2	2
Filipino	0.8%	0.75%	1.47%	1	1	2
Hispanic/Latino	29.8%	24.81%	32.35%	39	33	44
Pacific Islander	0.8%	%	%	1		
White	55.7%	58.65%	51.47%	73	78	70
Multiple/No Response	6.8%	7.5%	9.6%	9	10	13
Total Enrollment				131	133	136

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 1		1	
Grade 2			1
Grade 5	1		1
Grade 6	1	2	3
Grade 7	2	2	5
Grade 8	6	5	8
Grade 9	5	8	6
Grade 10	25	12	27
Grade 11	42	50	36
Grade 12	49	53	49
Total Enrollment	131	133	136

Conclusions based on this data:

1. The overall student enrollment for Vineyard Alternative School has remained steady for the past three years, from the 2016-2017 school year through the 2018-2019 school year. The majority of the school's student population remains to be high school students, of which students in the 11th and 12th grades make up the bulk of the school's enrollment. In the past two years, the percentage of students in grades 11 and 12 has decreased by 14%, but the percentage of 10th-grade students rose by 11%. In the 2017-2018 school year, students in these grades (10th, 11th, and 12th grades) made up 86% of the student population and in 2018-2019 this number fell to 82%.

2. The enrollment numbers by student groups remained relatively the same. Although there was a slight shift in the percentage of White students enrolled from 56% in 2016-2017 to 59% in 2017-2018 and 51% in 2018-2019 school years, the decrease accounts for 5 to 3 students. Furthermore, based on the data, the diversity of the school has not changed much in the past three years. In the 2018-2019 school year, 32% of students were Hispanic/Latino which has been an increase between 2.5% and 7.5% from the previous two years. The overall percentage of students who are non-white remains to be less than 50% of the school's total enrollment. In the 2016-2017 school year, 44% of students fell into the following student groups: American Indian, African American, Asian, Filipino, Hispanic/Latino, and Pacific Islander. In the 2017-2018 and the 2018-2019 school years, 41% and 49% of students fell into the same categories mentioned above including students identified as being of two or more races (not shown on the table), and the exception of no students in the Pacific Islander student group, since it is no longer used.
3. Although the diverse makeup of Vineyard Alternative School student population has fluctuated slightly, the percentage range of students who are part of differing student groups (who are non-White) remains in the forties.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	3	5	2	2.3%	3.8%	1.5%
Fluent English Proficient (FEP)	4	1	2	3.1%	0.8%	1.5%
Reclassified Fluent English Proficient (RFEP)	9	6	11	6.9%	4.5%	8.1%

Conclusions based on this data:

1. Based on the data of English Learner enrollment at Vineyard Alternative School, the percentage of English Learner students has not increased nor has it been historically large. Between the 2016-2017, 2017-2018 and 2018-2019 school years the percentage of students who are English Learners has not been more than 4%. However, what is notable is the increase in the percentage of students who are Reclassified Fluent English Proficient (RFEP) from 2017-2018 to 2018-2019, with a 4.6% jump or a total of 5 students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	*			*			*					
Grade 5	*		*	*		*	*		*			
Grade 6	*	*	6	*	*	5	*	*	5			83.3
Grade 7	*	*	6	*	*	4	*	*	4			66.7
Grade 8	*	*	10	*	*	10	*	*	10			100
Grade 11	63	53	43	36	43	39	36	43	39	57.1	81.1	90.7
All Grades	85	68	66	52	53	59	52	53	59	61.2	77.9	89.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	*			*			*			*			*		
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2571.	2538.	2565.	19.44	13.95	25.64	25.00	18.60	15.38	27.78	30.23	28.21	27.78	37.21	30.77
All Grades	N/A	N/A	N/A	23.08	13.21	22.03	30.77	18.87	18.64	23.08	33.96	27.12	23.08	33.96	32.20

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 4	*			*			*					
Grade 5	*		*	*		*	*		*			
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11				22.22	18.60	28.21	50.00	51.16	43.59	27.78	30.23	28.21
All Grades				26.92	20.75	28.81	51.92	50.94	35.59	21.15	28.30	35.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	*			*			*		
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	22.22	16.28	17.95	44.44	46.51	41.03	33.33	37.21	41.03
All Grades	30.77	16.98	15.25	42.31	45.28	44.07	26.92	37.74	40.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	*			*			*		
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	13.89	13.95	23.08	75.00	62.79	64.10	11.11	23.26	12.82
All Grades	15.38	11.32	20.34	75.00	64.15	67.80	9.62	24.53	11.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	*			*			*		
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	19.44	16.28	25.64	52.78	46.51	28.21	27.78	37.21	46.15
All Grades	25.00	16.98	25.42	48.08	50.94	35.59	26.92	32.08	38.98

Conclusions based on this data:

- *For the 2016-2017, 2017-2018 and 2018-2019 school years, students in grades 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) and Mathematics (Math), measuring student knowledge and ability, subsequently measuring student achievement and academic growth.

Based on the California Assessment of Student Performance and Progress (CAASPP) data results for the 2018-2019 school year, 59 students participated in the English Language Arts portion of the assessment. When comparing the last three school years, the overall participation rate of students has had a steady increase. In 2018-

2019, a total of 89% of students took the ELA portion of the CAASPP assessment and in 2017-2018 a total of 78% of students were assessed, which was a participation increase of 11%.

When analyzing the overall achievement of students in ELA from 2016-2017 and the 2017-2018 school years, the data shows a dip in the percent of students who scored Standard Exceeded or Standard Met between these two years. For example, in the 2016-2017 school year, 54% of students scored within the Standard Exceeded or Standard Met range, and in the 2017-2018 school year, 32% of students scored within this same range. As a consequence, the percentage of students scoring in the Standard Nearly Met or Standard Not Met range increased from 46% in 2016-2017 to 68% in 2017-2018.

However, In the 2018-2019 school year, 41% of students scored within the Standard Exceeded or Standard Met range, which was an increase of 9% from the previous year. Therefore, in the 2018-2019 school year, because the percentage of students who scored in the Standard Exceeded or Standard Met range, the percentage of students in the Standard Nearly Met or Standard Not Met decreased by 9% from the previous year.

An asterisk (*) shows that the student group with fewer than 11 students is not reported for privacy reasons.

2. *Based on the ELA/Literacy Smarter Balanced Assessment (CAASPP) results for all students, the data demonstrates an area where students can continue to perform better when comparing the results from the 2017-2018 and the 2018-2019 school years. Assessment results for all grade levels from 2018-2019 in all four of the Claim Performances found in ELA, which includes Reading, Writing, Listening, and Research/Inquiry shows there was an overall increase in all categories from the previous school year in the percentage of students who scored Above Standard and/or Near Standard. As a result, there was a slight decrease in the percentage of students who scored At or Near Standard. Further analysis of the data shows that in the Claim Performances of Reading, Writing, Listening, and Research/Inquiry, 64%, 59%, 88%, and 61% of students, consecutively, scored At/Near or Above the Standards for the 2018-2019 school year.

An asterisk (*) shows that the student group with fewer than 11 students is not reported for privacy reasons.

3. The overall scores on the ELA portion of the CAASPP assessment have increased in the areas of Standard Exceeded and Standard Met. Additionally, the scores in the subtests (not including Listening, which showed a slight increase), demonstrated fewer students scoring At or Near Standard. However, it is important to note that the participation rate for Vinyard Alternative School has had a steady increase and we were able to capture a more accurate representation of the student population and their abilities. The participation rate for the 2017-2018 school year stood at 78% in ELA compared to the participation rate of 89% for the 2018-2019 school year. The increase in the number of students who took the ELA portion of the CAASPP assessment in the 2018-2019 school year is instrumental in allowing teachers to better gauge students' knowledge and skills. Since the vast majority of Vinyard students have transferred to this school as 11th and 12th-grade students, and many need to recover credits in core classes (such as English) to graduate from high school, their knowledge and skills in ELA are demonstrated in the CAASPP assessment. Although a larger pool of student participants who took the assessment generated favorable scores, it is critical to recognize that the gathered data has allowed teachers to better understand how to best support student learning and continue to close learning gaps.

An asterisk (*) shows that the student group with fewer than 11 students is not reported for privacy reasons.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	*			*			*					
Grade 5	*		*	*		*	*		*			
Grade 6	*	*	6	*	*	4	*	*	4			66.7
Grade 7	*	*	6	*	*	4	*	*	4			66.7
Grade 8	*	*	10	*	*	10	*	*	10			100
Grade 11	63	54	43	31	45	39	31	45	39	49.2	83.3	90.7
All Grades	85	69	66	46	55	58	46	55	58	54.1	79.7	87.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	*			*			*			*			*		
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2527.	2503.	2505.	0.00	2.22	5.13	9.68	8.89	12.82	32.26	24.44	12.82	58.06	64.44	69.23
All Grades	N/A	N/A	N/A	8.70	3.64	8.62	6.52	7.27	10.34	36.96	29.09	22.41	47.83	60.00	58.62

Concepts & Procedures Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19		
Grade 4	*			*			*				
Grade 5	*		*	*		*	*		*		
Grade 6	*	*	*	*	*	*	*	*	*		
Grade 7	*	*	*	*	*	*	*	*	*		
Grade 8	*	*	*	*	*	*	*	*	*		
Grade 11			9.68	2.22	12.82	22.58	24.44	15.38	67.74	73.33	71.79
All Grades			15.22	3.64	13.79	23.91	25.45	22.41	60.87	70.91	63.79

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	*			*			*		
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	3.23	4.44	7.69	51.61	37.78	28.21	45.16	57.78	64.10
All Grades	10.87	7.27	12.07	52.17	40.00	34.48	36.96	52.73	53.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	*			*			*		
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	3.23	4.44	10.26	64.52	44.44	35.90	32.26	51.11	53.85
All Grades	10.87	3.64	8.62	60.87	45.45	46.55	28.26	50.91	44.83

Conclusions based on this data:

1. *For 2016-2017, 2017-2018 and 2018-2019 school years, students in grades 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) and Mathematics (Math), measuring student knowledge and ability, subsequently measuring student achievement and academic growth.

Based on the California Assessment of Student Performance and Progress (CAASPP) result data for the 2018-2019 school year, 58 students were assessed in the Math portion of the assessment. Compared to the overall participation of students in 2016-2017, 2017-2018 and the 2018-2019 school years, there has been a steady increase in the number of student participants. In 2017-2018, 80% of students took the Math portion of the CAASPP assessment, and in 2018-2019 88% of students were assessed, which was an increase of 8% from the previous school year.

Based on the Math Smarter Balanced Assessment (CAASPP) scores for all students for the 2018-2019 school year, the data revealed an increase in the percentage of students who scored Standard Exceeded or Standard Met from the previous school year. A total of 19% of students Met or Exceeded the Standards in Math, which was an increase of 8%. As a result, there was a decrease in the percentage of students who scored within the Standard Nearly Met category of 7% when comparing scores from 2017-2018 and 2018-2019 and a decrease in the category of Standard Not Met of 1% from the previous school year.

An asterisk (*) shows that the student group with fewer than 11 students is not reported for privacy reasons.

2. *Based on the Smarter Balanced Assessment (CAASPP) results in Math for all students, the data demonstrates that students made positive strides when comparing test results from the 2017-2018 to the 2018-2019 school years. The overall assessment results for all grade levels from 2018-2019 in all three of the Claim Performances, which include Concepts and Procedure, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning,

show an overall increase in the percentage of students who scored Above. There was an increase of 7% in the Claim Performance of Concepts & Procedures, a 0% difference in Problem Solving & Modeling/Data Analysis and a 6% increase in Communicating Reasoning.

An asterisk (*) shows that the student group with fewer than 11 students is not reported for privacy reasons.

