School Year: **2023-24**

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	Tammy Rankin
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	November 14, 2023
Schoolsite Council (SSC) Approval Date	October 17, 2023
Local Board Approval Date	November 14, 2023

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.

Table of Contents

SPSA Title Page 1
Table of Contents....3
School Vision and Mission 5
School Profile....5
Educational Partner Involvement 5
School and Student Performance Data 6
Student Enrollment....6
CAASPP Results....9
ELPAC Results 15
Physical Fitness Test Results (PFT) 2022 17
California Healthy Kids Survey....18
Student Population....19
Overall Performance 21
Academic Performance....23
Academic Engagement 29
Conditions & Climate....33
Annual Review and Update 35
Goal 1....35
Goal 2....40
Goal 3....45
Goals, Strategies, & Proposed Expenditures....49
Goal 1....49
Goal 2....52
Goal 3....55
Budget Summary and Consolidation 57
Budget Summary 57
Allocations by Funding Source....57
Expenditures by Funding Source 58
Expenditures by Budget Reference and Funding Source 59
School Site Council Membership 60
Recommendations and Assurances 61
Addendum....62
Instructions: Linked Table of Contents....62
Appendix A: Plan Requirements for Schools Funded Through the ConApp....65
Appendix B: Select State and Federal Programs....67
Appendix C: Centralized Services for Planned Improvements in Student Performance....68

Appendix D: Programs Included in this Plan 69
Appendix E: Planned Improvements in Student Performance 70
Appendix H 71

School Vision and Mission

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.

Vision Statement:
The vision of Vineyard Alternative 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.

School Profile

Vineyard Alternative School is located in Livermore, California, which is part of Alameda County and is part of the San Francisco Bay Area. Vineyard Alternative School opened in 1987 for students needing an alternative school environment. Vineyard is a school of choice that uses an independent study program model as its primary means for instruction for students from grades kindergarten 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 Alternative School uses three models of instruction to facilitate student learning. The first model consists of a more traditional independent study 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.

Students work closely with their teachers to receive highly personalized instruction, which offers a high degree of flexibility and individualization. Since students with various 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. 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. Each student is assigned a Mentor teacher who oversees the educational progress of the student. Student attendance and work completion is closely monitored to ensure that each student is successful.

Educational Partner 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

The Instructional Leadership Team (ILT), Staff, School Site Council (SSC), and English Language Advisory Committee (ELAC) will meet several times during the school year to plan, discuss and monitor the School Plan for Student Achievement (SPSA).

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	2.56%	0.78%		5	1
African American	3.2%	3.08%	0.78%	3	6	1
Asian	2.1%	13.33%	7.03%	2	26	9
Filipino	3.2%	3.08%	3.13%	3	6	4
Hispanic/Latino	37.2%	33.33%	39.84%	35	65	51
Pacific Islander	%	%	0%			0
White	45.7%	34.87%	37.5%	43	68	48
Multiple/No Response	8.5%	9.74%	10.94%	8	19	14
			Total Enrollment	94	195	128

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		12	2
Grade 1	2	13	3
Grade 2	1	17	1
Grade3	1	13	5
Grade 4		13	4
Grade 5	4	8	2
Grade 6	5	11	3
Grade 7	2	10	3
Grade 8	6	12	9
Grade 9	4	13	13
Grade 10	15	14	28
Grade 11	23	32	26
Grade 12	31	27	29
Total Enrollment	94	195	128

Conclusions based on this data:

1. Enrollment during 2022-2023 went down.

2. Elementary and middle school enrollment went down significantly. Elementary had 78% less students in 22-23, than 21-22. Middle School had 76% less students in 22-23, than in 21-22.

3. High school enrollment went up by 10 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	2	8	7	2.10%	4.1%	5.5%
Fluent English Proficient (FEP)	15	39	22	16.00%	20.0%	17.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The English Learner population at Vineyard increased by 1.4%.
2. Vineyard had two students reclassify.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4	6	*	4	4	*	4	4	*	100.0	66.7	
Grade 4		14	*		9	*		9	*		64.3	
Grade 5	5	7	5	*	*	4	*	*	4			80.0
Grade 6	6	10	9	*	7	4	*	7	4		70.0	44.4
Grade 7	*	14	5	*	6	*	*	6	*		42.9	
Grade 8	5	22	8	4	12	6	4	12	6	80.0	54.5	75.0
Grade 11	24	40	24	14	10	10	14	10	10	58.3	25.0	41.7
All Grades	46	113	57	30	51	32	30	51	32	65.2	45.1	56.1

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2559.	*	*	8.33	*	*	41.67	*	*	25.00	*	*	25.00	*
Grade 11	2601.	*	*	42.86	*	*	14.29	*	*	21.43	*	*	21.43	*	*
All Grades	N/A	N/A	N/A	46.67	23.53	25.00	13.33	37.25	31.25	23.33	13.73	21.88	16.67	25.49	21.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	40.00	31.37	28.13	46.67	47.06	50.00	13.33	21.57	21.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	36.67	17.65	12.50	46.67	56.86	62.50	16.67	25.49	25.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	26.67	17.65	15.63	66.67	70.59	78.13	6.67	11.76	6.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	36.67	19.61	25.00	50.00	66.67	53.13	13.33	13.73	21.88

Conclusions based on this data:

1. Elementary
16 students were tested in 21-22. 9 students were tested in 22-23.
67% of students were standard met or exceeded on ELA CAASPP. This was no change from 21-22.

