

School Year: **2020-21**

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.

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| School Name | Vineyard Alternative School |
| Address | 1401 Almond Avenue Livermore, CA 94550 |
| County-District-School (CDS) Code | 01-61200-0130393 |
| Principal | Carla Estrada-Hidalgo |
| District Name | Livermore Valley Joint Unified School District |
| SPSA Revision Date | November 20, 2020 |
| Schoolsite Council (SSC) Approval Date | October 21, 2020 |
| Local Board Approval Date | November 10, 2020 |

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..... | 2 |
| School Vision and Mission | 4 |
| School Profile..... | 4 |
| Stakeholder Involvement | 6 |
| School and Student Performance Data | 8 |
| Student Enrollment..... | 8 |
| CAASPP Results..... | 11 |
| ELPAC Results | 17 |
| Physical Fitness Test Results (PFT) 2017-2018..... | 19 |
| California Healthy Kids Survey..... | 22 |
| Student Population..... | 24 |
| Overall Performance | 26 |
| Academic Performance..... | 28 |
| Academic Engagement..... | 37 |
| Conditions & Climate..... | 42 |
| Goals, Strategies, & Proposed Expenditures..... | 44 |
| Goal 1..... | 44 |
| Goal 2..... | 53 |
| Goal 3..... | 61 |
| Annual Review and Update | 64 |
| Goal 1..... | 64 |
| Goal 2..... | 78 |
| Goal 3..... | 91 |
| Budget Summary and Consolidation | 96 |
| Budget Summary | 96 |
| Allocations by Funding Source..... | 96 |
| Expenditures by Funding Source | 97 |
| Expenditures by Budget Reference | 98 |
| Expenditures by Budget Reference and Funding Source | 99 |
| School Site Council Membership | 100 |
| Recommendations and Assurances | 101 |
| Addendum..... | 102 |
| Instructions: Linked Table of Contents..... | 102 |
| Appendix A: Plan Requirements for Schools Funded Through the ConApp..... | 105 |
| Appendix B: Select State and Federal Programs..... | 107 |

| | |
|---|-----|
| Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan | 108 |
| Appendix D: Programs Included in this Plan | 110 |
| Appendix E: Planned Improvements in Student Performance | 111 |
| Appendix F | 113 |
| Appendix G: Title I School-Level Parental Involvement Policy | 114 |
| Appendix H..... | 115 |
| Appendix I | 116 |
| Appendix J | 117 |
| What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations. | 117 |
| What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement..... | 117 |
| How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs. | 117 |

School Vision and Mission

Vision Statement

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

Mission Statement

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

School Profile

The Story

Vineyard Alternative School is located in a primarily residential area in the City of Livermore, California, which is part of Alameda County and is part of the San Francisco Bay Area. Once a small farm and ranching town, Livermore's population has grown steadily over the past few years, as it is estimated that Livermore is now home to over 90,000 residents. Although the community still reflects its agricultural roots with its burgeoning wineries and annual rodeo, it has gone through some changes because of its increasing industrialization, urbanization, and gentrification. According to the US Census Bureau, in 2018 Livermore's median household income was \$116,942, with its biggest employers being Lawrence Livermore National Laboratory, Stanford Health Care – ValleyCare Medical Center, and the Livermore Valley Joint Unified School District. Although the median household income stands at over \$100,000, there still a number of Livermore residents who are socioeconomically disadvantaged. According to the most recent US Census Bureau estimates, 4.6% of Livermore's residents live in poverty, which is about 1 out of every 22 Livermore residents.

In order to help combat the impact of poverty on students and families struggling to survive in Livermore, Vineyard Alternative School has made great efforts to partner with community organizations such as the Tri-Valley Haven, La Familia, Horizons Family Services, Kaiser Permanente of Northern California, and the Livermore Public Library to offer low-income families with low or no-cost options to help students succeed. Many families in our community benefit from the services of these organizations and their generosity. During the school year, some of these organizations are invited to give presentations to students and parents/guardians on our campus. For example, Horizons Family Services conducts several parent education workshops during the school year to offer families a better understanding of how to best help their students at home.

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

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

The population of Vineyard students is socially, economically, and ethnically diverse. The ethnic makeup of Vineyard's student population mirrors that of the Livermore community. Based on data from the Fall of 2019, Vineyard Alternative School student population stood at 107 students and was made up of the following ethnic student groups: 46% White, 34.6% Hispanic/Latino, 9.4% of two or more races, 4.7% African American, 1.9% Asian, 3.7% Filipino, and 0% Indian or Alaska Native. The gender composition of Vineyard students was 64% Female and 36% Male, and over 87% of Vineyard students were in grades 9–12. Of the overall students, 81.3% use the English language as the primary language spoken at home, and 18.6% indicated they speak a language other than English at home. However, only 2.8% of Vineyard students were classified as English Language Learners (ELLs), who were in need of English Language Development (ELD). Moreover, 25% of Vineyard's student population were students who were socioeconomically disadvantaged. In addition, 21% of Vineyard students were students in the Special Education Program, and 21% were students with 504 Plans.

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

Students in our program work closely with their teachers to receive highly personalized instruction, which offers a high degree of flexibility and individualization. Oftentimes, our students have different learning styles and learning needs, which can be best addressed using a more individualized approach to learning. The Instructional Leadership Team (ILT) and our Professional Learning Community (PLC) teams and the Curricular Teacher Groups help guide instruction, support each other as professionals, and assist in the development and advancement of the curriculum. In the past year, our teams have been collaborating to update Vineyard Alternative School's various course logs, which are used by teachers to guide instruction. They will continue to make improvements to the logs as they continue to find innovative solutions to boost student learning.

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

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

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

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

In order for students to make adequate progress toward learning goals established by the California State Standards as well as the graduation requirements, students are assigned a minimum of 30 hours of work per week. However, the

workload of assignments is compounded if students neglect to stay current with the completion of their assignments or if they turn in incomplete work. For this reason, the school carefully monitors student attendance (which is determined by the completion of assignments), and stays in constant communication with students and their parents/guardians, in an effort to keep students on track towards attaining their graduation requirements and learning objectives.