3. The overall scores on the Math portion of the CAASPP assessment have increased in the areas of Standard Exceeded and Standard Met. Additionally, the scores in the subtests demonstrated more students scoring Above Standard or At or Near Standard in two of the three Claim Performances. However, it is important to note that the participation rate for Vineyard School has had a steady increase and we were able to capture a more accurate representation of the student population and their abilities. The participation rate for the 2017-2018 school year stood at 80% in Math compared to the participation rate of 88% for the 2018-2019 school year, which was an increase of 8%. The increase in the number of students who took the Math portion of the CAASPP assessment in the 2018-2019 school year is instrumental in allowing teachers to better gauge students' knowledge and skills. Since the vast majority of Vineyard students have transferred to this school as 11th and 12th-grade students, and many need to recover credits in core classes (such as Algebra) to graduate from high school, their knowledge and skills in ELA are demonstrated in the CAASPP assessment. Although a larger pool of student participants who took the assessment generated favorable scores, it is critical to recognize that the gathered data has allowed teachers to better understand how to best support student learning and continue to close learning gaps. The data analysis generated by teachers will allow them to make informed decisions and make necessary changes to their teaching and curriculum which will create a supportive learning environment conducive to student learning.

An asterisk (*) shows that the student group with fewer than 11 students is not reported for privacy reasons.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Conclusions based on this data:

1. Since fewer than 11 students took the English Language Proficiency Assessments for California (ELPAC), information is not shown for privacy reasons.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 3	*	*	*
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	*	*	*
Body Composition	*	*	*
Abdominal Strength and Endurance	*	*	*
Trunk Extensor Strength and Flexibility	*	*	*
Upper Body Strength and Endurance	*	*	*
Flexibility	*	*	*
Grade 9	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 9	*	*	*
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	*	*	*
Body Composition	*	*	*
Abdominal Strength and Endurance	*	*	*
Trunk Extensor Strength and Flexibility	*	*	*
Upper Body Strength and Endurance	*	*	*
Flexibility	*	*	*

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 3	*	*	*
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	*	*	*
Body Composition	*	*	*

Abdominal Strength and Endurance	*	*	*
Trunk Extensor Strength and Flexibility	*	*	*
Upper Body Strength and Endurance	*	*	*
Flexibility	*	*	*
Grade 9	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 16	25%	13%	38%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	16	44	56
Body Composition	16	31	69
Abdominal Strength and Endurance	16	69	31
Trunk Extensor Strength and Flexibility	16	100	0
Upper Body Strength and Endurance	16	50	50
Flexibility	16	88	12

Conclusions based on this data:

- The Physical Fitness Test (PFT) is part of the State testing program. The results are one measure of information students and their families may use, along with other information, to monitor overall fitness. The results of this assessment allow the State of California to gather information about the number of students who fall in the Healthy Fitness Zone by receiving an overall score of 5 or 6. It also provides Physical Education teachers data on the kinds of physical activities students should focus on to achieve a healthy fitness level. Students who were tested in the PFT were assessed in the areas of Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Aerobic Capacity, Body Composition, Flexibility, and Upper Body Strength and Endurance.

Based on the overall data for Vineyard, which includes students in grades 5, 7 and 9, a total of 16 students took the assessment.

An asterisk (*) shows that the student group with fewer than 11 students is not reported for privacy reasons.
- The data of the Physical Fitness Test (PFT) results for the 2017-2018 and the 2018-2019 school years shows fewer than 11 5th and 7th-grade students participated in this test. *In order to protect student privacy, specific data is not included due to the subgroup count of 11 or fewer students. Therefore, no conclusions can be made for these two groups.

An asterisk (*) shows that the student group with fewer than 11 students is not reported for privacy reasons.
- The data of the PFT for students in 9th grade for the 2017-2018 and 2018-2019 school years demonstrates a decrease in the number of students eligible to participate in this assessment. According to the PFT data, in the 2017-2018 school year, there were 16 students tested, and in the 2018-2019 school year, there were 9 students who participated in the assessment. It's important to note that students who had a parent/guardian exemption are also calculated in the participation rates. *In order to protect student privacy, specific data is not included due to the subgroup count of 11 or fewer students. Therefore, no conclusions can be made for this group.

An asterisk (*) shows that the student group with fewer than 11 students is not reported for privacy reasons.

California Healthy Kids Survey

Grade 7 and 9					Grade 11					
	School Connectedness			School Perceived as very safe or safe	Caring Adult Relationships	School Connectedness			School Perceived as very safe or safe	Caring Adult Relationships
	High	Moderate	Low		Students responding High and Moderate	High	Moderate	Low		Students responding High and Moderate
Vineyard Alternative School	15%	62%	23%	54%	69%	60%	32%	8%	71%	96%

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
136	31%	1.5%	0.0%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	1.5%
Foster Youth	0	0.0%
Homeless	0	0%
Socioeconomically Disadvantaged	42	31%
Students with Disabilities	22	16.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	2.9%
American Indian	1	0.7%
Asian	2	1.5%
Filipino	2	1.5%
Hispanic	44	32.4%
Two or More Races	13	9.6%
Pacific Islander	0	0%
White	70	51.5%








Conclusions based on this data:

- Of the 136 students who attended Vineyard Alternative School, close to one-third of students or 31% were socioeconomically disadvantaged. Additionally, the student population data for Vineyard did not reflect a large number of English Learners who attended the school. Only 1.5% of students were identified as English Learners. Another student group that is important to note is the Students with Disabilities subgroup, which made up 16% of the total student population at school.
- Although the percentage of students who attend Vineyard Alternative School and are non-white slightly increased, white students still make up the majority of students. However, the next largest student group is Hispanic/Latino. The percentage of students in various student groups is closely aligned with the groups found within the LVJUSD.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Orange	Suspension Rate  Blue
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
English Learner Progress  No Performance Color		
College/Career  Yellow		

Conclusions based on this data:

- Vineyard Alternative School continues to have low suspension rates. As a result of the nature of our school (Independent Study), the interaction of students with each other is minimal when compared to comprehensive schools. Therefore, the minimized interaction with peers in a traditional classroom setting has created an environment where student behavior is not an issue. As a result, the suspension rate for this school is great.

*To protect student privacy, specific data is not included due to subgroup count of eleven (11) or fewer students. Therefore, no conclusions can be made on this data.
- The graduation rate for Vineyard Alternative School has room for growth. Currently, the graduation rate is at an orange indicator level. According to the 2017-2018 data from the California Department of Education (CDE), there was an 11.7% decline in the graduation rate from the previous school year. For the 2017-2018 school year, Vineyard Alternative School's graduation rate stands at 76%. There are several factors that could have contributed to the decline in the graduation rate for the 2017-2018 school year. One major factor includes the number of students who achieved their academic goal of recovering enough credits to be able to graduate from their school of residence. Of the 55 seniors, a total of 7 students transferred during trimester three (T3) to graduate from either Granada High School or Livermore High School. This accounts for 13% of the student population that could have graduated from Vineyard Alternative School.

Additionally, of the 12th-grade students who transferred to Vineyard Alternative School during their senior year in the 2017-2018 school year, 13% were deficient in 26-185 credits by the beginning of trimester 3 (T3) with a couple of these students transferring from Del Valle High School to Vineyard.

*To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no conclusions can be made on this data.

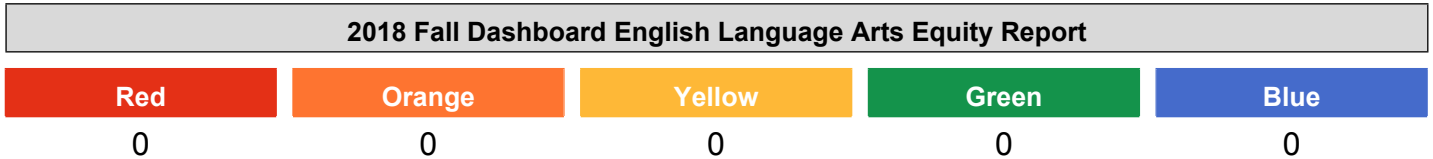
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>32.6 points below standard</p> <p>Declined -21.6 points</p> <p>36 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>73 points below standard</p> <p>12 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 55.1 points below standard 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 16.4 points below standard Increased 12.7 points 18 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students - Data Not Displayed for Privacy 2 students	44.2 points below standard Declined -35.2 points 31 students

Conclusions based on this data:

- The overall scores in ELA from the 2016-2017 to the 2017-2018 school years for all students declined 21.6 points, which included students in the various subgroups. Students who were Socioeconomically Disadvantaged performed 73 points below the State's standard. Additionally, there was a decline of 35 points in students whose only language is English. Nonetheless, there was an increase of 12.7 points in whose race is White. Although some data is not shown above for privacy reasons, based on the data that is present, it can be inferred that students of different races regardless of their English only status, need further assistance in ELA. It demonstrates the need for Vineyard to continue to focus more of our efforts on students who are Socioeconomically Disadvantaged and of distinct races to begin to close the achievement gap.

*To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no conclusions can be made on this data.

The State has not, yet, released data for the 2018-2019 school year, which is expected in Fall 2019.

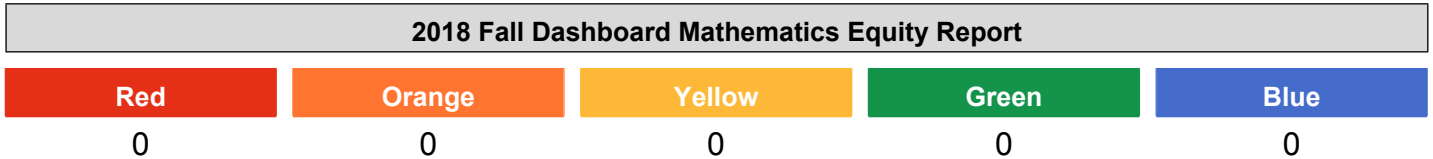
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>126.1 points below standard</p> <p>Declined -17.6 points</p> <p>38 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>159.1 points below standard</p> <p>14 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 167.8 points below standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 118.2 points below standard Increased 32.4 points 18 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students - Data Not Displayed for Privacy 2 students	133.3 points below standard Declined -25 points 33 students

Conclusions based on this data:

- The overall scores in Math from the 2016-2017 to the 2017-2018 school years for all students declined 17.6 points, which included students in the various subgroups. There was also a decline of 25 points in student scores whose language status was English only. Additionally, students who are part of the subgroups of Socioeconomically Disadvantaged and Hispanic/Latino performed between 159 to 168 points below the State's standard. Nonetheless, there was a 32 point increase in the performance of White students. Based on the data provided, there is a lot of work to be done at Vineyard to enable students of different subgroups, including those who are Socioeconomically Disadvantaged and of different races to attain the same performance levels as their other peers.

*To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no conclusions can be made on this data.

The State has not, yet, released data for the 2018-2019 school year, which is expected in Fall 2019.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1. *To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no conclusions can be made on this data.

The State has not, yet, released data for the 2018-2019 school year, which is expected in Fall 2019.