2. Middle School
29 students were tested in 21-22. 18 students were tested in 22-23.
72% of students were standard met or exceeded on ELA CAASPP. This was an increase of 19%.

3. High School
14 students were tested in 21-22. 10 students were tested in 22-23.
40% of students were standard met or exceeded on ELA CAASPP. This was a decrease of 33%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	6	*	*	*	*	*	*	*			
Grade 4		14	*		8	*		8	*		57.1	
Grade 5	5	7	5	*	*	4	*	*	4			80.0
Grade 6	6	10	9	*	7	4	*	7	4		70.0	44.4
Grade 7	*	14	5	*	6	*	*	6	*		42.9	
Grade 8	5	22	8	4	11	6	4	11	6	80.0	50.0	75.0
Grade 11	24	40	24	14	10	8	14	10	7	58.3	25.0	33.3
All Grades	45	113	57	29	47	30	29	47	29	64.4	41.6	52.6

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2471.	*	*	9.09	*	*	9.09	*	*	18.18	*	*	63.64	*
Grade 11	2548.	*	*	7.14	*	*	35.71	*	*	14.29	*	*	42.86	*	*
All Grades	N/A	N/A	N/A	27.59	14.89	10.34	20.69	14.89	27.59	24.14	25.53	34.48	27.59	44.68	27.59

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	19.15	*	*	38.30	*	*	42.55	*

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	12.77	*	*	51.06	*	*	36.17	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	14.89	*	*	57.45	*	*	27.66	*

Conclusions based on this data:

1. Elementary
16 students were tested in 21-22. 9 students were tested in 22-23.
67% of students were standard met or exceeded on Math CAASPP. This was an increase of 7%.

2. Middle School
29 students were tested in 21-22. 18 students were tested in 22-23.
50% of students were standard met or exceeded on Math CAASPP. This was an increase of 33%.

3. High School
14 students were tested in 21-22. 10 students were tested in 22-23.
10% of students were standard met or exceeded on Math CAASPP. This was a increase of 3%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5		*	*		*	*		*	*		*	*
All Grades										*	5	5

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Two English Learners were reclassified.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2023

	Number of Students Tested
Total student tested = 21	
Aerobic Capacity	21
Abdominal Strength and Endurance	21
Trunk Extensor Strength and Flexibility	19
Upper Body Strength and Endurance	20
Flexibility	16

Physical Fitness Test Results (PFT) 2022

	Number of Students Tested
Total student tested = 16	
Aerobic Capacity	16
Body Composition	16
Abdominal Strength and Endurance	16
Trunk Extensor Strength and Flexibility	16
Upper Body Strength and Endurance	16
Flexibility	16

Conclusions based on this data:

1. Vineyard will continue to encourage students to take the Physical Fitness test.
2. Vineyard will continue to encourage students to stay physically active and participate in physical education class.

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
• School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	* %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	* %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	* %	6.1

1. Vineyard Elementary does not have enough student to report data.
2. Vineyard will continue to work to ensure that all students feel safe and connected to school.

Middle Schools Grade 7 and High Schools Grades 9 and 11:	7th or 9th Grade	11th Grade
1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	* %	66 %
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	* %	75 %
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	* %	75 %

1. Vineyard Middle School and grade 9 does not have enough students to report data.
2. Vineyard High School-grade 11 reported that 66% of students feel connected to school and 75% of students feel safe and that adults are caring.
3. Vineyard will continue to work to ensure that all students feel safe and connected to school.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
195	**24.1**	**4.1**	**0.5**
Total Number of Students enrolled in Vineyard Alternative School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	8	4.1
Foster Youth	1	0.5
Homeless	1	0.5
Socioeconomically Disadvantaged	47	24.1
Students with Disabilities	36	18.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	3.1
American Indian	5	2.6
Asian	26	13.3
Filipino	6	3.1
Hispanic	65	33.3
Two or More Races	19	9.7
Pacific Islander		
White	68	34.9

Conclusions based on this data:

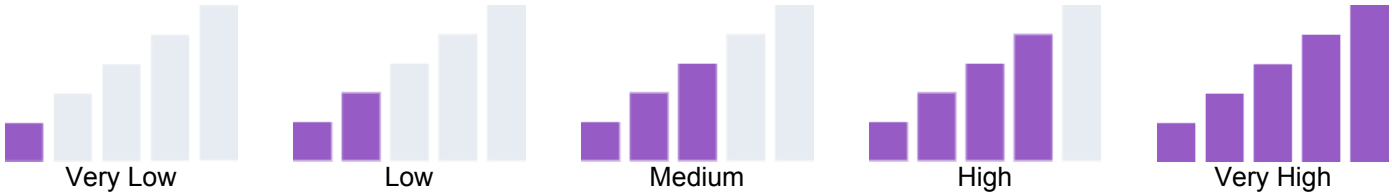
1. Vineyard enrollment is high at 195 students.
2. 24.1% of Vineyard students are socioeconomically disadvantaged.
3. 33.3% of students are hispanic and 34.9% of students are white.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	**Graduation Rate** High	**Suspension Rate** Very Low
Mathematics Very Low	**Chronic Absenteeism** Very High	
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Vineyard's graduation rate is high on the performance dashboard.