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

As a result of the COVID-19 pandemic, Vineyard Alternative School has had to adopt a Distance Learning (DL) model and make modifications to how our teachers meet with students as well as how student work is assigned and submitted. Since March of 2020, teachers and students have been meeting through virtual means using various platforms (eg. Google Meet and Webex). To enable all students access to adequate technological equipment to access their education by virtual means, we offer all students the opportunity to check out a school supported Chromebook as well as hotspots to students in need of internet access. Furthermore, Vineyard is utilizing the newly adopted learning management system (LMS) of Schoology that allows teachers to virtually assign students work, and enables students to effortlessly turn it in. Schoology also facilitates easy communication between teachers, students, and parents/guardians.

In order to fully meet the learning needs of our student population, Vineyard Alternative School has a total of 19 fully credentialed teachers currently working with students. Of the 20 teachers, 7 are contracted employees, and the remaining 13 are teachers who are compensated for their time on an hourly basis (noncontracted employees). Vineyard Alternative School staff includes the following:

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As Vineyard Alternative School continues to foster an inviting and engaging school environment that meets the individual educational needs of each of our students, we strive to offer opportunities where parents/guardians, families, and the community at large are able to have a voice in school-wide decisions. We will continue to have regular School Site Council meetings (that include, parents/guardians, teachers, and students) meeting on a monthly basis to help steer the decisions that are made as a school. Vineyard's SSC will offer input in this plan before they approve it, and will continue to monitor our plans and progress throughout the school year as we meet virtually. Additionally, our school will host a Parent Support Group for parents who have children with social and/or emotional challenges that will be open to all parents/guardians in our District. Moreover, our school welcomes the ideas and suggestions given by the Associated Student Body (ASB), which was initiated last school year and meets at least 1-2 times per month. Vineyard Alternative

School will continue to implement school-wide needs assessments and surveys to be able to better understand, address, and serve the needs of our students and their families. Teachers, support staff, and administrators always welcome constructive feedback from our students, families, and the community, and are always in search of ways to improve the education we offer our students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 2.26% | 0.74% | 0% | 3 | 1 | 0 |
| African American | 4.51% | 2.94% | 4.67% | 6 | 4 | 5 |
| Asian | 1.50% | 1.47% | 1.87% | 2 | 2 | 2 |
| Filipino | 0.75% | 1.47% | 3.74% | 1 | 2 | 4 |
| Hispanic/Latino | 24.81% | 32.35% | 34.58% | 33 | 44 | 37 |
| Pacific Islander | 0% | 0% | 0% | | | 0 |
| White | 58.65% | 51.47% | 45.79% | 78 | 70 | 49 |
| Multiple/No Response | 7.5% | 9.6% | 9.35% | 10 | 13 | 0 |
| Total Enrollment | | | | 133 | 136 | 107 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 1 | 1 | | 1 |
| Grade 2 | | 1 | |
| Grade 5 | | 1 | 1 |
| Grade 6 | 2 | 3 | 2 |
| Grade 7 | 2 | 5 | 6 |
| Grade 8 | 5 | 8 | 4 |
| Grade 9 | 8 | 6 | 9 |
| Grade 10 | 12 | 27 | 17 |
| Grade 11 | 50 | 36 | 29 |
| Grade 12 | 53 | 49 | 38 |
| Total Enrollment | 133 | 136 | 107 |

Conclusions based on this data:

- The overall student enrollment for Vineyard Alternative School has fluctuated for the past three years, from the 2017-2018 school year through the 2019-2020 school year. The majority of the school's student population remains to be high school students, of which students in the 11th and 12th grades make up the bulk of the school's enrollment. In the past two years, the percentage of students in grades 11 and 12 has remained about the same with these two grade levels making up 62% of the student population in 2018-2019 and 63% of the student population in 2019-2020. Additionally, for the past two school years (2018-2019 and 2019-2020), the percentage of students in grades 9, 10, 11, and 12 has remained steady making up 87% of the student population for both years.

2. In the 2017-2018 school year, 41% of students fell into the following student groups: American Indian, African American, Asian, Filipino, Hispanic/Latino, and Pacific Islander. In the 2018-2019 and the 2019-2020 school years, 49% and 54% of students fell into the same categories mentioned above including students identified as being of two or more races (not shown on the table), and the exception of no students in the Pacific Islander student group, since it is no longer used.

The enrollment numbers by student groups has changed slightly throughout the years. There has been a slight shift in the percentage of White students enrolled at Vineyard from 59% in 2017-2018 to 52% in 2018-2019 and 46% in 2019-2020 school years. Furthermore, based on the data, the diversity of the school has somewhat changed in the past three years. In the 2017-2018 school year, 25% of students identified themselves as Hispanic/Latino, which increased by 7% and 10% the following two years. Notably, the overall percentage of students who are non-white is no longer less than 50% of the school's total enrollment. In the 2019-2020 school year, students who were non-white made up 54% of the total student population. Therefore, the diverse makeup of Vineyard Alternative School student population has increased, and now makes up the majority of students attending this school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 5 | 2 | 3 | 3.8% | 1.5% | 2.8% |
| Fluent English Proficient (FEP) | 1 | 2 | 4 | 0.8% | 1.5% | 3.7% |
| Reclassified Fluent English Proficient (RFEP) | 6 | 11 | 13 | 4.5% | 8.1% | 12.1% |

Conclusions based on this data:

1. Based on the data of English Learner enrollment at Vineyard Alternative School, the percentage of English Learner students has fluctuated through the years, but it not been historically large. Between the 2017-2018, 2018-2019, and 2019-2020 school years the percentage of students who are English Learners has not been more than 4%. However, what is notable is the increase in the percentage of students who are Reclassified Fluent English Proficient (RFEP) from 2017-2018 to 2019-2020, with a 7.6% jump (7 student difference). Moreover, there has also been an increase of 2.9% (3 student difference) from 2017-2018 to 2019-2020 in the percentage of students who are Fluent English Proficient (FEP) enrolled at Vineyard.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 4 | * | | | * | | | * | | |
| Grade 5 | * | | * | * | | * | * | | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| Grade 11 | 22.22 | 16.28 | 17.95 | 44.44 | 46.51 | 41.03 | 33.33 | 37.21 | 41.03 |
| All Grades | 30.77 | 16.98 | 16.95 | 42.31 | 45.28 | 42.37 | 26.92 | 37.74 | 40.68 |

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

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

Conclusions based on this data:

1. Please note, the California Assessment of Student Performance and Progress (CAASPP) was cancelled as a result of school dismissal for in-person instruction due to the COVID-19 pandemic. Therefore, no assessment data is available for the 2019-2020 school year.