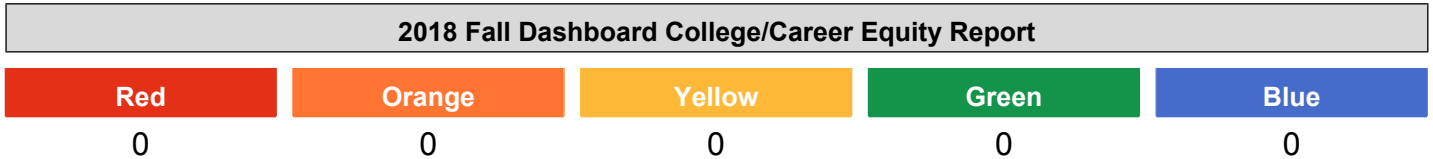
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>11.3% prepared</p> <p>Increased 2.7%</p> <p>53 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>0% prepared</p> <p>Declined -4.8%</p> <p>20 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p>

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 11.1% prepared Increased 11.1% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 14.3% prepared Increased 2.2% 28 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
5.3% Prepared	8.6% Prepared	11.3% Prepared
21.1% Approaching Prepared	22.4% Approaching Prepared	15.1% Approaching Prepared
73.7% Not Prepared	69% Not Prepared	73.6% Not Prepared

Conclusions based on this data:

- Based on the data for Fall 2018, there was an overall increase of 2.7 points in the percentage of students who were College/Career ready for all students. Additionally, there was a 2% increase in White students and an 11% increase in Hispanic/Latino students who were College/Career ready. Unfortunately, there was a 4.8% decrease in this same category in the number of students who were Socioeconomically Disadvantaged. The number of students who are not demonstrating they are College/Career ready can be directly correlated to the percentage of students who are not scoring in the ranges of Standards Met or Nearly Met on the CAASPP summative assessments in both ELA/Literacy and Math. Even though there has been a steady increase in the percentage of students who were prepared (from 2016, 2017 and 2018), Vineyard needs to focus more attention on how to provide students with the opportunities to be College and/or Career. However, it is important to note, since Vineyard Alternative School is a small school, it is difficult to offer a variety of CTE courses that will encompass a CTE pathway on our campus, which would allow a greater amount of our students to demonstrate they are Career Ready.
- An asterisk (*) shows that the student group with fewer than 11 students is not reported in order to protect student privacy. Therefore specific data is not included and no conclusions can be made as a result.
- The State has not, yet, released data for the 2018-2019 school year, which is expected in Fall 2019.

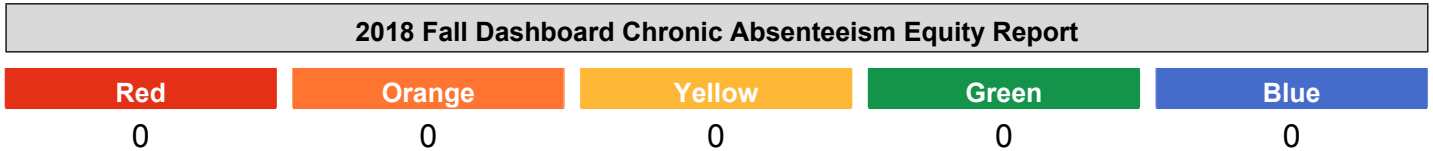
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>53.8% chronically absent</p> <p>Increased 20.5%</p> <p>26 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>63.6% chronically absent</p> <p>11 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 54.5% chronically absent 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 50% chronically absent 12 students

Conclusions based on this data:

1. Since Vineyard Alternative School is an independent study school, the calculations used to determine student absences are solely based on the completion of student work. In order for students to earn attendance credit, they must demonstrate to the State of California that they have completed work at home/independently equivalent to the hours they would have been in school (on minimum day schedule). Therefore, each course is calculated so that students have at least 5 hours of assignments to complete at home/independently. Nonetheless, in order for students to be on pace to graduate and earn all of the necessary credits to earn a high school diploma, they must take at least 3-5 courses at a time, which should be completed in 9-week intervals. As a school, we too have the challenge of getting students to their scheduled class meetings, but even more challenging is getting students to complete their assignments to fulfill their attendance requirements.
2. *To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no conclusions can be made on this data.

The State has not, yet, released data for the 2018-2019 school year, which is expected in Fall 2019.

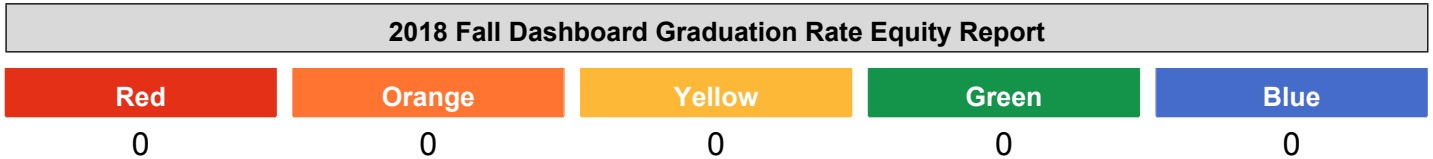
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>71.7% graduated</p> <p>Maintained -0.7%</p> <p>53 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>55% graduated</p> <p>Declined -6.9%</p> <p>20 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p>

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 77.8% graduated Increased +8.5% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 75% graduated Declined -3.8% 28 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
72.4% graduated	71.7% graduated

Conclusions based on this data:

- The graduation rate for Vineyard Alternative School has room for growth. Currently, the graduation rate is at an orange indicator level. According to the 2017-2018 data from the California Department of Education (CDE), there was an 11.7% decline in the graduation rate from the previous school year. For the 2017-2018 school year, Vineyard Alternative School's graduation rate stands at 76%. There are several factors that could have contributed to the decline in the graduation rate for the 2017-2018 school year. One major factor includes the number of students who achieved their academic goal of recovering enough credits to be able to graduate from their school of residence. Of the 55 senior students, a total of 7 students transferred during trimester three to graduate from either Granada High School or Livermore High School. This accounts for 13% of the student population that could have graduated from Vineyard Alternative School.

Additionally, of the 12th-grade students who transferred to Vineyard Alternative School during their senior year in the 2017-2018 school year, 13% were deficient in 26-185 credits by the beginning of trimester three (T3) with a couple of these students transferring from Del Valle High School. Moreover, by the end of trimester two (T2) a total of five senior students transferred to Livermore Adult Education with three of them earning their adult high school diploma from there.

*To protect student privacy, specific data is not included due to subgroup count of eleven (11) or fewer students. Therefore, no conclusions can be made on this data.

The State has not, yet, released data for the 2018-2019 school year, which is expected in Fall 2019.

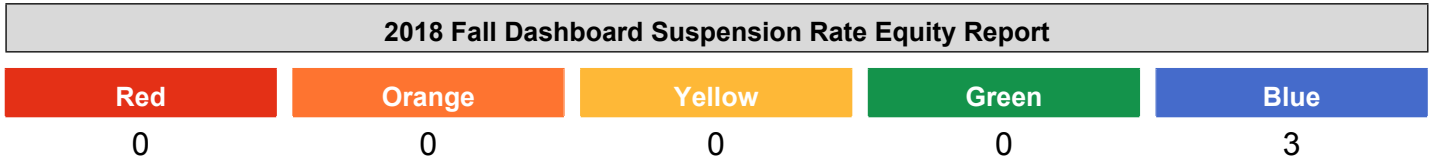
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>232 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>71 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>31 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 68 students	 No Performance Color 0% suspended at least once Maintained 0% 18 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 131 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	0% suspended at least once	0% suspended at least once

Conclusions based on this data:

- *Vineyard Alternative School continues to have low suspension rates. As a result of the nature of our school (Independent Study), the interaction of students with each other is minimal when compared to comprehensive schools. Therefore, the minimized interaction with peers in a traditional classroom setting has created an environment where student behavior is not an issue. As a result, the suspension rate for this school year based on cumulative enrollments is great with the status being very low for all student groups.

An asterisk (*) shows that the student group with fewer than 11 students is not reported for privacy reasons.

The State has not, yet, released data for the 2018-2019 school year, which is expected in Fall 2019.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

The school should move closer to the district's and the state's average performance and graduation levels.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA/Literacy Summative Assessment results	The overall performance of students in the 2018-2019 CAASPP summative results demonstrated that 44% of students Met the Achievement Standard in ELA/Literacy.	The percentage of students in the Overall Performance scoring within the ranges of Standard Met or Standard Exceeded on the ELA/Literacy CAASPP summative assessment will increase by at least 5% to establish a positive trend (with a particular focus on increasing reading comprehension and writing).
Interim Assessment Block (IAB)-ELA		
Completion of A-G requirements		
College/Career Readiness requirements	The overall performance of students in the 2018-2019 CAASPP summative results demonstrated that 21% of students Met the Achievement Standard in Math.	The percentage of students in the Overall Performance scoring within the ranges of Standard Met or Standard Exceeded on the Math CAASPP summative assessment will increase by at least 5% to establish a positive trend.
Graduation rates		Increase the graduation rate by 5% by June 2020.
Continued use of other local assessments that analyze and evaluates both qualitative and quantitative measures such as student work samples, reading comprehension assessments, and interim benchmark assessments.	The graduation rate for the 2018-2019 school year stood at 85%, which includes 12th-grade students who were enrolled at Vineyard in the month of April through the month of June 2019.	
	Of the students who graduated in the 2018-2019 school year, 10% completed UC/CSU required coursework, which is equivalent to 5 students.	Vineyard School will increase the number of students who graduate with the UC/CSU a-g requirements by 5 percentage points.

Planned Strategies/Activities

Strategy/Activity 1

During the 2019-2020 school year, staff will continue to 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.

Review CAASPP data, IBA results and local assessments to develop strategies to improve reading and research skills during PLC, Staff, and Curricular meetings.

Professional development on the importance of academic discourse, common formative assessments to evaluate instructional effectiveness, and data-informed instruction.

Professional development on the implementation of Positive Behavior Interventions and Supports (PBIS) and on the tracking of data needed to make data-driven decisions on possible changes.

Continue to adjust the curriculum to better align with the CSS, and improve upon common formative assessments that were created last school year as teachers updated courses.

Continue to offer Friday Support Class to students who need additional assistance in ELA/Literacy. This will be intervention instructional time where additional hourly staff time will be devoted to working with at-risk students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal, Vice Principal, Teachers, ILT, PLC, PBIS

Proposed Expenditures for this Strategy/Activity

Amount	3,851
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention (Friday Support)- One Teacher @ 91 hrs. per school year (2.75 hrs./wk.) divided into 34 weeks @ 34.55/hour, plus labor related costs.

Strategy/Activity 2

During 2019-2020, staff will continue to 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 students to use technology to research, problem-solve and analyze data.

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 during PLC, Staff and Curricular meetings.

Utilization of the ALEKS online Math platform by teachers and students, as a choice, to assist in the understanding of Math concepts and completion of Math courses.

Expand the use of the ALEKS online Math platform so it mirrors the course offerings at the high schools.

Teachers will have the opportunity to participate in District-sponsored Math Professional Development (PD) on the importance of academic discourse, common formative assessments to evaluate instructional effectiveness, and data-informed instruction. Teachers will also have the opportunity to attend Math PD outside of the LVJUSD organization.

Professional development on the implementation of Positive Behavior Interventions and Supports (PBIS) and on the tracking of data needed to make data-driven decisions on possible changes

The school will continue to offer Math Tutoring and increase this assistance to at least two times per week. This will be intervention instructional time where additional hourly staff time will be devoted to working with at-risk students.

Vineyard will continue to offer the elective course of Academic Prep that will specifically focus on Math. It will be designed for students taking Algebra I, Geometry, or Algebra II who need additional support based on their teacher's and/or Academic/Guidance Counselor's recommendation. Students will be expected to participate in this course for 2 periods (total of 1 hr. 30 mins.) per week.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal, Vice Principal, Teachers, ILT, PLC, PBIS

Proposed Expenditures for this Strategy/Activity

Amount	1,443
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Math Lab/Tutoring - One Teacher at 34 hours per school year (1 hr./wk.) divided into 34 weeks @ 34.55/hour, plus labor related costs.
Amount	200
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Partial cost for teachers to attend Math PD to help at-risk students.
Amount	1000
Source	LCFF - Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cost for teachers to attend Math PD (training and sub costs).
Amount	4,840
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Cost to offer Academic Prep to students struggling in Math and/or English

Strategy/Activity 3

During 2019-2020 school year, staff will continue to implement evidence-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 resources, such as Google Classroom, Google Docs, Google Sheets, and Google Slides, the Edulastic App associated with Clever/StudySync and/or other related programs.