2. Vineyard's academic performance is very low in academic performance-English language arts and mathematics. Vineyard plans to continue to teach essential standards and create common summative assessments to ensure academic growth.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

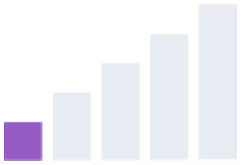
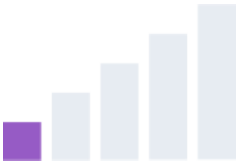
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low 172.8 points below standard 83 Students	No Performance Level 9 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 2 Students	No Performance Level 232.7 points below standard 23 Students	No Performance Level 207.6 points below standard 18 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 6 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 206.0 points below standard 33 Students	No Performance Level 9 Students		 Very Low 160.6 points below standard 31 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3 Students	6 Students	181.6 points below standard 67 Students

Conclusions based on this data:

1. Vineyard's academic performance in English Language Arts is very low when looking at all students on the dashboard.
2. Vineyard plans to continue teaching the essential standards and will create common assessments.
3. Vineyard is looking at attendance and engagement and supporting students when they are struggling.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

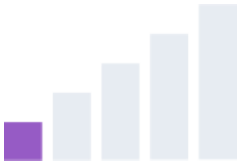
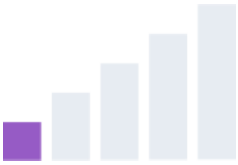
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
2	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low 182.3 points below standard 83 Students	No Performance Level 9 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 2 Students	No Performance Level 213.8 points below standard 23 Students	No Performance Level 212.7 points below standard 18 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 6 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 188.5 points below standard 33 Students	No Performance Level 9 Students		 Very Low 194.5 points below standard 31 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3 Students	6 Students	193.3 points below standard 67 Students

Conclusions based on this data:

1. Vineyard's academic performance in Mathematics is very low when looking at all students.
2. Vineyard will continue teaching teaching the essential standards and creating common assessments.
3. Vineyard is focusing on attendance and engagement and supporting students when they are struggling.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
making progress towards English language proficiency
Number of EL Students: 4 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. No data is available.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

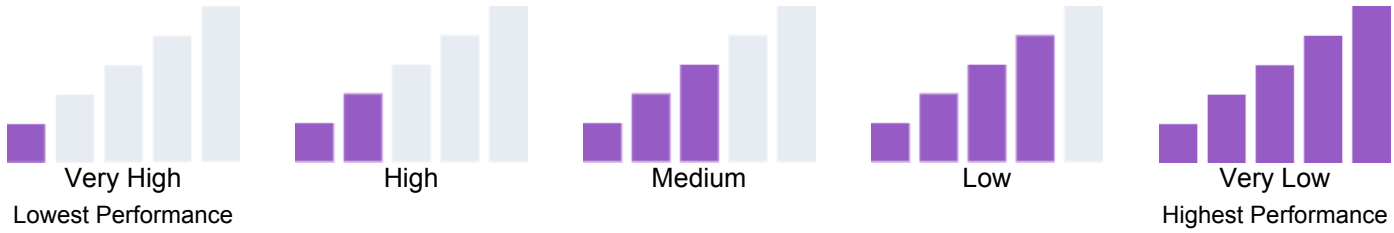
1. No data is available.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

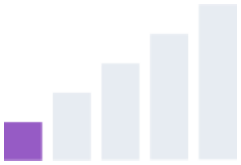
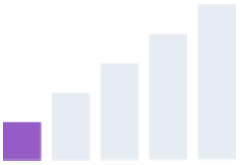
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
43.7% Chronically Absent	Less than 11 Students	Less than 11 Students
142 Students	10 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	No Performance Level
Less than 11 Students	76.3% Chronically Absent	45.5% Chronically Absent
1 Student	38 Students	22 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		16.7% Chronically Absent	Less than 11 Students
7 Students		24 Students	5 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		Very High
48.9% Chronically Absent	35.3% Chronically Absent		54.5% Chronically Absent
45 Students	17 Students		44 Students

Conclusions based on this data:

1. Chronic absenteeism at Vineyard for all students is very high on the dashboard.
2. Vineyard is focusing on improving attendance and engagement this year.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High 93.3% graduated 30 Students		No Performance Level Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level Less than 11 Students 1 Student	No Performance Level 91.7% graduated 12 Students	No Performance Level Less than 11 Students 8 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 3 Students			No Performance Level Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level Less than 11 Students 10 Students	No Performance Level Less than 11 Students 2 Students		No Performance Level 92.9% graduated 14 Students