*For the 2016-2017, 2017-2018 and 2018-2019 school years, students in grades 3-8 and 11 were tested using the Smarter Balanced Assessment as part of the California Assessment of Student Performance and Progress (CAASPP) summative assessment system. Students were assessed in the subject areas of English Language Arts (ELA) and Mathematics (Math), measuring student knowledge and ability, subsequently measuring student achievement and academic growth.

Based on the California Assessment of Student Performance and Progress (CAASPP) data results for the 2018-2019 school year, 59 students participated in the English Language Arts portion of the assessment. When comparing the last three school years, the overall participation rate of students has had a steady increase. In 2018-2019, a total of 89% of students took the ELA portion of the CAASPP assessment and in 2017-2018 a total of 78% of students were assessed, which was a participation increase of 11%.

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

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

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

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

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

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

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

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

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

Conclusions based on this data:

1. Please note, the California Assessment of Student Performance and Progress (CAASPP) was cancelled as a result of school dismissal for in-person instruction due to the COVID-19 pandemic. Therefore, no assessment data is available for the 2019-2020 school year.

*For 2016-2017, 2017-2018 and 2018-2019 school years, students in grades 3-8 and 11 were tested using the Smarter Balanced Assessment as part of the California Assessment of Student Performance and Progress (CAASPP) summative assessment system. Students were assessed in the subject areas of English Language Arts (ELA) and Mathematics (Math), measuring student knowledge and ability, subsequently measuring student achievement and academic growth.

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

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

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

2. *Based on the Smarter Balanced Assessment (CAASPP) results in Math for all students, the data demonstrates that students made positive strides when comparing test results from the 2017-2018 to the 2018-2019 school years. The overall assessment results for all grade levels from 2018-2019 in all three of the Claim Performances, which include Concepts and Procedure, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning, show an overall increase in the percentage of students who scored Above Standard. There was an increase of 7% in the Claim Performance of Concepts & Procedures, a 0% difference in Problem Solving & Modeling/Data Analysis and a 6% increase in Communicating Reasoning.

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

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

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

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 10 | | * | | * | | * | | * |
| Grade 11 | | * | | * | | * | | * |
| All Grades | | | | | | | | * |

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

Conclusions based on this data:

1. *To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, limited conclusions can be on the data.

Please note, the English Language Proficiency Assessments for California (ELPAC) was cancelled as a result of school dismissal for in-person instruction due to the COVID-19 pandemic. Therefore, no assessment data will be available for the 2019-2020 school year.

For the 2018-2019 school year, there were a total of four Vineyard Alternative School students who took the summative ELPAC. Overall, of those four students, 1 scored in the "well developed" range, 1 scored in the "moderately developed" range, and the other 2 students scored in the "somewhat developed" ranges. Based on the sub-tests that include an oral component (that includes the listening and speaking domains), 3 of the 4 students scored in the "well developed" range with 1 scoring in the "somewhat developed" range. In the sub-test that includes a written component (which includes the reading and writing domains), 3 of the 4 students scored in the "somewhat developed" range with 1 scoring in the "moderately developed range. Therefore, these particular students will need to continue with English Language supports until they are deemed eligible for reclassification by the LEA, which is partly based on students' ELPAC scores.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

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

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

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

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

Conclusions based on this data:

- Please note, the California Physical Fitness Test (PFT) was not administered for the 2019-2020 school year as a result of school dismissal for in-person instruction due to the COVID-19 pandemic. Therefore, no assessment data is available for the 2019-2020 school year.

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

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

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

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

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

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

| | | |
|---|-----|-----|
| 1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time” | * % | 4.7 |
| 2. 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 |
| 3. 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 |

*To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, limited conclusions can be on the data.

1. Vineyard had only one 5th grade student enrolled at the time the CHKS survey was taken.
- 2.

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 % |

*To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, limited conclusions can be on the data.

1. For the 2019-2020 school year, 67% of 7th-grade students, 100% of 9th-grade students, and 78% of 11th-grade students completed the California Healthy Kids Survey (CHKS). This was a total of 31 students who took the survey. However, because the pool of participants in the 7th and 9th grades was low, no data was available to report on.

2. Of the students who did complete the CHKS, 66% of students Agreed or Strongly Agreed that they had a sense of school connectedness. This overall category included subcategories such as 1.) feeling close to people at school, 2.) feeling happy to be at school, 3.) feeling like they are a part of the school, 4.) a sense that teachers at this school treat them fairly and 5.) feeling safe at school. Within these subcategories, 18% of students selected the survey option of "Neither disagree nor agree," which resulted in the overall lower percentage of a sense of school connectedness. Additionally, within certain subcategories a majority of students selected "Agree" or "Strongly Agree" as their answers. For example, when presented with "I feel safe in my school," 88% of students selected "Agree" or "Strongly Agree." When presented with the statement "The teachers at this school treat me fairly," 94% of students selected "Agree" or "Strongly Agree," and when given "I am happy to be at school," 77% of students chose "Agree" or "Strongly Agree."

3. When students were presented with the question "how safe do you feel when you are at school," 75% of students chose "Very Safe" or "Safe" and 19% were neutral on this question answering "Neither safe nor unsafe." Moreover, when students were probed about the overall category of the perception of a caring relationship with an adult at school, 75% of students selected "Pretty much true" or "Very much true." Within the subcategories that included an adult at school who really cares about me, 89% of students felt it was "A little true, Pretty much true, and Very much

true." Moreover, 93% of students felt it was "A little true, Pretty much true, and Very much true" when given the statement, "At school, there is a teacher of some other adult who listens to me when I have something to say."

It is Vineyard Alternative School's goal to improve upon the overall percentage of students who feel school connectedness, feel safe, and feel they have a caring relationship with an adult at school.

School and Student Performance Data

Student Population

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

| 2019-20 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 136 | 30.9 | 1.5 | 1.8 |

This is the total number of students enrolled.