Review CAASPP data, IBA results and local assessments to develop strategies to improve writing skills.

Participation by teachers in District-sponsored Professional Development that focuses on the new ELA curriculum (StudySync) to assist students with improving their writing skills.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal, Vice Principal, Teachers, ILT, PLC

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 4

The Vineyard Principal will participate in district-led 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 as well as concurrent enrollment. 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.

The Principal will help to improve ongoing articulation efforts between Vineyard School and other schools within our District. She will participate in monthly meetings with the other high school Principals in our District to discuss topics affecting our student populations and schools, which will include articulation among our schools.

Continue collaboration with all schools regarding articulation, including Livermore Adult Education and the community college.

The principal and a teacher will participate in the two-day annual California Consortium of Independent Study conference (CCIS) to keep informed of any new State mandates for independent study school/programs and get exposed to innovative ideas that other independent study schools might be utilizing that could benefit Vineyard.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal, Vice Principal, Academic/Guidance Counselor, Teacher

Proposed Expenditures for this Strategy/Activity

Amount	1,200
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cost for two people to attend the CCIS conference (includes entrance, travel and lodge expenses).
Amount	600
Source	LCFF - Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Lodging and/or transportation cost to attend the CCIS 2-day Conference

Strategy/Activity 5

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, as well as overall career/college goals. Mentor teachers will also follow-up with the graduation plan to determine if students are on track.

Review the graduation progress of students to prioritize meetings with students and/or parents/guardians.

Meet with parents/guardians and students to ensure they understand students' graduation progress.

Inform parents/guardians and students of the number of credits a student has completed and the number of credits that are still outstanding to complete a course.

The Academic 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.

The Academic Counselor will encourage teachers to make student recommendations with ample time to both Academic Prep class (with a focus on Math assistance) as well as Math tutoring so students needing more support obtain appropriate intervention.

Vineyard Alternative School will continue to partner with Horizons Family Services to offer workshops on career and college planning at least three times during the school year.

The Academic Counselor will coordinate presentations for students by the local community college and the Armed Forces.

Students to be Served by this Strategy/Activity

All students

Timeline

9/19/2019 – 6/4/2020

Person(s) Responsible

Principal, Teachers and Academic Counselor

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No cost

Strategy/Activity 6

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 as well as their overall career/college goals. Mentor teachers will also follow up with the graduation plan to determine if students are on track.

Review the graduation progress of students and prioritize meetings with students based on their goals and plans after high school graduation.

Meet with parents/guardians and students to ensure they understand students' graduation progress and overall progress.

Inform parents/guardians and students of the number of credits a student has completed and the number of credits that are still outstanding to complete a course and the UC/CSU a-g requirements.

The Academic 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.

Students to be Served by this Strategy/Activity

All students

Timeline

9/19/2019 – 6/4/2020

Person(s) Responsible

Principal, Teachers and Academic Counselor

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No cost

Strategy/Activity 7

The Principal, Academic Counselor, and teachers will work together to continue to develop courses that are board approved to offer students a larger pool of elective classes on the Vineyard campus and ensure students achieve all of the graduation requirements as well as offer courses that have already been Board Approved but are not currently offered at Vineyard. The Principal will recruit teachers with specialized credentials that can broaden the choices of elective courses. Efforts will be made to develop Digital Photography, Advanced Placement (AP) Environmental Science, AP Computer Science Applications, Leadership (Peer-to-Peer Help) and Positive Psychology. Vineyard will submit a course proposal to our District's Curriculum Department to develop and offer a Health 2 course. The Academic Counselor will ensure students needing elective courses, such as those mentioned above, are well aware that they will be offered on the Vineyard campus and will enroll students in them.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/19 - 6/4/20

Person(s) Responsible

Principal, Academic/Guidance Counselor, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1001
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of supplemental material to support our small group classes that will further support at-risk students

Strategy/Activity 8

All staff will complete work on updating course logs, used to guide instruction. Vineyard makes use of course logs that pace the courses for students and function as pacing and curriculum guides for teachers. Teachers will ensure to align these course logs with the California State Standards (CSS), infuse them with supplemental material that will utilize technology, and common formative and summative assessments. They will reflect the rigor that is required of students to be college and career ready.

PD sponsored by the LVJUSD will be given to the staff that will enable them to expand their teaching, increase rigor, and continue to familiarize themselves with the ELA curriculum (StudySync) and its resources.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/19- 6/4/20

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No cost

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

The school should empower students through social-emotional and academic supports, which will positively impact their overall social-emotional and physical health, as well as their attendance at school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Physical Fitness Test (PFT) – 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	<p>The average daily attendance (ADA) for the 2018-2019 school year was 81%</p> <p>The number of students who participated in the Choose Love enrichment program was a total of 82 students, which was 60% of the student population in the 2018-2019 school year.</p> <p>To protect student privacy, specific data regarding students who score in the HFZ is not included due to subgroup count of 11 or fewer students. Therefore, no conclusions can be made on this data. However, 3% of 9th-grade students and 43% of 5th-grade and 7th-grade students participated in the PFT for the 2018-2019 school year.</p>	<p>Increase the average daily attendance (ADA) by 5%.</p> <p>Seventy-five percent of Vineyard students will participate in the Choose Love enrichment program or other SEL programs offered on the Vineyard campus.</p> <p>Increase the participation rate of students taking the PFT by 5%. If data is available, report on the percentage of students achieving the Healthy Fitness Zone (HFZ).</p>

Planned Strategies/Activities

Strategy/Activity 1

Vineyard Alternative School will begin to implement Positive Behavior Interventions and Supports (PBIS) to encourage positive behavior that affects student academic progress and achievement.

In order to foster social-emotional learning, the use of the Choose Love will be used during class time by teachers during small group instruction in all of the Science classes and in the FIT class. Additionally, other curricula will be

used by the Academic Counselor during student support group meetings to advance social-emotional learning in students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019 - 6/4/2020

Person(s) Responsible

Teachers, Academic/Guidance Counselor, Principal, CoST, SST, PBIS

Proposed Expenditures for this Strategy/Activity

Amount	700
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Cost to develop/produce student videos that will promote/foster PBIS that will be shown to students and posted on website

Strategy/Activity 2

To help students grow in their social-emotional learning, Vineyard's counselor will offer weekly student support group meetings, using a 15-week program called Coping with Stress (CWS), beginning in September that will help students learn coping strategies and mindfulness. A second 15-week session will begin as soon as the first session ends.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019 - 6/4/2020

Person(s) Responsible

Academic/Guidance Counselor, Principal, teachers

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Admin. discretionary
Budget Reference	4000-4999: Books And Supplies
Description	Cost for student consumable workbooks and other supplies needed to run the workshops/program.

Strategy/Activity 3

In order to further allow students to feel safe at school, Vineyard Alternative School will require all students to check-in and check-out at the front office and enter and exit the campus from one centralized location. This will ensure members of the Vineyard staff know who is on/off-campus at all times.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019 - 6/4/2020

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 4

In order to reach a higher level of caring relationships with adults at school, Vineyard Alternative School will continue to utilize Mentor Teachers who will serve as a conduit between other teachers, the Principal, parents, and the student. Their responsibility is to not only determine if more support is needed for the student but serve as their advocate. Mentor Teachers create special caring relationships with students and their families and foment a trusting connection that helps students to thrive.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/19 - 6/4/2020

Person(s) Responsible

Mentor Teachers, Academic/Guidance Counselor, Principal

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 5

Since Vineyard Alternative School is an independent study school, the calculations used to determine student absences are solely based on the completion of student work. In order for students to earn attendance credit, they must demonstrate to the State of California that they have completed work at home/independently equivalent to the hours they would have been in school (on minimum day schedule). Therefore, each course is calculated so that students have at least five (5) hours of assignments to complete at home/independently.

In order to demonstrate progress in student attendance, teachers will keep meticulous records of students who do not complete assignments, turn-in incomplete assignments, and/or do not attend their scheduled meetings with teachers. The data will be collected and inputted in the SWIS data system, which will allow the PBIS team to make necessary changes to improve upon student success. Additionally, teachers 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 (demonstrate poor attendance credit). After at least 3 missed assignments by students, Mentor Teachers schedule a Student Success Team (SST) Meeting where the Principal, the Academic Counselor, the Parents, students, and teachers will attend. During this meeting, goals will be established and a follow-up meeting will be scheduled to discuss student progress. Subsequently, if no progress is determined, then an evaluation will be conducted to determine if it's in the best interest of the student to remain in the independent study program.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/19 - 6/4/2020

Person(s) Responsible

Teachers, Academic/Guidance Counselor, Principal, Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Base
Budget Reference	5900: Communications
Description	Cost to mail attendance letters to parents/guardians

Strategy/Activity 6

In order for our school to demonstrate to students that their overall well-being is important, including their physical fitness, students will get a better understanding of how life choices impact their health. Therefore, Vineyard Alternative School will continue to develop age-appropriate curriculum for 9th-grade students that accompanies the physical education logs which students submit for physical fitness credit. This will allow students a better understanding of a healthy lifestyle and healthy lifestyle choices. Students in 9th-grade who transfer to Vineyard will be enrolled in the small group instruction class, with other 9th-grade students, that meets on a weekly basis where they will engage in physical activities. Formative assessments will be part of the class to ensure students are understanding the idea of a healthy lifestyle that includes physical fitness. Additionally, a document will be created to delineate what constitutes physical fitness activities that can be used to satisfy the physical fitness education requirements for credit/grade. Beginning this school year, high school students taking PE 1A, 1B, 2A, or 2B will be required to complete written assignments that align with the physical fitness standards and the ELA standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/19 - 6/4/2020

Person(s) Responsible

Teachers, Academic/Guidance Counselor, Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No cost

Strategy/Activity 7

The Vineyard Principal will participate in District-led 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 as well as concurrent enrollment. 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.

The Principal will participate in monthly meetings with the other high school Principals in the District to discuss topics affecting our student populations and schools, which will include articulation among our schools.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019 - 6/4/2020

Person(s) Responsible

Principal,, Academic/Guidance Counselor

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 8

Mentor Teachers will coordinate the Student Success Team (SST) Meetings to determine how a student may need further academic or social-emotional support. Teachers and other staff will refer students to the Coordination of Services Team (CoST) to ensure at-risk students get adequate academic and social-emotional support. Vineyard will use Positive Behavior Interventions and Supports (PBIS) to help support student progress both academically and social-emotionally.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019-6/4/2020

Person(s) Responsible

Principal, Academic/Guidance Counselor, Teachers (Mentor Teachers)

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 9

Offer a Peer-to-Peer helpers (Leadership) course (3-trimester course) that will teach students to support and guide their peers with the social-emotional needs or who are having peer difficulties. This class will use a specialized curriculum designed to train students in communication and interpersonal skills. The course is designed to teach them how to be facilitators in certain situations and circumstances. Students will learn about helping relationships, decision making, and problem-solving. They will learn how to facilitate others to think about ideas, feelings, and responsible behaviors. They will also study prevention education topics related to school and community projects. Training for students will be provided through this regular course.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019-6/4/2020

Person(s) Responsible

Teachers, Counselor, Principal

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

The grand opening of the Student Hub will allow students space to relieve stress/decompress and elicit calm feelings, while also providing them space to accomplish assigned work. This room will be designed to be inviting and relaxing and will serve the dual purpose of an eating area with a vending machine. Donations and grant funds will be used to decorate/furnish the space.

Timeline

8/19/2019-6/4/2020

Person(s) Responsible

Principal, Vice Principal, Support Staff

Proposed Expenditures for this Strategy/Activity

Amount

1,000

Source

Other

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

The use of ACSA grant funds will be used to pay for the purchase of items such as furniture and

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Vineyard Alternative School will enhance parent and community engagement and communication.