Conclusions based on this data:

1. Vineyard's graduation rate is high (93.3%) on the dashboard.
2. Vineyard will continue to encourage students to graduate from high school.
3. The school counselor will create a 4-year plan with each student that includes a plan for post-secondary.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	4

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	No Performance Level
0% suspended at least one day	0% suspended at least one day	Less than 11 Students
305 Students	17 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
8 Students	98 Students	55 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
10 Students	1 Student	28 Students	8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low	No Performance Level		Very Low
0% suspended at least one day	0% suspended at least one day		0% suspended at least one day
113 Students	28 Students		117 Students

Conclusions based on this data:

1. Vineyard's suspension rate is very low on the dashboard with no suspensions.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
CAASPP Participation Rate CAASPP ELA/Literacy Summative Assessment results CAASPP Mathematics Summative Assessment results Completion of UC/CSU A-G requirements College/Career Readiness requirements Graduation rates	Participation in the CAASPP Summative Assessment by eligible students will increase by 5% points in both ELA/Literacy and Mathematics. In 21-22, 45% of eligible students tested. 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 3%. 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 3%. Increase the graduation rate by 3% by June 2023. Vineyard Alternative School will increase the percentage of students who graduate with the UC/CSU A-G requirements by 3%. Vineyard Alternative School will increase the percentage of students who earn a Golden State Seal Merit Diploma by 3%.	Participation in the CAASPP Summative Assessment by eligible students increased by 22%. In 22-23, 67% of students were tested. The percentage of students scoring Standard Met or Exceeded on ELA CAASPP Assessment went down by 6% in 22-23. The percentage of students scoring Standard Met or Exceeded on the Math CAASPP Assessment went up by 10% in 22-23. The graduation rate in 2023 was 100%. The percentage of students who graduate with the UC/CSU A-G requirements went down by 12% in 2023. The percentage of students who earned a Golden State Seal Merit Diploma went down by 7% in 2023

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
In order to provide focused attention to school goals, all planned strategies for	In order to provide focused attention to school goals, all planned strategies for	Magnetic calendar board for staff room to improve planning, communication, and	Magnetic calendar board for staff room to improve planning, communication, and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
improvement are based in one of four interwoven district or schoolwide initiatives. Vineyard is engaged in the systematic use of Professional Learning Communities (PLC), Positive Behavioral Interventions and Supports (PBIS), Advancement Via Individual Determination (AVID), and expanded Vineyard Mentor Meetings. Each of these initiatives has a distinct area of focus and system of action, but the positive outcomes of each manifest across all goal areas. PLC: Effective use of the Professional Learning Community develops a sense of collective teacher efficacy through the use of structured data analysis to support data-based inquiry and planning. Data analysis opportunities related to Academics include, but are not limited to: • Common Assessments • --school-based assessments • --district-based assessments • --state-based assessments Graduation Outcomes • Graduation rate • UC/CSU qualification • College/Career readiness • Golden Seal Merit Diploma qualification	improvement are based in one of four interwoven district or schoolwide initiatives. Vineyard was engaged in the systematic use of Professional Learning Communities (PLC), Positive Behavioral Interventions and Supports (PBIS), Advancement Via Individual Determination (AVID), and expanded Vineyard Mentor Meetings. Each of these initiatives had a distinct area of focus and system of action, but the positive outcomes of each manifested across all goal areas. PLC: Effective use of the Professional Learning Community developed a sense of collective teacher efficacy through the use of structured data analysis to support data-based inquiry and planning. Data analysis opportunities related to Academics included, but were not limited to: • Common Assessments • --school-based assessments • --district-based assessments • --state-based assessments Graduation Outcomes • Graduation rate • UC/CSU qualification • College/Career readiness • Golden Seal Merit Diploma qualification	implementation of school initiatives 4000-4999: Books And Supplies LCFF - Supplemental 1,400 Hourly instructor of Academic Prep and Math Support 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,950 AVID Implementation Support Materials 4000-4999: Books And Supplies Title II Part A: Improving Teacher Quality 2,500	implementation of school initiatives. 