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

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

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

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 2 | 1.5 |
| Foster Youth | 2 | 1.8 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 42 | 30.9 |
| Students with Disabilities | 22 | 16.2 |

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

Conclusions based on this data:







1. Of the 107 students who attended Vineyard Alternative School, one-fourth of students or 25% were socioeconomically disadvantaged. Additionally, the student population data for Vineyard did not reflect a large number of English Learners who attended the school. Only 2.8% of students were identified as English Learners. Another student group that is important to note is the Students with Disabilities subgroup, which made up 15.8% of the total student population at school.
2. Notably, the percentage of students who attend Vineyard Alternative School and are non-white has increased, and white students no longer make up the majority of students. White students now account for 45.8% of the total student population. Additionally, the next largest student group of Hispanic/Latino has increased to 34.6%.

Therefore, the percentage of students belonging to the African American and the Hispanic student groups is slightly elevated when compared to the student groups found within the LVJUSD.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- *To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no performance colors are shown in certain areas, and limited conclusions can be made on this data.

The overall scores in ELA from the 2017-2018 to the 2018-2019 school years increased 21.7 points the previous year, which included students in the various subgroups. The overall scores in Math from the 2017-2018 to the 2018-2019 school years for all students increased 35.5 points, which included students in the various subgroups.

Vineyard Alternative School continues to have low suspension rates. As a result of the nature of our school (Independent Study), the interaction of students with each other is minimal when compared to comprehensive schools. Therefore, the minimized interaction with peers in a traditional classroom setting has created an environment where student behavior is not an issue. As a result, the suspension rate for this school is great.
- Based on the data for Fall 2019, there was there was no notable change in the percentage of students who were College/Career ready for all students, hence the school remains in the oranges indicator color.

The graduation rate for Vineyard Alternative School has room for growth. Currently, according to the California Dashboard, the graduation rate is at a red indicator level. According to the 2017-2018 and the 2018-2019 data from the California Department of Education (CDE), there was an 6.8% decline in the 4-year Cohort Graduation Rate between the two school years. Therefore, for the 2018-2019 school year, Vineyard Alternative School's 4-year Cohort Graduation Rate stood at 64.9%.

There are several factors that contributed to the decline in the graduation rate for the 2018-2019 school year. One major factor includes the number of students who were in 11th and 12th grades when they transferred to Vineyard needing to recover credits for failed courses to be able to graduate with their peers. In the 2018-2019 school year, a total of fifteen (35%) of 11th and 12th-students transferred to Vineyard needing 2 or more classes to be on track to earn a high school diploma. Unfortunately, some of these students were unable to recover enough credits by their senior year to graduate with their cohort at Vineyard. However, it is important to point out that of those who were not able to earn a regular high school diploma from Vineyard, 5% of student (total of 3) passed the California High School Proficiency Exam (CHPSE) to earn an equivalent certificate of completion. Moreover, another 5% (total of 3 students) remained at Vineyard for a 5th year of high school, while 15.8% (9 students) chose to transfer to Adult Education to earn an Adult Education high school diploma or enroll at a community college. Of these students who transferred to Adult Education, 2 earned their adult education high school diploma by June 2019. Additionally, there were a couple of 12th grade students (2 students) who achieved their academic goal of recovering enough credits by trimester 2 to be able to graduate from their school of residence who were not part of the graduate count for Vineyard.

However, For the 2018-2019 school year, the one-year graduation rate for Vineyard Alternative School's, which is based on the number of 12th grade students enrolled for the school year (who did not transfer back to another high school), and earned a high school diploma, stood at 85%. Nonetheless, the graduation rate for Vineyard Alternative School has plenty of room for growth and will continue efforts to improve the overall graduation rate for the school.

The State has not, yet, released data for the 2019-2020 school year, which is expected in Fall 2020.

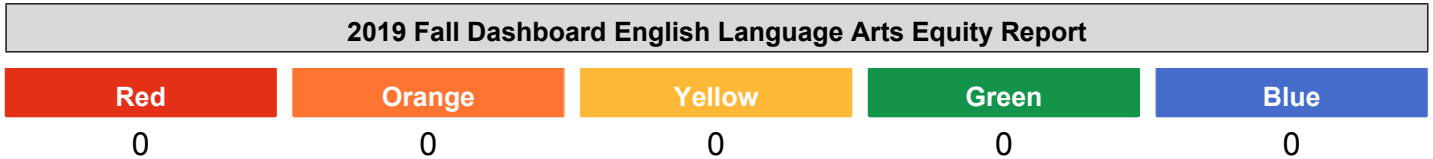
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> <p>Yellow</p> <p>10.9 points below standard</p> <p>Increased Significantly ++21.7 points 36</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>115.4 points below standard</p> <p>Declined Significantly -42.4 points</p> <p>12</p> | <p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p> |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 0 Students |  No Performance Color 4.8 points below standard Increased ++11.7 points 20 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| Less than 11 Students - Data Not Displayed for Privacy 1 | Less than 11 Students - Data Not Displayed for Privacy 1 | 7.8 points below standard Increased Significantly ++36.4 points 33 |

Conclusions based on this data:

- *To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no performance colors are shown in certain areas.

Please note, the California Assessment of Student Performance and Progress (CAASPP) was cancelled as a result of school dismissal for in-person instruction due to the COVID-19 pandemic. Therefore, no assessment data is available for the 2019-2020 school year.

The overall scores in ELA from the 2017-2018 to the 2018-2019 school years increased 21.7 points the previous year, which included students in the various subgroups. However, there was a marked decline of 42 points in test scores from the previous school year with students in the Socially Disadvantaged subgroup. Nonetheless, there was an increase of 11.7 points on test scores for students who are part of the White subgroup, and a 36 point jump for students speak English only. Although some data is not shown above for privacy reasons, based on the data that is present, it can be inferred that students of different races regardless of their English only status, need further assistance in ELA. It demonstrates the need for Vineyard to continue to focus more of our efforts on students who are Socioeconomically Disadvantaged and of distinct races to begin to close the achievement gap.