Basis for this Goal

Both SchoolLoop and BlackBoard will be utilized as platforms to communicate student progress. SchoolLoop is one of the best ways to gauge student grades and overall student achievement in specific courses. Additionally, a school newsletter will be sent to Vineyard families that will offer school information and updates as well as upcoming events.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teachers utilizing online communication/grade-book Parent participation on-site committees Other local measures	<p>Last school year was the first full year Vineyard make use of SchoolLoop as their grade book. At this time it is the expectation that all teachers utilize this tool to keep parents/guardians of students' academic progress.</p> <p>At this time information is sent out to families and that is not structured as a newsletter.</p> <p>Last school year four parent/guardian workshops were offered by Horizons Family Services on Vineyard School site around topics such as vaping, teen depression and suicide, etc.</p>	<p>By the end of the 2019-2020 school year, 100% of teachers will have used SchoolLoop as their online grade-book to track and communicate with parents/guardians students' academic progress.</p> <p>The principal will digitally send out 3-4 newsletters throughout the school year to Vineyard families that will offer school information and updates as well as upcoming events.</p> <p>Continue to offer parent/guardian workshops on how they can best support students throughout the school year. Two to four workshops will be offered to parents/guardians</p>

Planned Strategies/Activities

Strategy/Activity 1

All teachers are now required to update School Loop with future assignments that need to be submitted by students as well as use it as their grade book. Frequent reminders will be sent to teachers about the need to be updating their School Loop grade books. The Principal will review reports in SchoolLoop to evaluate which teachers need reminding. Teachers and parents/guardians will be able to easily email each other through School Loop or BlackBoard to maintain open communication regarding student progress. In order to offer guidance to teachers who need it, knowledgeable staff members and the Principal will offer ongoing staff training or refresher sessions so they can successfully use both School Loop and BlackBoard. Furthermore, the Principal will actively engage parents to prompt them to use SchoolLoop as a way to be well-informed about student grades/progress.

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019 - 6/4/2020

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 2

Continue to utilize the established website through BlackBoard to post upcoming events as well as use its communication features to send emails and recorded phone calls by the Principal to families and students.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019 - 6/4/2020

Person(s) Responsible

Principal, Teachers, Webmaster

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 3

Work collaboratively with Horizons Family Services to offer families a series of parent workshops that can foster student success through parental interventions. The series of workshops will include:

- Vaping/Marijuana
- Social Media
- Video Game Addiction
- Teen Depression & Suicide and Crazy Teen Challenges

Vineyard Alternative School will promote these workshops by creating flyers and sending them to LVJUSD families via Peachjar (invitations sent district-wide), as well as posting the workshop information/flyers on the Vineyard website. The Principal will share this information with other Principals in our District so they can inform/invite their parents/guardians to attend.

Students to be Served by this Strategy/Activity

All Students

Timeline

10/01/2019 - 5/15/2020

Person(s) Responsible

Principal, Academic/Guidance Counselor

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials needed for upcoming parent workshop series presented by Horizons Family Services focused on at-risk students.

Strategy/Activity 4

Continue to offer Parent Support Group meetings for parents/guardians with students with social-emotional challenges, which will be open to all LVJUSD families. The Principal will share the meeting information with our District psychologist so she can ensure the meeting dates and meeting flyers are posted on the LVJUSD mental health webpage to attract potential attendees.

Students to be Served by this Strategy/Activity

All students

Timeline

9/01/2019 - 6/4/2020

Person(s) Responsible

Principal, Academic/Guidance Counselor, Meeting facilitator

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No cost

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>CAASPP ELA/Literacy Summative Assessment results</p> <p>Interim Assessment Block (IAB)-ELA</p> <p>Completion of A-G requirements</p> <p>CTE Pathways completion rates</p> <p>Graduation rates</p> <p>Continued analysis and evaluation of both qualitative and quantitative measures such as student work samples, reading comprehension assessments, and interim benchmark assessments.</p>	<p>The percentage of students in the Overall Performance scoring within the ranges of Standard Met or Standard Exceeded on the ELA/Literacy CAASPP summative assessment will increase by at least 5% to establish a positive trend (with a particular focus on increasing reading comprehension and writing).</p> <p>The percentage of students in the Overall Performance scoring within the ranges of Standard Met or Standard Exceeded on the Math CAASPP summative assessment will increase by at least 5% to establish a positive trend.</p> <p>Increase the graduation rate by 5% by June 2019.</p> <p>Vineyard School will increase the number of students who graduate with the UC/CSU a-g requirements by 5 percentage points.</p>	<p>Met: The percentage of students that Met or Exceeded the Standard on the ELA CAASPP summative assessment exceeded the 5% goal that was established. There was a 9% increase in the percentage of students that scored Standard Met or Standard Exceeded in the Overall Performance.</p> <p>Met: Additionally, the percentage of students that Met or Exceeded the Standard on the Math CAASPP summative assessment also exceeded the goal of a 5% increase. There was an 8% increase in the percentage of students that scored Standard Met or Standard Exceeded in the Overall Performance.</p> <p>Nearly Met: Of the 2019 graduating class, 9% of students completed the a-g requirements necessary to enter the CSU/UC system immediately after high school, which was a 1% increase from the year before.</p> <p>Not Met: The percentage of students who graduated and demonstrated they were college and career ready stood at 11.3%, which was a 2.7% increase from the previous year.</p> <p>Not Met: Of the 12th grade students who were enrolled at Vineyard from the month of April through the end of the school year, 85% of them received their high school diploma through Vineyard, which was 2% less than the previous school year.</p> <p>However, it's worth noting, of the students who did not graduate from Vineyard, 5% (2 students) remained at Vineyard as 5th-year seniors since they qualified under Special Education law and 5% (2 students)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		did earn a high school diploma but from Livermore Adult Education.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>During the 2018-2019 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.</p> <p>Review CAASPP data, IBA results and local assessments to develop strategies to improve reading and research skills.</p> <p>Professional development on how to fortify Professional Learning Communities (PLCs) and how to have data-driven conversations that will be central to all PLCs throughout the school year.</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>Continue to offer Friday Support Class to students</p>	<p>Student assessment data was reviewed and analyzed by staff several times last school year during staff and PLC meetings. Based on this information, teachers looked into and used online resources such as Edmodo and Google Classroom to improve student academic performance based on teacher feedback.</p> <p>Teachers participated in training that helped them to adjust the curriculum so that it better aligns with the CSS while maintaining student needs and engagement at the forefront. They received professional development on Universal Design for Learning as well as Understanding by Design (Backwards Lesson Planning). Furthermore, teachers also participated in professional learning about Professional Learning Communities and how to analyze and interpret data as a group to make positive changes in their teaching.</p> <p>Teachers met throughout the school year as PLC groups to continue data-driven conversations and establish plans that supported the continuous</p>	<p>Intervention (Friday Support)-One teacher @18.5 hrs. @ 34.55/hour, plus labor-related costs. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 748</p> <p>Intervention (Friday Support)-One teacher @125.5 hrs. @ 34.55/hour, plus labor-related costs. 1000-1999: Certificated Personnel Salaries LCFF - Base 5,325</p>	<p>Cost of one intervention teacher 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 670</p> <p>Cost of additional hourly staff time for intervention with at-risk students (Friday Support Class). This is the remaining cost of hourly that is not covered by LCFF Supplemental. 1000-1999: Certificated Personnel Salaries LCFF - Base 6,500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>who need additional assistance in ELA/Literacy. This will be intervention instructional time where additional hourly staff time will be devoted to working with at-risk students</p>	<p>improvement cycle in their teaching.</p> <p>Friday Support Class was offered last school year for students who were at risk for failing or not making academic progress. Throughout the school year, teachers submitted a total of 461 forms which either assigned students to attend Friday Support Class or keeping a record of students who either did not attend their scheduled meetings with them and/or did not complete assignments. Of the 461 entries, a total of 391 students were referred to attend Friday Support Class from 9:00-1:00 pm. If students consistently did not make-up the work and/or did not attend Friday Support Class, then an SST meeting was established with parents/guardians, teachers, the Academic Counselor, Principal, and students to know how to further support the student.</p>		
<p>During 2018-2019, 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</p>	<p>Teachers have used the Board-adopted Math material to help facilitate evidence-based conversations with students during their weekly student-teacher appointment times. Teachers differentiated their instruction based on student needs and offered them learning opportunities where students can use</p>	<p>Math Lab-One Teacher at 54 hours divided into 36 weeks @34.55/hour, plus labor-related costs. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,182</p>	<p>Cost of additional hourly staff time for intervention with at-risk students 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,182</p>
		<p>Math Teacher for elective course offering of Academic Prep class with a focus on Math. Teacher cost at 102 hours into 34 weeks @</p>	<p>Cost of Math teacher to teach Academic Prep with a focus on Math throughout the school year. 1000-1999: Certificated Personnel</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>communicate their mathematical reasoning. Staff will design opportunities for students to use technology to research, problem-solve and analyze data.</p> <p>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.</p> <p>Utilization of the ALEKS online Math platform by teachers and students, as a choice, to assist in the understanding of Math concepts and completion of Math courses.</p> <p>Expand the use of the ALEKS online Math platform so it mirrors the course offerings at the high schools.</p> <p>Teachers will have the opportunity to participate in District-sponsored Math Professional Development to implement adopted Math textbooks and instructional materials.</p> <p>The school will continue to offer Math Tutoring and increase this assistance to at least two times per week. This will be intervention instructional time where additional hourly staff time will be devoted to working with at-risk students.</p> <p>At the beginning of T2, Vineyard will offer the elective course of</p>	<p>technology and problem-solving skills.</p> <p>Teachers participated in training that helped them to adjust the curriculum so that it better aligns with the CSS while maintaining student needs and engagement at the forefront. They received professional development on Universal Design for Learning as well as Understanding by Design (Backwards Lesson Planning).</p> <p>Furthermore, teachers also participated in professional learning about Professional Learning Communities and how to analyze and interpret data as a group to make positive changes in their teaching.</p> <p>Teachers met throughout the school year as PLC groups to continue data-driven conversations and establish plans that supported the continuous improvement cycle in their teaching.</p> <p>Based on student needs, overall learning goals, and student choice, teachers have used the online ALEKS program. This program has allowed students to incorporate technology as they access the Math curriculum at their levels of understanding since it is a platform that modified itself based on solid student knowledge of the Math content.</p> <p>Teachers have had the opportunity to not only</p>	<p>34.55/hour, plus labor-related costs. 1000-1999: Certificated Personnel Salaries LCFF - Base 4,328</p>	<p>Salaries LCFF - Base 4,328</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Academic Prep that will specifically focus on Math. It will be designed for students taking Algebra I, Geometry, or Algebra II who need additional support based on their teacher's and/or Academic/Guidance Counselor's recommendation. Students will be expected to participate in this course for 2 periods (total of 1 hr. 30 mins.) per week.</p>	<p>participate in professional learning focused on Math, but have also had the opportunity to collaborate with Math teachers from both Granada and Livermore High to create/align Math assessments.</p> <p>At one point during the school year, Math tutoring was offered at least twice per week. However, because of the high demand for Math teachers, this opportunity had to be reduced to once per week for 1.5 hours.</p> <p>This past school year, Vineyard was able to successfully offer Academic Prep (Math focus) as a small group instruction class where a credentialed Math teacher assisted struggling students with their math. Students in this class were primarily selected for this course because they needed to recover/obtain credits to graduate within four years of high school.</p>		
<p>During the 2018-2019 school year, staff will continue to implement evidence-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.</p>	<p>During the school year, teachers in various subject areas incorporated evidence-based writing to help support the overall goal of supporting students in ELA. Such classes included: Science, Social Science, Math, and Health.</p> <p>Teachers participated in training that helped them to adjust the curriculum so that it better aligns with the CSS while maintaining</p>	<p>No cost 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Review CAASPP data, IBA results and local assessments to develop strategies to improve writing skills.</p> <p>Participation by teachers in District-sponsored Professional Development that focuses on improving student writing skills.</p>	<p>student needs and engagement at the forefront. They received professional development on Universal Design for Learning as well as Understanding by Design (Backwards Lesson Planning). Furthermore, teachers also participated in professional learning about Professional Learning Communities and how to analyze and interpret data as a group to make positive changes in their teaching.</p> <p>Teachers met throughout the school year as PLC groups to continue data-driven conversations and establish plans that supported the continuous improvement cycle in their teaching.</p>		
<p>The Vineyard Principal will participate in District-led 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 as well as concurrent enrollment. 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.</p> <p>Improve ongoing articulation efforts between Vineyard School and other schools within our District.</p>	<p>The Principal participated in district-led meetings that facilitated conversations and agreements that have led to the understanding of processes and procedures needed for both concurrent enrollment and seamless transfers of students. The settled agreements were then communicated to other pertinent staff members to ensure the established processes and procedures were followed.</p> <p>Vineyard students continue to take advantage of the opportunity to concurrently enroll at the local community college to simultaneously earn</p>	<p>Cost for two people to attend the CCIS conference (includes, entrance, travel and lodge expenses) 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1,200</p>	<p>The Principal attended the CCIS Conference 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 670</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Continue collaboration with all schools regarding articulation, including the community college.</p> <p>The Principal and a teacher will participate in the two-day annual California Consortium of Independent Study conference (CCIS) to keep informed of any new State mandates for independent study school/programs and get exposed to innovative ideas that other independent study schools might be utilizing that could benefit Vineyard.</p>	<p>high school and college credits. The Academic Counselor consistently meets and collaborates with other school counselors which helps her get up-to-date news on any changes or other opportunities at the college level that would benefit Vineyard students.</p> <p>The Principal attended the annual CCIS conference, which has helped to keep well-informed about topics and laws that impact independent study programs. The information shared has allowed the Principal to advocate for needed changes/updates, such as a vending machine on campus that dispenses free/reduced-cost meals to students who qualify.</p>		
<p>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.</p> <p>Review the graduation progress of students to prioritize meetings with students and/or parents/guardians.</p>	<p>Throughout the school year, the Academic Counselor met with students to review their academic progress and create a graduation plan to establish goals and help guide them as the school year progressed. Both the graduation plans and the students' schedules were readily available for Mentor Teachers to view so they could also assist in the monitoring of student progress.</p> <p>As a way to keep parents/guardians better informed about their students in danger of not making sufficient progress to maintain pacing to</p>	<p>No cost 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Meet with parents/guardians and students to ensure they understand students' graduation progress.</p> <p>Inform parents/guardians and students of the number of credits a student has completed and the number of credits that are still outstanding to complete a course.</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>Vineyard Alternative School will partner with Horizons Family Services to offer workshops on career and college planning at least three times during the school year.</p>	<p>graduate within the 4-year allotted time or graduating on time, the Academic Counselor met with them throughout the school year. She ensured they understood the number of credits students had and how many were needed to graduate. She and the Principal had conversations with parents/guardians explaining to them the viable educational options or alternatives available to students that would help them attain a high school diploma or an equivalency certificate of completion.</p> <p>The Academic Counselor hosted three college and career workshops facilitated by Lynn Gardner from Horizons Family Services where students in 11th and 12th grade participated. Additionally, she hosted a workshop led by Jill Oliveira from Las Positas College to offer interested students an overview of what the college has to offer and how to register as a student.</p>	No cost 0	
<p>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</p>	<p>The Academic Counselor reviewed reports from PowerSchool throughout the school year to monitor student progress based on the graduation plans she and students established. She also made sure that students who were on the UC/CSU track took the needed courses to be able to attend a UC/CSU.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>create a graduation plan. Mentor Teachers will also follow up with the graduation plan to determine if students are on track.</p> <p>Review the graduation progress of students and prioritize meetings with students based on their goals and plans after high school graduation.</p> <p>Meet with parents/guardians and students to ensure they understand students' graduation progress and overall progress.</p> <p>Inform parents/guardians and students of the number of credits a student has completed and the number of credits that are still outstanding to complete a course and the UC/CSU a-g requirements.</p> <p>The Academic 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>As a way to keep parents/guardians better informed about student progress, she met with them if students changed their overall goals to attend a 4-year university or were not on pace to complete the needed a-g courses. She also made sure that students who needed a-g courses that Vineyard could not offer, would be concurrently enrolled at one of the other high schools. Both the graduation plans and the students' schedules were readily available for Mentor Teachers to view so they could also assist in the monitoring of student progress.</p>		
<p>The Principal, Academic Counselor, and teachers will work together to develop courses that are Board Approved to offer students a larger pool of elective classes on the Vineyard campus to ensure students achieve all of the graduation</p>	<p>For the 2018-2019 school year, Vineyard was able to add courses to the list of courses it offers on campus taught by teachers fully credentialed in that area. The courses included:</p> <ul style="list-style-type: none"> • Art 1 • Art 2 	<p>Purchase of supplemental material to support small group classes (all sciences, PE, FIT, Art 1, Art 2, Spanish 1A & 1B, WEE) 4000-4999: Books And Supplies LCFF - Supplemental 870</p>	<p>Cost of CTE courses supplies and Google Licenses for Chromebooks needing updates or for donated Chromebooks that students who do not have technology at home to complete assignments can take</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>requirements. The Principal will recruit teachers with specialized credentials that can broaden the choices of elective courses. Efforts will be made to develop Art 1, Art 2, Freshmen in Transition (FIT), Community Service, Spanish 1A and 1B, and expand on the Work Experience Education (WEE) course. The Academic Counselor will ensure students needing elective courses, such as those mentioned above, are well aware that they will be offered on the Vineyard campus and will enroll students in them.</p>	<ul style="list-style-type: none"> • Freshman in Transition (FIT) • Community Service • Spanish 1A • Spanish 1B • Academic Prep 		<p>home to use. 4000-4999: Books And Supplies LCFF - Supplemental 1329</p>
<p>All staff will begin work on updating all course logs that are used to guide instruction. Vineyard makes use of course logs that pace the courses for students and function as a pacing and curriculum guide for teachers. Teachers will now align these course logs with the California State Standards (CSS), will infuse them with supplemental material that will utilize technology, and common formative and summative assessments. They will reflect the rigor that is required of students to be college and career ready.</p> <p>PD will be given the staff on how to best update the course logs/curriculum for all courses so that it reflects the CSS and 21st-century skills students need to acquire. They will receive training on Understanding by Design</p>	<p>Teachers were able to update at least 70% of the courses that were deemed needing immediate updating. Teachers expect to work on the other 30% this school year. Nonetheless, teachers have will continue to review the course logs that have been updated to make changes or updates. These documents are considered "live documents" that will continuously evolve and improve.</p> <p>As previously mentioned, teachers participated in training that helped them to adjust the curriculum so that it better aligns with the CSS while maintaining student needs and engagement at the forefront. They received professional development on Universal Design for</p>	<p>Amount to be paid to independent contractor for teacher professional development. 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 800</p>	<p>Amount paid for teacher PD that focused on all students</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 800</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and Universal Design for Learning.	<p>Learning as well as Understanding by Design (Backwards Lesson Planning).</p> <p>Furthermore, teachers also participated in professional learning about Professional Learning Communities and how to analyze and interpret data as a group to make positive changes in their teaching as well as create Common Formative and Summative Assessment as they updated the course logs. Teachers met throughout the school year as PLC groups to continue data-driven conversations and establish plans that supported the continuous improvement cycle in their teaching and within the course logs.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The analysis of local CSS aligned assessment data and the CAASPP summative assessment data allowed teachers to reflect upon their teaching strategies and implement supplemental teaching material. This was done during PLC and/or WASC Sub-group meetings to help determine the learning gaps and needs.