4000-4999: Books And Supplies LCFF - Supplemental 1,400 Hourly instructor of Academic prep and Math Support 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,950 AVID Implementation Support Materials 4000-4999: Books And Supplies Title II Part A: Improving Teacher Quality 2,500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Academic Prep and Math support classes will be made available to any student identified during PLC as a candidate for additional support.	Academic Prep and Math support classes were made available to any student identified during PLC as a candidate for additional support.		
PBIS: Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health by focusing on identifying and teaching desired behaviors. PBIS Implementation supports academics by reducing behavior-related interruptions and creating a predictable learning environment. This leads to increased time in school, more time for teaching and learning, and greater academic engagement. Vineyard's PBIS Tier 1 and PBIS Tier 2 teams, in conjunction with a District-level PBIS coach, will lead the expansion of the schoolwide implementation of PBIS to meet the criteria to qualify for a Gold Medal recommendation from the California PBIS Coalition.	PBIS: Positive Behavioral Interventions and Supports (PBIS) was an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health by focusing on identifying and teaching desired behaviors. PBIS Implementation supported academics by reducing behavior-related interruptions and creating a predictable learning environment. This lead to increased time in school, more time for teaching and learning, and greater academic engagement. Vineyard's PBIS Tier 1 and PBIS Tier 2 teams, in conjunction with a District-level PBIS coach, lead the expansion of the schoolwide implementation of PBIS and met the silver recommendation from the California PBIS Coalition.	Implementation of PBIS does not require additional funds. 0	Implementation of PBIS does not require additional funds 0
AVID: Advancement Via Individual Determination (AVID) is a program of research-based instructional and learning management strategies, that provides tools for teachers to develop a	AVID was not adopted for Vineyard Alternative School. AVID training during 22-23 did not happen.	Participation of three staff members in AVID Summer Institute 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 5,400	Staff did not participate in AVID training.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
“Collective Educator Agency” through the systematic implementation of processes and structures proven to support academic rigor, break down barriers, align student work and advocate for students. AVID Elements that support the area of Academics include, but are not limited to: • structured note-taking • the use of student planners to develop: • --time management • --student organization • --targeted study skills • goal setting and monitoring. AVID promotes the development of critical thinking and problem-solving skills, both of which are essential for academic success.			
Mentor Meetings: In addition to academic classes, all Middle School and High School students participate in a weekly mentor meeting, geared toward supporting student well-being and success. During these meetings, mentor teachers provide instruction and coaching on the elements of PBIS and AVID. Mentor teachers also address the Ch0ose Love social-emotional learning	Mentor Meetings: In addition to academic classes, all Middle School and High School students participated in a weekly mentor meeting, geared toward supporting student well-being and success. During these meetings, mentor teachers provided instruction and coaching on the elements of PBIS. Mentor teachers also addressed the Choose Love social-emotional learning curriculum and	Implementation of Mentor Meetings does not require additional funds.	Implementation of Mentor Meetings does not require additional funds. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
curriculum and other topics related to well-being. Topics covered in Mentor meetings that are related to Academics include but are not limited to: • test-taking skills • managing test anxiety. • graduation planning (High School) • post-graduation college/career planning (High School).	other topics related to well-being. Topics covered in Mentor meetings that were related to Academics include but are not limited to: • test-taking skills • managing test anxiety. • graduation planning (High School) • post-graduation college/career planning (High School).		