School and Student Performance Data

Academic Performance Mathematics

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

Lowest
Performance



Red



Orange



Yellow



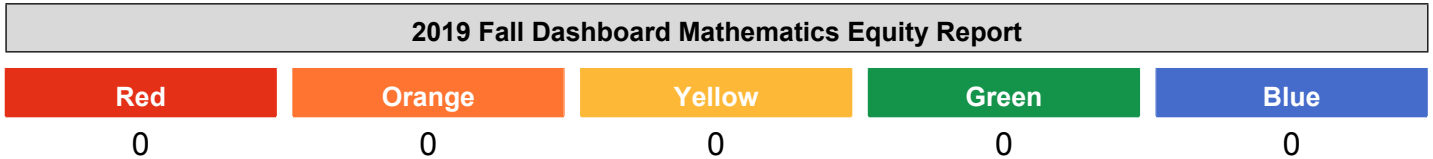
Green







Blue

Highest
Performance







This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  <p>Yellow</p> <p>90.6 points below standard</p> <p>Increased Significantly ++35.5 points 35</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> | <p>Foster Youth</p> |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>147.2 points below standard</p> <p>Increased ++12 points</p> <p>11</p> | <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 | |  No Performance Color 116.5 points below standard Maintained ++1.7 points 20 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| Less than 11 Students - Data Not Displayed for Privacy 1 | Less than 11 Students - Data Not Displayed for Privacy 1 | 93.2 points below standard Increased Significantly ++40.1 points 32 |

Conclusions based on this data:

- *To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no performance colors are shown in certain areas.

Please note, the California Assessment of Student Performance and Progress (CAASPP) was cancelled as a result of school dismissal for in-person instruction due to the COVID-19 pandemic. Therefore, no assessment data is available for the 2019-2020 school year.

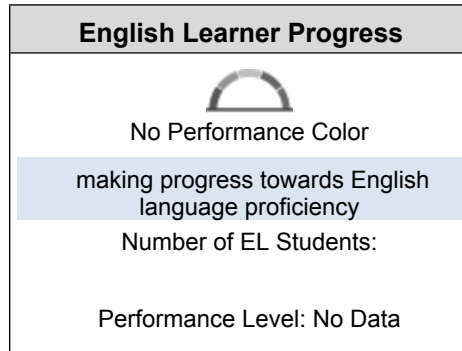
The overall scores in Math from the 2017-2018 to the 2018-2019 school years for all students increased 35.5 points, which included students in the various subgroups. There was also an increase of 12 points in student scores who are part of the subgroups of Socioeconomically Disadvantaged. However, students in all subgroups are still showing below the State's standard. Nonetheless, there was a 40 point increase in the performance of students whose language is only English. Based on the data provided, there is a lot of work to be done at Vineyard to enable students of different subgroups, including those who are Socioeconomically Disadvantaged and of different races to attain the same performance levels as their other peers.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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 |
|-------------------------------------|---|------------------------------------|---|

Conclusions based on this data:

1. *To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no performance colors are shown in certain areas.

Please note, the English Language Proficiency Assessments for California (ELPAC) was cancelled as a result of school dismissal for in-person learning due to the COVID-19 pandemic. Therefore, no assessment data will be available for the 2019-2020 school year.

For the 2018-2019 school year, there were a total of four Vineyard Alternative School students who took the summative ELPAC. Overall, of those four students, 1 scored in the "well developed" range, 1 scored in the "moderately developed" range, and the other 2 students scored in the "somewhat developed" ranges. Based on the sub-tests that include an oral component (that includes the listening and speaking domains), 3 of the 4 students scored in the "well developed" range with 1 scoring in the "somewhat developed" range. In the sub-test that includes a written component (which includes the reading and writing domains), 3 of the 4 students scored in the "somewhat developed" range with 1 scoring in the "moderately developed range. Therefore, these particular students will need to continue with English Language supports until they are deemed eligible for reclassification by the LEA, which is partly based on students' ELPAC scores.

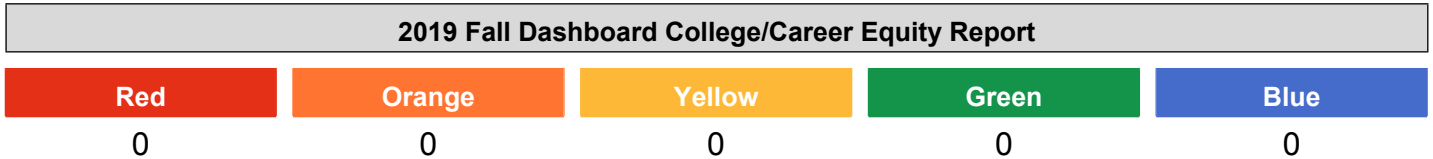
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Orange <p>10.5</p> <p>Maintained -0.8</p> <p>57</p> | <p>English Learners</p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p> | <p>Foster Youth</p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p> |
| <p>Homeless</p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p> | <p>Socioeconomically Disadvantaged</p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p> | <p>Students with Disabilities</p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p> |

2019 Fall Dashboard College/Career by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |

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

2019 Fall Dashboard College/Career 3-Year Performance

| Class of 2017 | Class of 2018 | Class of 2019 |
|---------------------------|---------------------------|---------------------------|
| 11.3 Prepared | 11.3 Prepared | 10.5 Prepared |
| 15.1 Approaching Prepared | 15.1 Approaching Prepared | 21.1 Approaching Prepared |
| 73.6 Not Prepared | 73.6 Not Prepared | 68.4 Not Prepared |

Conclusions based on this data:

- *To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no performance colors are shown in certain areas.

Please note, the State of California has not, yet, released data for the 2019-2020 school year. It is expected to be released in late Fall 2020.

Based on the data for Fall 2019, there was there was no notable change in the percentage of students who were College/Career ready for all students. The data shows that the level of students who were College/Career ready remained steady. However, there was a 15.8% increase in this same category for students who were Socioeconomically Disadvantaged. Unfortunately, White students had a 2.5% decline in those who were College/Career ready.

The number of students who are not demonstrating they are College/Career ready can be directly correlated to the percentage of students who are not scoring in the ranges of Standards Met or Nearly Met on the CAASPP summative assessments in both ELA/Literacy and Math.

Even though the percentage of students who demonstrate they are College/Career ready remained steady from Fall 2018 to Fall 2019, there has been a steady increase in the percentage of students who were "Approaching Prepared" when comparing 2018 and 2019. Nonetheless, Vineyard needs to continue to focus more attention on how to provide students with the opportunities to be College and/or Career. However, it is important to note, since Vineyard Alternative School is a small school, it is difficult to offer a variety of CTE courses that will encompass a CTE pathway on our campus, which would allow a greater amount of our students to demonstrate they are Career Ready.