Time was utilized during monthly staff, ILT, PLC and curricular meetings to analyze and interpret qualitative and quantitative data. This information helped to drive teacher discussions and make any necessary adjustments to their teaching and/or the curriculum.

Used in-house facilitators (Administrators, Teachers & Teacher's on Special Assignment) to offer PD to staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The analysis of local CSS-aligned assessment data that was used to identify students from each grade level for interventions allowed teachers to establish that work was needed to update all course log for all courses offered at Vineyard. Vineyard makes use of course logs that pace the courses for students and function as a pacing and curriculum guide for teachers. These course logs are also in use for auditing purposes. They demonstrate to the State of California that we assign students the required number of hours of work, delineated in the Education Code. They understood the need to update course logs so they align with the CSS, make use of common formative assessments and incorporate supplemental material that makes use of technology.

The weekly/monthly staff, ILT, PLC and curricular meetings that were conducted to analyze and interpret qualitative and quantitative data helped to drive discussions on how to best support student learning. Based on these discussions necessary adjustments to teaching practices and/or the curriculum were made.

The use of in-house facilitators (Administrators, Teachers & Teacher's on Special Assignment) to offer PD to staff allowed teachers to share their knowledge and expertise as well as develop leadership skills.

The Academic/Guidance Counselor established protocols used by students, teachers and her to help with student progress towards graduation and those who were UC/CSU bound.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The total amount that was spent on the CCIS conference was less than budgeted since only the principal attended and no lodging expenses were incurred. The leftover money that had been budgeted for this conference was applied to the cost of updating the Google licensing needed for donated Chromebooks to function and be lent out to students who need/are not able to afford such technology at home. Much of the PD that was offered to teachers was offered either by our District or by personnel on the Vineyard school site during the workday. The PD that was offered by an outside contractor was focused on all students and not just those who are considered "at-risk" students. Some of the costs to cover an additional hourly teacher who offered support for at-risk students were charged to the Supplemental Base account.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The adjustments that will be made to the strategies/activities to achieve proposed goals as a result of this analysis include the following, which can be found in the Planned Improvements Goal #1:

Professional development on the importance of academic discourse, common formative assessments to evaluate instructional effectiveness, and data-informed instruction.

Professional development on the implementation of Positive Behavior Interventions and Supports (PBIS) and on the tracking of data needed to make data-driven decisions on possible changes.

Continue to adjust the curriculum to better align with the CSS, and improve upon common formative assessments that were created last school year as teachers updated courses.

The school will continue to offer Math Tutoring and increase this assistance to at least two times per week. This will be intervention instructional time where additional hourly staff time will be devoted to working with at-risk students.

The Principal will participate in monthly meetings with the other high school Principals in our District to discuss topics affecting our student populations and schools, which will include articulation among our schools.

The Academic Counselor will coordinate presentations for students by the local community college and the Armed Forces.

The Academic Counselor will encourage teachers to make students recommendations with ample time to both Academic Prep class (with a focus on Math assistance) as well as Math tutoring so students needing more support to obtain appropriate intervention.

Efforts will be made to develop Digital Photography, Advanced Placement (AP) Environmental Science, AP Computer Science Applications, Leadership (Peer-to-Peer Help) and Positive Psychology. Vineyard will submit a course proposal to the District's Curriculum Department to develop and offer a Health 2 course.