Analysis

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

Strategies planned were followed with fidelity. The outcomes did not show growth. (AVID training for 23-24 implementation did not happen.)

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

ELA scores went down and Mathematics scores increased.

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

Vineyard is not an AVID school for 2023-2024, therefore staff did not attend the training.

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.

Vineyard staff is working in professional learning communities, ensuring that they are teaching essential standards and creating common assessments. These activities will be in the Planned Improvements for 2023-2024.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
Physical Fitness Test (PFT) – Grades 5, 7, and 9 Healthy Kids Survey – Grades 5, 7, 9, and 11 (every other year) Annual attendance rate/chronic absenteeism Suspension rate	Increase the average daily attendance (ADA) by 3%. Increase eligible student participation in the Physical Fitness Test by 5%. In Spring 2023, Vineyard will be awarded the Gold Medal of Recognition by the California PBIS Coalition.	Daily attendance went down by 7.01%. Physical Fitness testing participation went up by 34%. Vineyard was awarded the Silver Medal of Recognition by the California PBIS Coalition.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
In order to provide focused attention to school goals, all planned strategies for improvement are based in one of four interwoven district or schoolwide initiatives. Vineyard is engaged in the systematic use of Professional Learning Communities (PLC), Positive Behavioral Interventions and Supports (PBIS), Advancement Via Individual Determination (AVID), and expanded Vineyard Mentor Meetings. Each of these initiatives has a distinct area of focus and system of action, but the positive outcomes of each manifest across all goal areas. PLC: Effective use of the Professional Learning	In order to provide focused attention to school goals, all planned strategies for improvement were based in one of four interwoven district or schoolwide initiatives. Vineyard was engaged in the systematic use of Professional Learning Communities (PLC), Positive Behavioral Interventions and Supports (PBIS), Advancement Via Individual Determination (AVID), and expanded Vineyard Mentor Meetings. Each of these initiatives had a distinct area of focus and system of action, but the positive outcomes of each manifested across all goal areas. PLC: Effective use of the Professional Learning	Implementation of PLCs does not require additional funds. 0	Implementation of PLCs did not require additional funds. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Community develops a collective sense of teacher efficacy through the use of structured data analysis to support data-based inquiry and planning. Data analysis opportunities related to Conditions for Learning include, but are not limited to: • Attendance and Chronic Absenteeism rates • Panorama Survey Results • CDE Programs of Choice Student Survey • PBIS Student Reflection Data (Raven Report)	Community developed a collective sense of teacher efficacy through the use of structured data analysis to support data-based inquiry and planning. Data analysis opportunities related to Conditions for Learning include, but are not limited to: • Attendance and Chronic Absenteeism rates • Panorama Survey Results • CDE Programs of Choice Student Survey • PBIS Student Reflection Data (Raven Report)		
PBIS: Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health by focusing on identifying and teaching desired behaviors. PBIS Implementation supports Conditions for Learning by providing schools with tools to build a school culture that provides opportunities for students to develop social-emotional competence and where students expect, prompt, and reinforce appropriate behavior for each other. This is achieved through the development, dissemination, support	PBIS: Positive Behavioral Interventions and Supports (PBIS) was an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health by focusing on identifying and teaching desired behaviors. PBIS Implementation supports Conditions for Learning by providing schools with tools to build a school culture that provides opportunities for students to develop social-emotional competence and where students expect, prompt, and reinforce appropriate behavior for each other. This was achieved through the development, dissemination, support	Implementation of PBIS does not require additional funds. 0	Implementation of PBIS did not require additional funds. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
for, and reinforcement of clear definitions of expected behaviors. Vineyard's PBIS Tier 1 and PBIS Tier 2 teams, in conjunction with a District-level PBIS coach, will lead the expansion of the schoolwide implementation of PBIS to meet the criteria to qualify for a Gold Medal recommendation from the California PBIS Coalition.	for, and reinforcement of clear definitions of expected behaviors. Vineyard's PBIS Tier 1 and PBIS Tier 2 teams, in conjunction with a District-level PBIS coach lead the expansion of the schoolwide implementation of PBIS to meet the criteria to qualify for a Silver Medal recommendation from the California PBIS Coalition.		
AVID: Advancement Via Individual Determination (AVID) is a program of research-based instructional and learning management strategies, that provides tools for teachers to develop a “Collective Educator Agency” through the systematic implementation of processes and structures proved to support academic rigor, breakdown barriers, align student work and advocate for students. Proven AVID outcomes that support the area of Conditions of Learning are focused on the development of executive functioning skills. AVID has been proven to help students: • moderate behavior • demonstrate metacognition • maintain attention to both short and long-term goals.	AVID was not adopted for Vineyard Alternative School. AVID training during 22-23 did not happen.	Costs related to AVID Implementation are accounted for in Goal #1.	AVID training did not happen.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Mentor Meetings: In addition to academic classes, all Middle School and High School members participate in a weekly mentor meeting, geared toward supporting student well-being and success. During these meetings, mentor teachers provide instruction and coaching on the elements of PBIS and AVID. Mentor teachers also address the Choose Love social-emotional learning curriculum and other topics related to well-being. Topics covered in Mentor meetings that are related to Conditions for Learning include but are not limited to: • time management • self-care • student agency.	Mentor Meetings: In addition to academic classes, all Middle School and High School members participated in a weekly mentor meeting, geared toward supporting student well-being and success. During these meetings, mentor teachers provided instruction and coaching on the elements of PBIS and AVID. Mentor teachers also addressed the Choose Love social-emotional learning curriculum and other topics related to well-being. Topics covered in Mentor meetings that were related to Conditions for Learning include but were not limited to: • time management • self-care • student agency.	Implementation of PBIS does not require additional funds. 0	Implementation of PBIS did not require additional funds. 0

Analysis

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

Strategies planned, except for AVID implementation were followed with fidelity.

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

Attendance outcomes went down. Physical Fitness Assessment participation improved. PBIS implementation was award was the same as previous years.

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

There were not changes between Proposed Expenditures and Estimated Actual Expenditures.

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.