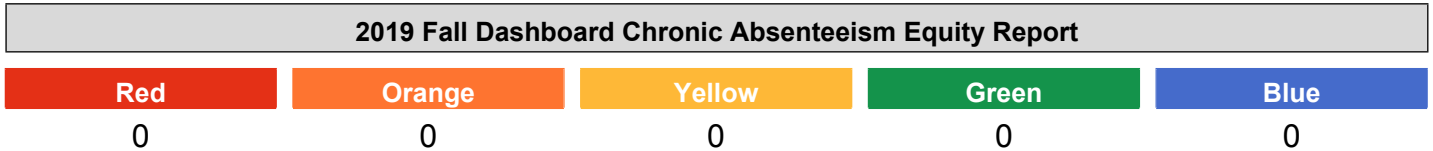
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>No Performance Color</p> <p>27.6</p> <p>Declined -26.3</p> <p>29</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p> | <p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color 13.3 Declined -36.7 15 |

Conclusions based on this data:

- *To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no performance colors are shown in certain areas.

Please note, the State of California has not, yet, released data for the 2019-2020 school year. It is expected to be released in late Fall 2020.

Since Vineyard Alternative School is an independent study school, the calculations used to determine student absences are solely based on the completion of student work. In order for students to earn attendance credit, they must demonstrate to the State of California that they have completed work at home/independently equivalent to the hours they would have been in school (on minimum day schedule). Therefore, each course/subject is calculated so that students have at least 5 hours of assignments to complete at home/independently. Nonetheless, in order for high school students to be on pace to graduate and earn all of the necessary credits to earn a high school diploma, they must take at least 3-5 courses at a time, which should be completed in 9-12 week intervals. As a school, we too have the challenge of getting students to their scheduled class meetings, but even more challenging is getting students to complete their assignments to fulfill their attendance requirements. For students who continuously show absences, several conferences with students are held to determine if it's in the best interest of the student to remain at Vineyard. Although some remain because of their special needs, others transfer to other schools.

Nonetheless, Vineyard Alternative School's attendance is calculated just as other traditional school are. Therefore, based on the data, there was a 26 point decline in the percentage of students, in all subgroups, who were chronically absent.

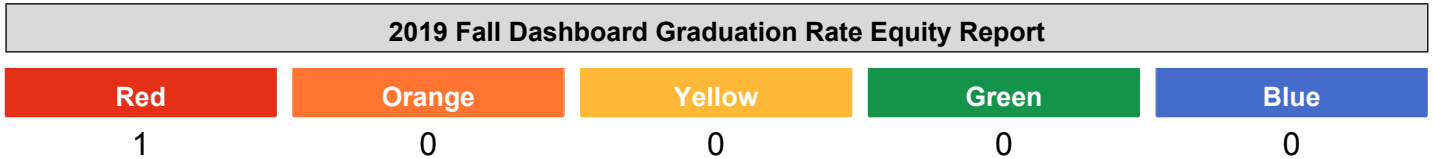
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  <p>Red</p> <p>65.5</p> <p>Declined -8.2</p> <p>58</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> | <p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>70</p> <p>Increased +15</p> <p>20</p> | <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>61.5</p> <p>13</p> |

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color 66.7 Declined -11.1 18 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color 0 Students |  Red 61.8 Declined -16.4 34 |

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

2019 Fall Dashboard Graduation Rate by Year

| 2018 | 2019 |
|------|------|
| 73.7 | 65.5 |

Conclusions based on this data:

- *To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no performance colors are shown in certain areas.

Please note, the State of California has not, yet, released data for the 2019-2020 school year. It is expected to be released in late Fall 2020.

Currently, the graduation rate that is reported on the Dashboard is a 4-year cohort graduation rate, which is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out. Unfortunately, students may continue to be counted as part of the 4-year cohort graduation rate regardless if they are students: 1.) who transfer to adult education programs or community college, 2.) who receive an adult education high school diploma as regular high school graduates, 3.) who pass the California High School Proficiency Exam (CHSPE) as regular high school graduates. Therefore, because of how the 4-year Cohort Graduation Rate is calculated, according to the California Department of Education (CDE), Vineyard Alternative School's graduation rate showed as being 64.9%, and at a red indicator level with an 6.8% decline from the previous school year. For the subgroup of Socially Disadvantaged there was an increase of 15 points from the previous school year. However, there was a decline in points for the Hispanic and White subgroups of 11 and 16 points consecutively.

There are several factors that contributed to the decline in the graduation rate for the 2018-2019 school year. One major factor includes the number of students who were in 11th and 12th grades when they transferred to Vineyard needing to recover credits for failed courses to be able to graduate with their peers. In the 2018-2019 school year, a total of fifteen (35%) of 11th and 12th-students transferred to Vineyard needing 2 or more classes to be on track to earn a high school diploma. Unfortunately, some of these students were unable to recover enough credits by their senior year to graduate with their cohort at Vineyard. However, it is important to point out that of those who were not able to earn a regular high school diploma from Vineyard, 5% of student (total of 3) passed the California High School

Proficiency Exam (CHPSE) to earn an equivalent certificate of completion. Moreover, another 5% (total of 3 students) remained at Vineyard for a 5th year of high school, while 15.8% (9 students) chose to transfer to Adult Education to earn an Adult Education high school diploma or enroll at a community college. Of these students who transferred to Adult Education, 2 earned their adult education high school diploma by June 2019. Additionally, there were a couple (2) of 12th grade students who achieved their academic goal of recovering enough credits by trimester 2 to be able to graduate from their school of residence who were not part of the graduate count for Vineyard.

However, For the 2018-2019 school year, the one-year graduation rate for Vineyard Alternative School's, which is based on the number of 12th grade students enrolled for the school year (who did not transfer back to another high school), and earned a high school diploma, stood at 85%. Nonetheless, the graduation rate for Vineyard Alternative School has plenty of room for growth and will continue efforts to improve the overall graduation rate for the school.