All staff will complete work on updating course logs, used to guide instruction. They will also make adjustments, throughout the school year, to update course logs as they use common formative and summative assessments. The course logs will reflect rigor that is needed for students to be college and career ready.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Physical Fitness Test (PFT) – 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</p>	<p>Increase the average daily attendance (ADA) by 7%.</p> <p>Create a baseline for the number of students participating in the Choose Love enrichment program.</p> <p>Continue to increase the participation rate of students taking the PFT and raise the percentage of students in the HFZ by 5%.</p>	<p>Nearly Met: The average daily attendance (ADA) for the 2018-2019 school year increased by two percentage points (2%) when compared to the previous school year. Therefore, the ADA for the 2018-2019 school year stood at 81%.</p> <p>Met: The number of students who participated in the Choose Love enrichment program was a total of 82 students, which was 60% of the student population.</p> <p>Not Met: The participation rate of the PFT by students for the 2018-2019 school year for students in 9th grade stood at 81% (9 out of 11 students participated in the PFT). In the 2017-2018 school year, 16 out of 20 students in 9th grade participated in the PFT. Therefore, there was a decrease of 7% in the participation rate in the PFT.</p> <p>The participation rate of the PFT by students in the 5th and 7th grades for the 2018-2019 school year was 43% (3 out of 7 students participated in the PFT). Data was not accessible to compare the previous year's participation rate. It's important to note that students who had a parent/guardian exemption are also calculated in the participation rates.</p> <p>To protect student privacy, specific data regarding students who score in the HFZ is not included due to subgroup count of 11 or fewer students. Therefore, no conclusions can be made on this data.</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Positive behavior supports will be used to encourage positive behavior. Vineyard will begin to explore the implementation of Positive Behavioral Interventions and Supports (PBIS).</p> <p>Mentor Teachers will coordinate Student Success Team (SST) Meetings to determine how a student may need further academic or social-emotional support.</p>	<p>A Positive Behavior Interventions and Supports Team was established at Vineyard to begin to plan the intervention and supports system that will work for the school. The team has attended two different trainings for a total of three full days of training. Additionally, the team met once before summer break to begin to plan for staff professional development on PBIS.</p> <p>Mentor Teachers coordinated SST meetings when students were not progressing academically. Participants of these included a parent/guardian, the student, the student's teacher(s), the Academic Counselor and/or the Principal. During these meetings, possible reasons for the student's poor progress were discussed as well as possible solutions. To better support the student, goals were established for the teachers, parents/guardians, as well as the student that took into consideration the needs of the student. If the need for more social-emotional support arose, then community resources were discussed as well as possible avenues available through health insurance carriers. If the team deemed it necessary, then referrals for special education</p>	<p>No cost 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	assessments were discussed.		
<p>Foster social-emotional learning (SEL)</p> <p>The use of the Choose Love curriculum during class time by teachers, as well as an enrichment program facilitated by the Academic/Guidance Counselor during a non-class time for students.</p>	<p>Vineyard teachers made use of the Choose Love program during small group instruction. A total of 82 students participated in the instruction of Choose Love to foster social-emotional learning. Based on student and teacher feedback, this program allows students to learn useful tools that help them reflect, approach problems using a different lens, and make positive changes in their behavior based on the Choose Love Character Values of courage, gratitude, forgiveness, and compassion.</p>	No cost 0	0
<p>In order to further allow students to feel safe at school, Vineyard Alternative School will require all students to wear their identification cards while they are on campus. They will continue to check-in and check-out at the front office to ensure members of Vineyard staff know who is on campus at all times. Furthermore, phase one of three of erecting a fence around the perimeter of the school has been completed. It is projected that phase two will begin by the end of the 2018-2019 school year. This information will be shared with all students, families, and staff.</p>	<p>At the beginning of the school year, students were required to wear the school ID badges around their necks. However, as the school year progressed, the requirement was not fully enforced, which resulted in a number of students not adhering to the requirement. Nonetheless, if asked for student ID card, students were required to show it.</p> <p>The information and progress pertaining to the building of a fence were shared with all stakeholders throughout the school year. All three phases of the construction of the fence were completed before the end</p>	Cost to purchase card-making machine with software and camera 4000-4999: Books And Supplies Local Categorical 1,000	Cost to purchase card making machine and software 4000-4999: Books And Supplies Local Categorical 905

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>of the school year, which will require all to enter the school's campus through the front office.</p> <p>The check-in/check-out system has allowed students coming to campus to check-in and check-out. However, because the final phase of the fence was not completed until a few weeks before the end of the school year, the fence gates remained open so not to create confusion among community organizations who were sharing space with Vineyard.</p>		
<p>In order to reach a higher level of caring relationships with adults at school, Vineyard Alternative School will continue to utilize Mentor Teachers who will serve as a conduit between other teachers, the Principal, parents, and the student. Their responsibility is to not only determine if more support is needed for the student but serve as their advocate. Mentor Teachers create special caring relationships with students and their families and foment a trusting connection that helps the student to thrive.</p>	<p>Mentor Teachers continue to play a key role in the creation of caring relationships between students and adults. They have successfully served as conduits between students, other teachers and staff, and parents/guardians. They have been advocates who assist in the monitoring of students' progress and have created caring relationships with students.</p>	<p>No cost 0</p>	
<p>Since Vineyard Alternative School is an independent study school, the calculations used to determine student absences are solely based on the completion of student work. In order</p>	<p>As previously mentioned in the Actual Actions in Goal 1, teachers utilized a Google form to refer students to Friday Support Class who were at risk for failing or not making academic</p>	<p>No cost 0</p>	<p>Cost of mail 5900: Communications LCFF - Base 286.42</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>for students to earn attendance credit, they must demonstrate to the State of California that they have completed work at home/independently equivalent to the hours they would have been in school (on minimum day schedule). Therefore, attendance is calculated so that students have at least 7-10 hours of assignments for each course to complete at home/independently.</p> <p>In order to demonstrate progress in student attendance, 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 assignments. Parents/guardians will receive phone calls, emails, and letters if students do not complete or submit assignments during the week. After at least 3 missed assignments by students, Mentor Teachers schedule a Student Success Team (SST) Meeting where the Principal, the Academic Counselor, the Parents, students, and teachers will attend. During this meeting, goals will be established and a follow-up meeting will be scheduled to discuss student progress. Subsequently, if no progress is determined,</p>	<p>progress. Throughout the school year, teachers submitted a total of 461 forms which either assigned students to attend Friday Support Class or keeping a record of students who either did not attend their scheduled meetings with them and/or did not complete assignments. Of the 461 entries, a total of 391 students were referred to attend Friday Support Class from 9:00-1:00 pm. If students consistently did not make up the work and/or did not attend Friday Support Class, then an SST meeting was established with parents/guardians, teachers, the Academic Counselor, Principal, and student to know how to further support the students.</p> <p>With the assistance of the Office Specialist, the Principal sent, via US mail, letters to parents/guardians notifying them if students lacked attendance credit for more than one week. If there was no change in student behavior after the notifications and SST meetings, then during a follow-up meeting a discussion among the SST team, which included a parent/guardian and student, was had to determine if it was in the best interest of the student to remain at Vineyard always keeping in mind the well-being of the student. If needed, the student would be transferred back to the</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>then an evaluation will be conducted to determine if it's in the best interest of the student to remain in the independent study program.</p>	<p>comprehensive high school, to the Continuation High School or to Adult Education.</p>		
<p>In order for our school to demonstrate to students that their overall well-being is important, including their physical fitness, students will get a better understanding of how life choices impact their health. Therefore, Vineyard Alternative School will continue to develop age-appropriate curriculum for 9th-grade students that accompanies the physical education logs which students submit for physical fitness credit. This will allow students a better understanding of a healthy lifestyle and healthy lifestyle choices. Students in 9th-grade who transfer to Vineyard will be enrolled in the small group instruction class, with other 9th-grade students, that meets on a weekly basis where they will engage in physical activities. Formative assessments will be part of the class to ensure students are understanding the idea of a healthy lifestyle that includes physical fitness. Additionally, a document will be created to delineate what constitutes physical fitness activities that can be used to satisfy the physical fitness education requirements for credit/grade.</p>	<p>Small group instruction for PE 1A for students in 9th grade took place throughout the school year. During this time, the PE teacher focused on guiding students through physical fitness activities that would help students pass the Physical Fitness Test (PFT). Additionally, the teacher began to incorporate mini-lessons and discussions into this small group instructional time to help students better understand and reflect upon overall healthy lifestyles choices and compare them to their current lifestyles.</p>	<p>No cost 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>The Vineyard Principal will participate in District-led meetings to improve the articulation process between all schools, during which there will be an establishment of procedures to aid in the transition process of student transfers as well as concurrent enrollment. 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.</p>	<p>The Principal participated in numerous District-led meetings that allowed for the review and improvements of articulation between schools. Such meetings facilitated conversations and agreements that led to a better understanding of the processes and procedures needed for both concurrent enrollment and seamless transfers of students. The Principal continues to actively participate in conversations with other school administrators to discuss potential transfers.</p>	<p>No cost 0</p>	
<p>Continue to make use of Student Success Team (SST) meeting and Coordination of Services Team meetings to help support student progress both academically and social-emotionally.</p>	<p>Student Success Team (SST) meetings were successfully coordinated and attended by participants throughout the school year when needed. SST meetings were used to convene parents/guardians, students, Teachers, the Academic Counselor and the Principal to discuss possible reasons for a student's lack of progress. During these meetings possible reasons and solutions were discussed, goals were established, and a follow-up meeting was scheduled to reconvene and discuss possible improvements or lack of.</p> <p>Coordination of Service Team (CoST) meetings were held on a biweekly basis by participants. Students who were recommended to the team were monitored and higher-level tiered</p>	<p>No cost 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>supports/interventions were put in place whenever the team felt it was appropriate/needed to further assist the student. Such supports/interventions included: adjustments to student courses/scheduled, the establishment of 504 Plans, referrals to community resources or organizations, Special Education Assessments, etc.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Choose Love program was used during small group instruction in all of the Science classes and in the FIT class throughout the school year.

The PBIS team participants were selected in the month of April by the administration team to initiate the planning and coordination of this intervention and support system.

SST meetings were coordinated and scheduled by Mentor Teachers as they tracked the academic progress of students. The Academic Counselor and/or the Principal were always present at these meetings and who maintained all of the records/documentation of these meetings. The Mentor Teachers either facilitated these meetings or asked for support from the Academic Counselor or the Principal. The main goal for these meetings was to find ways to help support the student so s/he would be successful at Vineyard. Mentor Teachers are critical not only for the role they play in SST meetings, but they are invaluable to our school as they create caring relationships with students.

The full participation from teachers to refer students to Friday Support Class was exceptional. They consistently used this tool to help students complete assignments that helped boost their course grades and their attendance credit.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goal to provide an engaging, clean, healthy, physically, and emotionally safe environment to support learning at the highest levels was accomplished based on the strategies and activities Vineyard implemented as a team. The use of the Choose Love curriculum to help support social-emotional learning in students as well as moving forward with Positive Behavior Interventions and Supports (PBIS), has created a learning environment that is conducive not only to academic learning but also social-emotional learning.

The SST and CoST meetings that took place throughout the school year, provided a problem-solving platform where all participants in a student's life (including the student) discussed possible solutions that helped many students to be successful.

Through the implementation of small group instruction in PE and the mini-lesson taught in the class, students have been able to receive guidance on how to be physically fit and nutritionally healthy.

The completion of the fence created the feeling of a much safer environment where only those who are permitted to enter are on the school premises.

The consistent use of Friday Support Class and the notifications to parents regarding students' academic progress established an understanding that deviation from school responsibilities can be corrected with effort and commitment from students. They created opportunities for students to make positive changes and succeed.

The roles all staff have taken, including Teachers, Mentor Teachers, the Counselor, the Psychologist, the Principal and support staff, to help students succeed at Vineyard have not only created a clean and engaging environment but also a caring one.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was incurred cost to mail letters to parent/guardians so they are well informed about student progress/attendance that was not budgeted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The adjustments that will be made to the strategies/activities to achieve proposed goals as a result of this analysis include the following, which can be found in the Planned Improvements Goal #2:

Create a class of Peer-to-Peer helpers (Leadership) that will learn to assist with the social-emotional needs of their peers.