There will be changes made to the type of attendance that is taken in 2023-2024. Also, Vineyard will not be participating in AVID in 2023-2024. Changes will be in the Planned Improvements section of the plan.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent accessing online communication/grade-book Parent participation in site committees California Program of Choice Parent Survey Data	The number of Vineyard teachers utilizing Blackboard to communicate with families will increase by 3%. The number of Vineyard families accessing Schoology for Parents will increase by 3%. The number of Vineyard families participating in Parent Committees will increase by 3%.	Data is not available to show the number of teachers who communicated using Blackboard in 2021-2022 and 2022-2023. Data is not available to show the families accessing Schoology in 2021-2022 and 2022-2023. Vineyard did not have an increase in family participation on committees.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PLC: Effective use of the Professional Learning Community develops a sense of collective teacher efficacy through the use of structured data analysis to support data-based inquiry and planning. Data analysis opportunities related to Parent and Community Engagement and Communication include, but are not limited to: • CDE Programs of Choice Parent Survey • Parent Involvement Participation Rates	PLC: Effective use of the Professional Learning Community developed a sense of collective teacher efficacy through the use of structured data analysis to support data-based inquiry and planning. Data analysis opportunities related to Parent and Community Engagement and Communication included, but were not limited to: • CDE Programs of Choice Parent Survey • Parent Involvement Participation Rates	Implementation of PLC has no additional cost. 0	Implementation of PLC has no additional cost. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PBIS: Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health by focusing on identifying and teaching desired behaviors. PBIS Implementation supports Parent and Community Engagement and Communication by providing schools with tools to build a school culture that provides opportunities for parents/guardians to work together with the school to support students in the development of social-emotional competence. These opportunities include, but are not limited to: • systematic positive parent communication • parent education • parent integration into school-based behavior expectations and protocols. Vineyard's PBIS Tier 1 and PBIS Tier 2 teams, in conjunction with a District-level PBIS coach, will lead the expansion of the schoolwide implementation of PBIS to meet the criteria to qualify for a Gold Medal recommendation from the California PBIS Coalition.	PBIS: Positive Behavioral Interventions and Supports (PBIS) were an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health by focusing on identifying and teaching desired behaviors. PBIS Implementation supported Parent and Community Engagement and Communication by providing schools with tools to build a school culture that provides opportunities for parents/guardians to work together with the school to support students in the development of social-emotional competence. These opportunities included, but were not limited to: • systematic positive parent communication • parent education • parent integration into school-based behavior expectations and protocols. Vineyard's PBIS Tier 1 and PBIS Tier 2 teams, in conjunction with a District-level PBIS coach lead the expansion of the schoolwide implementation of PBIS to meet the criteria to qualify for a Silver Medal recommendation from the California PBIS Coalition.	Implementation of PBIS has no additional cost. 0	Implementation of PBIS has no additional cost. 0
AVID: Advancement Via Individual Determination	Vineyard did not implement AVID.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(AVID) is a program of research-based instructional and learning management strategies, that provides tools for teachers to develop a “Collective Educator Agency” through the systematic implementation of processes and structures proved to support academic rigor, break down barriers, align student work and advocate for students. AVID Elements that support the area of Parent and Community Engagement and Communication include, but are not limited to: • the use of the student planner as a communication tool between school and home • the use of the student planner as a springboard for school-related student and parent/guardian conversations • parent education regarding AVID strategies enabling parent to better support their students.			
Mentor Meetings: In addition to academic classes, all Middle School and High School members participate in a weekly mentor meeting, geared toward supporting student well-being and	Mentor Meetings: In addition to academic classes, all Middle School and High School members participated in a weekly mentor meeting geared toward supporting student well-being and	Implementation of Mentor Meetings has no additional cost. 0	Implementation of Mentor Meetings has no additional cost. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
success. During these meetings, mentor teachers provide instruction and coaching on the elements of PBIS and AVID. Mentor teachers also address the Choose Love social-emotional learning curriculum and other topics related to well-being. Topics covered in Mentor meetings that are related to Parent and Community Engagement and Communication include but are not limited to; • interpersonal communication skills • personal advocacy • agency.	success. During these meetings, mentor teachers provided instruction and coaching on the elements of PBIS. Mentor teachers also address the Choose Love social-emotional learning curriculum and other topics related to well-being. Topics covered in Mentor meetings that were related to Parent and Community Engagement and Communication included, but were not limited to; • interpersonal communication skills • personal advocacy • agency.		

Analysis

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

Strategies planned were followed with fidlity.

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

The data planned to use for measuring outcomes was not measurable.

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

There were no material changes between Proposed Expenditures and Estimated Actual Expenditures.

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.

Vineyard will not be doing AVID and Mentor Meetings in 2023-2024.

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

CAASPP Assessments
Dashboard

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Participation Rate CAASPP ELA/Literacy Summative Assessment results CAASPP Mathematics Summative Assessment results Completion of UC/CSU A-G requirements Graduation rates	The percentage of students who took the CAASPP assessments in ELA and Mathematics in 22-23 was 67%. The percentage of students scoring standard met or exceeded on CAASPP ELA is 56% in 22-23 The percentage of students scoring standard met or exceeded on CAASPP mathematics 38% in 22-23 3% of graduates are UC a-g eligible in 22-23. 100% of students graduated in 2023.	The percentage of students who take the CAASPP assessments in ELA and Mathematics in 23-24 will be 95%. The percentage of students scoring standard met or exceeded in ELA will be 75% in 23-24. The percentage of students scoring standard met or exceeded in mathematics will be 50% in 23-24. 50% of graduates will be UC a-g eligible when they graduate in 2024. 100% of students will graduate in 2024.

Planned Strategies/Activities

Strategy/Activity 1

ELA-Literacy/Reading/Writing Comprehension and Mathematics
Professional Learning Communities
Essential Standards
Common Assessments
College Counseling/Guidance
Congress of Ravens

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023 – 6/2024

Person(s) Responsible

Principal, Vice Principal, Teachers, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	200.51
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books
Amount	920
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Gizmos
Amount	2968
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Collaboration
Amount	2,643.60
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Library Support

Strategy/Activity 2

Articulation
Collaboration
Counselor -graduation guidance
College Counseling
Career Counseling
COST
Weekly Newsletter
Congress of Ravens

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023 – 6/2024

Person(s) Responsible

Principal, Vice Principal

Proposed Expenditures for this Strategy/Activity

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
Attendance-engagement PBIS Recognition Panorama Data	Engagement Attendance was not taken in 2022-2023. Vineyard was awarded the Silver Medal of recognition by the California PBIS Coalition in 2023. The Panorama Survey indicates that 72% of students have strong teacher-student relationships in 2023.	Engagement Attendance in 2023-2024 will be 90%. Vineyard will be awarded the Gold Medal of recognition by the California PBIS Coalition in 2024. The Panorama Survey indicates that 85% of students have strong teacher-student relationships in 2023.