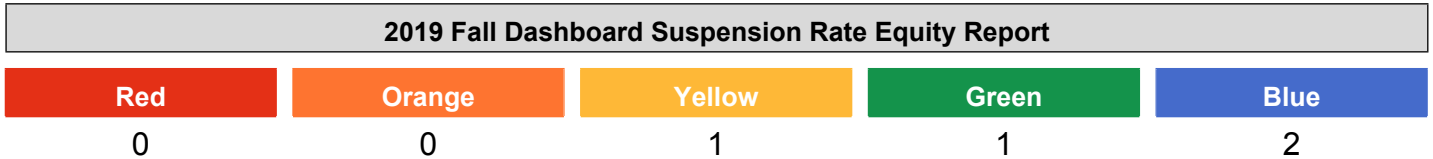
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  <p>Green</p> <p>0.5</p> <p>Increased +0.5</p> <p>210</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p> | <p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>1.4</p> <p>Increased +1.4</p> <p>73</p> | <p>Students with Disabilities</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>30</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data 7 |  No Performance Color Less than 11 Students - Data 2 |  No Performance Color Less than 11 Students - Data 3 |  No Performance Color Less than 11 Students - Data 4 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 0 Maintained 0 67 |  No Performance Color 0 Maintained 0 14 |  No Performance Color Less than 11 Students - Data 1 |  Green 0.9 Increased +0.9 112 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0 | 0.5 |

Conclusions based on this data:

- *To protect student privacy, specific data is not included due to subgroup count of 11 or fewer students. Therefore, no performance colors are shown in certain areas.

Please note, the State of California has not, yet, released data for the 2019-2020 school year. It is expected to be released in late Fall 2020.

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

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|--|
| CAASPP ELA/Literacy Summative Assessment results | The overall performance of students in the 2018-2019 CAASPP summative results demonstrated that 44% of students Met the Achievement Standard in ELA/Literacy. | The percentage of students in the Overall Performance scoring within the ranges of Standard Met or Standard Exceeded on the ELA/Literacy CAASPP summative assessment will increase by at least 5% to establish a positive trend (with a particular focus on increasing reading comprehension and writing). |
| Interim Assessment Block (IAB)-ELA | | |
| Completion of A-G requirements | | |
| College/Career Readiness requirements | The overall performance of students in the 2018-2019 CAASPP summative results demonstrated that 21% of students Met the Achievement Standard in Math. | The percentage of students in the Overall Performance scoring within the ranges of Standard Met or Standard Exceeded on the Math CAASPP summative assessment will increase by at least 5% to establish a positive trend. |
| Graduation rates | The graduation rate for the 2019-2020 school year stood at 90%, which includes 12th-grade students who were enrolled at Vineyard in the month of April through the month of June 2020. | Increase the graduation rate by 3% by June 2021. |
| Continued use of other local assessments that analyze and evaluate both qualitative and quantitative measures such as student work samples, reading comprehension assessments, and interim benchmark assessments. | Of the students who graduated in the 2019-2020 school year, 5% completed UC/CSU required coursework, which is equivalent to 5 students. | Vineyard Alternative School will increase the percentage of students who graduate with the UC/CSU a-g requirements by 3%. |
| | Of the students who graduated in the 2019-2020 school year, 36% of them earned a Golden State Seal Merit Diploma | Vineyard Alternative School will increase the percentage of students who earn a Golden State Seal Merit Diploma by 4%. |

Planned Strategies/Activities

Strategy/Activity 1

During the 2020-2021 school year, staff will continue to implement evidence-based conversations using literacy and informational texts throughout all grade levels specifically focused on Reading Literature (RL) and Reading Informational Text (RI) Standards (Key Ideas and Details). Students will increase their vocabulary by reading increasingly complex texts.

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

Professional development on topics that may include: assessing critical thinking, essential standards, the importance of academic discourse, data-informed instruction, and impactful teaching strategies while in distance learning, Illuminate for online assessments, Newsela, StudySync, and Benchmark Advance.

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

Professional development on the augmentation of curriculum and engagement techniques to foster learning while in Distance Learning (DL) mode as a result of the COVID-19 pandemic. This PD will be guided by the book Distance Learning Playbook: Teaching for Engagement & Impact in Any Setting by Fisher, Frey and Hattie.

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

Continue to offer Support Classes for students who need additional assistance in ELA/Literacy on Fridays and add time on Wednesdays. This will be intervention instructional time where additional hourly staff time will be devoted to working with at-promise students. While students are in DL, a plan will be developed on how to best offer this support by virtual means.

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 2355 |
| Source | LCFF - Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Intervention (Support Class)- One Teacher @ 1.5 hrs./wk. for 37 weeks |
| Amount | 1200 |
| Source | LCFF - Supplemental |

| | |
|-------------------------|--|
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Purchase of document cameras, digital writing tablets to use online software for distance learning |
| Amount | 1500 |
| Source | Title II Part A: Improving Teacher Quality |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Partially pay for hourly teachers to attend PD on Distance Learning Playbook during PLC time. |
| Amount | 3950 |
| Source | LCFF - Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Intervention (Support Class)- One Teacher @ 2.5 hrs/wk. for 37 week @ 34.55/hour, plus labor related costs |

Strategy/Activity 2

During 2020-2021, staff will continue to implement evidenced-based conversations to communicate results of student investigations and mathematical thinking, using District adopted textbooks and instructional materials. Students will produce coherent writing in math and use mathematical vocabulary to justify their conclusions and communicate their mathematical reasoning. Staff will design opportunities for students to use technology to research, problem-solve and analyze data.

Review CAASPP data, IAB results, and local assessments to develop strategies to improve Math proficiency with a particular focus on Concepts and Procedures, and Problem-Solving Skills during PLC, Staff and Curricular meetings.

Professional development on the augmentation of curriculum and engagement techniques to foster learning while in Distance Learning (DL) mode as a result of the COVID-19 pandemic. This PD will be guided by the book Distance Learning Playbook: Teaching for Engagement & Impact in Any Setting by Fisher, Frey and Hattie.

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

Teachers will have the opportunity to participate in District-sponsored Math Professional Development (PD). Teachers will also have the opportunity to attend Math PD outside of the LVJUSD organization.

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

The school will continue to offer Math Tutoring and increase this assistance to at least two times per week. This will be intervention instructional time where additional hourly staff time will be devoted to working with at-risk students. While students are in DL, a plan will be developed on how to best offer this support by virtual means.