The opening of the Student Hub will allow students space to relieve stress/decompress and elicit calm feelings, while also providing them space to accomplish assigned work.

Students will be required to enter and exit the campus from one centralized location, the front office which will be facilitated by the new fencing and the closing/locking of gates.

To demonstrate progress in student attendance, teachers will keep meticulous records of students who do not complete assignments, turn-in incomplete assignments, and/or do not attend their scheduled meetings with teachers. The data will be collected and entered in the SWIS data system, which will allow the PBIS team to make necessary changes to improve upon student success.

Beginning this school year, high school students taking PE 1A, 1B, 2A, or 2B will be required to complete written assignments that align with the physical fitness standards and the ELA standards.

The Principal will participate in monthly meetings with the other high school Principals in our District to discuss topics affecting our student populations and schools, which will include articulation among our schools.

A Positive Behavior Interventions and Supports (PBIS) system will be developed, particular to Vineyard, by the PBIS team and will be used to help support student progress both academically and social-emotionally.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Vineyard Alternative School will actively involve parents/guardians in their students' educational progress through communication and collaboration by having staff regularly utilize the online programs of School Loop and BlackBoard.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Teachers utilizing online communication/grade-book Parent participation on-site committees Other local measures</p>	<p>By the end of the 2018-2019 school year, 100% of teachers will have used SchoolLoop as their online grade-book as well as the vehicle in which course grades are submitted.</p> <p>Continue to offer parent workshops to learn how to best support students.</p>	<p>Met: 100% of teachers were able to successfully submit student grades using SchoolLoop. In addition, about 90% of teachers consistently used the SchoolLoop grade book to post student grades as the course progressed.</p> <p>Met: During the 2018-2019 school year, Vineyard was able to offer four parent workshops facilitated by Horizons Family Services. Parents/guardians from our District were also invited to attend.</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>All teachers are now required to update School Loop with future assignments that need to be submitted by students as well as use it as their grade book. Teachers and parents/guardians will be able to easily email each other through School Loop or BlackBoard to maintain open communication regarding student progress. In order to fully prepare teachers for this, knowledgeable staff members and the Principal will offer staff training or refresher sessions so they can successfully use both</p>	<p>All teachers were able to successfully submit student grades using SchoolLoop. In addition, about 90% of teachers consistently used the SchoolLoop grade book to post student grades as the course progressed.</p> <p>During the school year, only two staff members used Blackboard as a way to communicate with parents/guardians. The other teachers used SchoolLoop to email parents/guardians.</p> <p>Throughout the school year, the Principal emailed parents/guardians the</p>	<p>No cost 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>School Loop and BlackBoard. Furthermore, the Principal will actively engage parents to prompt them to use SchoolLoop as a way to be well-informed about student grades/progress.</p>	<p>importance of registering themselves as SchoolLoop users along with the instructions on how to do so. Unfortunately, only about 50% of the parent/guardian population registered themselves to be able to view student grades/academic progress.</p>		
<p>Utilize the newly established website through BlackBoard to post upcoming events as well as use its communication features to send emails and recorded phone calls by the Principal to families and students.</p>	<p>Blackboard was exclusively used to send out mass emails and phone calls to Vineyard families to keep them informed of upcoming events. Additionally, with the help of the school's webmaster, information regarding events were also posted on the website.</p>	<p>No cost 0</p>	
<p>Work collaboratively with Horizons Family Services to offer families a series of parent workshops that can foster student success through parental interventions. The series of workshops will include:</p> <ul style="list-style-type: none"> • Tobacco/Vaping Addiction • Social Media • Marijuana 	<p>Lynn Gardner from Horizons Family Services facilitated a total of four parent/guardian workshops. The topics she covered included:</p> <ul style="list-style-type: none"> • Tobacco/Vaping Addiction • Social Media • Videogame Addiction • Teen Depression/Suicide and Crazy Teen Challenges 	<p>Materials needed for upcoming parent workshop series presented by Horizons Family Services 4000-4999: Books And Supplies LCFF - Supplemental 245</p>	<p>No additional materials were needed to facilitate workshops focused on at-risk students</p>
<p>Establish a Parent Support Group for parents/guardian with students with Social-emotional challenges.</p>	<p>Vineyard hosted monthly Parent Support Group meetings beginning in October 2018, which focused on helping parents/guardians with</p>	<p>No cost 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>children who have social-emotional challenges. They were scheduled on the last Friday of each month (with the exception of holiday breaks) from 9:00-10:00 am. They were facilitate by Jean Opipari-O'Neil (a Vineyard parent) and were open all parents/guardians in the school district.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Offered on-campus training to staff (teachers and support staff) on School Loop and Blackboard. Teachers and support staff also had the opportunity to attend District-led training on Blackboard.

Emailed parents/guardians about the importance of registering themselves on School Loop to view student grades/progress along with the step-by-step instructions on how to do so.

Workshops were offered to Vineyard and LVJUSD families by Horizons Family Services.

Parent Support Group meetings were offered on the Vineyard campus throughout the school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The training that was offered to teachers and support staff on how to utilize Blackboard allowed them to use this tool if they chose to communicate with parents using this platform. Some used it to text families or students about reminders. Some have begun to create their websites on Blackboard.

The group refreshers and individualized training on School Loop gave teachers the opportunity to feel comfortable with this online tool. Teachers discussed, as departments, how each course would be weighted and collaborated on possible the expectations/components that might have been part of a student's overall grade in a course. Teachers also used each other as a resource as they worked on SchoolLoop as a grade book.

The workshops that were offered by Horizons Family Services were very informative and at times staggering. Parents/guardians who attended were able to obtain relevant information, as well as tools they could immediately implement to help students who were impacted by the topics covered. The facilitator was very knowledgeable about the material and engaged families throughout the presentations.

The monthly Parent Support Group meeting for parents/guardians of children with social-emotional challenges gave participants a safe space that was supportive, respectful, and confidential. The meeting agendas were established by the needs of the meeting participants and included a variety of guest speakers that presented pertinent information such as the difference between 504 Plans and IEPs or family and substance abuse counseling. During each meeting, there was time for parent discussions and some of the parent discussions included:

- Are there peer mentoring and/or meditation opportunities at each of the high schools
- Is there peer mentoring in the Valley, like AA?
- What can parents do to make sure their children get the services they need?
- How can you be your child's advocate?
- Mental health issues are not a choice.

These meetings gave parents/guardians of children who have mental health challenges an outlet to discuss their experiences and a platform where they could learn how to help their children.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no need to purchase supplemental material to facilitate the parent/guardian workshops offered by Horizons Family Services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The adjustments that will be made to the strategies/activities to achieve proposed goals as a result of this analysis include the following, which can be found in the Planned Improvements Goal #3:

All teachers are now required to update SchoolLoop with future assignments that need to be submitted by students as well as use it as their grade-book. Frequent reminders will be sent to teachers about the need to be updating their SchoolLoop grade books. The Principal will review reports in SchoolLoop to evaluate which teachers need reminding.

Vineyard Alternative School will promote the four workshops offered by Horizons Family Services on the Vineyard campus by creating flyers and sending them to LVJUSD families via Peachjar (invitations sent district-wide), as well as posting the workshop information/flyers on the Vineyard website. The Principal will share this information with other Principals in our District so they can inform/invite their parents/guardians to attend.

Continue to offer Parent Support Group meetings for parents/guardians with students with social-emotional challenges, which will be open to our LVJUSD families. The Principal will share the meeting information with our District psychologist so she can ensure the meeting dates and meeting flyers are posted on our LVJUSD mental health webpage to attract potential attendees.

Offer a Peer-to-Peer helpers (Leadership) course (3-trimester course) that will teach students to support and guide their peers with the social-emotional needs or who are having peer difficulties. This class will use a specialized curriculum designed to train students in communication and interpersonal skills. The course is designed to teach them how to be facilitators in certain situations and circumstances. Students will learn about helping relationships, decision making and problem-solving. They will learn how to facilitate others to think about ideas, feelings, and responsible behaviors. They will also study prevention education topics related to school and community projects. Training for students will be provided through this regular course.

To help students grow in their social-emotional learning, Vineyard's Academic Counselor will offer weekly student support group meetings, using a 15-week program called Coping with Stress (CWS), using curriculum from Kaiser Permanente that will help students learn coping strategies and mindfulness.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	23,821
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	16,935.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Admin. discretionary	300.00
LCFF - Base	7,640.00
LCFF - Supplemental	7,995.00
Other	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	10,134.00
4000-4999: Books And Supplies	1,601.00
5000-5999: Services And Other Operating Expenditures	1,700.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
4000-4999: Books And Supplies	Admin. discretionary	300.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	4,840.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	700.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,600.00
5900: Communications	LCFF - Base	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,294.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,301.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,400.00
5000-5999: Services And Other Operating Expenditures	Other	1,000.00

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:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Carla Estrada-Hidalgo	Principal
Rosanne Castillo	Other School Staff
Mark Cameron	Classroom Teacher
Connie Zaug	Parent or Community Member
Jeffrey Casalina	Parent or Community Member
Tracey Esling	Parent or Community Member
Abigail Lentz	Secondary Student
Gina Cirigliano	Classroom Teacher

At elementary schools, the school site council 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.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/16/19.

Attested:



Principal, Carla Estrada-Hidalgo on 10/16/2019



SSC Chairperson, Connie Zaugg on 10/16/2019

Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2019-2020 State and Federally – Funded Categorical Programs

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 our District SPSA Goals.***
- \$167,625

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 our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$154,516

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 our District SPSA Goals.***
- \$196,089

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 our District SPSA Goals.***
- \$228,906

Title IV-A, Student Support and Academic Enrichment:

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after school elementary math programs for at risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- 123,890

Livermore Valley Joint Unified School District
2019-2020 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 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 Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students 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 Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in 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 General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide 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.

Appendix D: 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.

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	Title II, Part A: Improving Teacher Quality 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

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$14,005
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$7,995
Total amount of federal categorical funds allocated to this school		\$22,000

Local Funding		
X	Technology Funds – Local Parcel Tax	\$2,196

Appendix E: Planned Improvements in Student Performance LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds \$7,995

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.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				
Intervention instructional time- additional hourly staff time after-school devoted to working with at-risk students	2019-2020	Principal	5,294	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Math Lab-One Teacher at 1 hour per week for 24 weeks to work with at-risk students Intervention-One Teacher at 2/75 hours per week for 33 weeks to work with at-risk students on various assignments			5,294	
		<u>Total:</u>	5,294	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				
Purchase of supplemental material to support our small group classes (all sciences, PE, FIT, Art 1, Art 2, Digital Photography, Spanish 1A & 1B, WEE)	2019-2020	Principal	1,001	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
			1,001	
		<u>Total:</u>	1,001	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				
Cost for staff to attend PD on improving teaching methods to engage struggling students.	2019-2020	Principal	200	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
California Consortium for Independent Study (CCIS) Annual Conference – Annual 2-day conference that focuses on how to help at-risk students succeed - Principal and 1 Staff	2019-2020	Principal	1,200	
			1,400	
		<u>Total:</u>	1,400	
<u>Parent Involvement:</u>				
Materials needed for upcoming parent workshop series presented by Horizons and Kaiser Permanente that includes topics such as:	2019-2020	Principal	300	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
<ul style="list-style-type: none"> • Tobacco/Vaping Addiction • Social Media • Marijuana 			300	
		<u>Total:</u>	300	

<u>Grand Total:</u>	7,995
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Appendix H

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 Technology Funding Plan – ALL SITES Technology Funds:

PROGRAM DESCRIPTION:

During the 2019-2020 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. Funds will also be used to purchase any necessary Google licenses to enable students to continue make use of donated Chromebooks at home. Additionally, funds will be used to install 2-4 computers in the Student Hub which will allow students to use this common area for the completion of assignments if technology is needed.