Planned Strategies/Activities

Strategy/Activity 1

Attendance and engagement monitored and supported
High School classes (FIT, Academic Prep, LIFE) support students
Mentor Teachers will support students with attendance and engagement
Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented
COST team will continue to meet to support students
Counselor will work to support struggling students (academic and SEL)

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023- 6/2024

Person(s) Responsible

Principal/VP/Teachers/Counselor/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Attendance and engagement monitored and supported
Mentor Teachers will support students with attendance and engagement

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023 – 6/2024

Person(s) Responsible

Principal/VP/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,517.89
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	California Consortium for Independent Study Conference and Webinars

Amount	2,500
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	California Consortium for Independent Study Conference and Webinars

Strategy/Activity 3

High School classes (FIT, Academic Prep, LIFE) support students
Mentor Teachers will support students with attendance and engagement
Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented
COST team will continue to meet to support students
Counselor will work to support struggling students (academic and SEL)

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/VP/Teachers/Counselor

Proposed Expenditures for this Strategy/Activity

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

A successful school extends beyond the classroom, whether physical or virtual, into the family and community.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Weekly Newsletter Count Families orientation attendance Student Attendance-ADA (work completion)-showing that families are ensuring that their child is completing their work per Independent Study Agreement	In 2022-2023, a newsletter was not sent to families. 100% of families attended orientation in 2022-2023. The average daily attendance (ADA)-work completion for the 22-23 was 72.24%.	In 2023-2024, a newsletter will be sent out weekly. In 2023-2024, 100% of families will attend orientation. The average daily attendance (ASA)-work completion for 23-24 is 85%.

Planned Strategies/Activities

Strategy/Activity 1

Communication
The principal will send a weekly Vineyard Update to families
3 positive contacts weekly

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023 – 6/2024

Person(s) Responsible

Principal/All Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Independent Study Orientation will be attended by all students and parents/guardians.
Family Independent Study Agreement will be signed.
Families will bring their children to school-ADA attendance, per the Independent Study Agreement.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2023 – 6/2024

Person(s) Responsible

Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation

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	$2,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	13,250.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	$18,255	18,255.00
LCFF - Supplemental	$10,750	0.00
Title II Part A: Improving Teacher Quality	$2,500	0.00
Other	$2,322	2,322.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	10,750.00
Title II Part A: Improving Teacher Quality	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,968.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,143.60
4000-4999: Books And Supplies	LCFF - Supplemental	1,120.51
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,517.89
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	2,500.00

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Tammy Rankin	Principal
Buster Young	Other School Staff
Mark Cameron	Classroom Teacher
Jennifer Hittinger	Parent or Community Member Secondary Student
Keri Menges	Parent or Community Member
Ian Hittinger	Secondary Student

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 10/17/2023.

Attested:

	Principal, Tammy Rankin on 10-17-23
	SSC Chairperson, Keri Menges on 10-17-23

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. 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

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024
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.*
- ***Supporting our District SPSA Goals.***
- *$98,677*

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*
- ***supporting our District SPSA Goals****.*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$138,502*

Title III, Language Instruction for Limited English Proficient (LEP):
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.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters,* ***supporting our District SPSA Goals****.*
- *$157,783*

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, 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.*
- *$34,456*

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	$2,500
	Total amount of federal categorical funds allocated to this school	$2,500

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$18,255
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$10,750
	Total amount of federal categorical funds allocated to this school	$29,005

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$2,322

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

Projected LCFF Supplemental Funds $10,750

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
Improvements or enhancement in instruction:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Library support	2023-2024	Vice Principal/Principal	2643.60	
		Total:	2,643.60	
Supplemental materials, computers, software, books, supplies may be purchased:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Books	2023-2024	Principal	200.51	
Gizmos	2023-2024	Principal	920.00	
		Total:	1,120.51	
Staff Development and Professional Collaboration, training costs, substitute costs:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
California Consortium for Independent Study Conference and Workshoops	2023-2024	Principal/Vice Principal	3517.89	
Collaboration	2023-2024	Principal	2968	
		Total:	6,485.89	
Parent Involvement:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Translation	2023-2024	Vice Principal	500	
		Total:	500	
		Grand Total:	10,750	

Appendix H

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds:

PROGRAM DESCRIPTION:

During the 23-24 school year, technology will be used to enhance student learning and teacher instruction. Funding for technology will be used to maintain and update the current computers, chromebooks, and printers, which are used by students and teachers.