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 3140 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Math Lab/Tutoring and Intervention - One Teacher at 2 hr./wk. for 32 weeks |
| Amount | 497 |
| Source | LCFF - Supplemental |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Partial cost for teachers to attend Math PD to help at-promise students. |
| Amount | 300 |
| Source | LCFF - Base |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Cost for teachers to attend Math PD (training and sub costs). |
| Amount | 3925 |
| Source | LCFF - Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Cost to offer Academic Prep to students struggling in Math and/or English |

Strategy/Activity 3

During 2020-2021 school year, staff will continue to implement evidence-based writing in all content areas with a particular focus on the use of technology to support students with learning the skills necessary for using online resources, such as Google Classroom, Google Docs, Google Sheets, and Google Slides, the Edulastic App associated with Clever/StudySync and/or other related programs.

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

Participation by teachers in District-sponsored Professional Development that focuses on the ELA curriculum to assist students with improving their writing skills. Possible PD opportunities include PD on Illuminate for online assessments, Newsela, StudySync, Benchmark Advance, and more.

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal, Vice Principal, Teachers, ILT, PLC

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|---------|
| Amount | 0 |
| Description | No cost |

Strategy/Activity 4

The Vineyard Principal will participate in district-led meetings to improve the articulation process between the high schools, during which there will be an establishment of procedures to aid in the transition process of student transfers as well as concurrent enrollment. Additionally, the Principal will actively participate in conversations with other school administrators regarding potential transfer students to better support students upon their arrival to Vineyard.

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

The Academic Counselor will attend District-led monthly meetings with other Academic Counselors in our District to discuss and plan how to best support each other and our students.

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

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal, Vice Principal, Academic/Guidance Counselor, Teacher

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 450 |
| Source | LCFF - Supplemental |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Cost for 1 additional person to attend the CCIS conference (includes entrance, travel and lodging expenses). |
| Amount | 450 |

| | |
|-------------------------|---|
| Source | LCFF - Base |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Cost for 1 person to attend the CCIS conference (includes entrance, travel, and lodging expenses) |

Strategy/Activity 5

The Academic Counselor and the principal will create and analyze graduation progress reports from PowerSchool during the school year to monitor the progress of students. The Academic Counselor will meet with each student to discuss their progress and create a graduation plan, as well as overall career/college goals. Mentor teachers will also follow up with the graduation plan to determine if students are on track.

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

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

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

The Academic Counselor will communicate consistently with Mentor Teachers and vice-versa to encourage students and follow-up with the graduation plan established by the Academic Counselor and the students.

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

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

The Academic Counselor will coordinate presentations for students by the local community colleges, Tri-Valley Regional Occupational Program (ROP), and the Armed Forces.

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal, Teachers and Academic Counselor

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|---------|
| Amount | 0 |
| Description | No cost |

Strategy/Activity 6

The Academic Counselor will create and analyze graduation progress reports from PowerSchool during the school year to monitor the progress of students and ensuring that students who plan to attend a UC/CSU are meeting those requirements as well. The Academic Counselor will meet with each student to discuss their progress and create a graduation plan as well as their overall career/college goals. Mentor teachers will also follow up with the graduation plan to determine if students are on track.

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

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

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

The Academic Counselor will communicate consistently with Mentor Teachers and vice-versa to encourage students and follow-up with the graduation plan established by the Academic Counselor and the students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal, Teachers and Academic Counselor

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 7

The Principal, Academic Counselor, and teachers will work together to continue to develop courses that are Board-approved to offer students a larger pool of elective classes on the Vineyard campus and ensure students achieve all of the graduation requirements, as well as offer courses that have already been Board-approved but are not currently offered at Vineyard.

The Principal will search for teachers with specialized credentials that can broaden the choices of elective courses. Efforts will be made to be involved when the traditional high schools in our District are updating any new courses and making recommendations to adopt textbooks and curriculum. This year, Vineyard will begin to offer Spanish 2A and Spanish 2B as well as new Career Technical Education (CTE) courses. Vineyard will also continue to offer Spanish 1 to all middle school students, which began in January 2020. There will be a new course proposal submitted for a new/updated CTE course.

The Academic Counselor will ensure students needing elective courses, such as those mentioned above, are well aware that they will be offered on the Vineyard campus, and will enroll students in them.

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal, Academic/Guidance Counselor, Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 213 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Purchase of supplemental material to support our small group classes that will further support at-promise students |

Strategy/Activity 8

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

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------|---------|
| Amount | 0 |
| Description | No cost |

Strategy/Activity 9

Offer students the opportunity to learn more about themselves and their strengths to make appropriate college and career decisions. They will participate in presentations on the following topics:

- Understanding Others-Personality & Temperament Tips for Success (True Colors)
- Finding Your Path to Your Ideal Job/Career (Talent Sort-Career Assessment Tool)

Students to be Served by this Strategy/Activity

All students in grades 10, 11 and 12

Timeline

11/1/2020-5/31/2021

Person(s) Responsible

Principal, Counselor, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| <p>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 Other local measures</p> | <p>The average daily attendance (ADA) for the 2019-2020 school year was 88%</p> <p>The number of students who participated in the Choose Love enrichment program was a total of 78 students, which was 64% of the student population in the 2019-2020 school year.</p> <p>To protect student privacy, specific data regarding students who score in the HFZ is not included due to subgroup count of 11 or fewer students. Therefore, no conclusions can be made on this data. However, 3% of 9th-grade students and 43% of 5th-grade and 7th-grade students participated in the PFT for the 2018-2019 school year.</p> | <p>Increase the average daily attendance (ADA) by 3%.</p> <p>Seventy percent (75%) of Vineyard students will participate in the Choose Love enrichment program or other SEL programs offered on the Vineyard campus.</p> <p>In March 2020, the U.S. Department of Education approved California’s request to waive statewide accountability and reporting requirements for the 2019–2020 school year due to the COVID-19 pandemic. Therefore, the Physical Fitness Test (PFT) was not administered so no assessment data will be available for the 2019-2020 school year. As a result, the goals for the 2020-2021 school year will remain the same as last year. Therefore, Vineyard Alternative School will increase the participation rate of students taking the PFT by 4%. If data is available, report on the percentage of students achieving the Healthy Fitness Zone (HFZ).</p> |

Planned Strategies/Activities

Strategy/Activity 1

Vineyard Alternative School will continue to work on the implementation of Positive Behavior Interventions and Supports (PBIS) to encourage positive behavior that affects student academic progress and achievement. The PBIS team will focus more on how to implement the program while students are exclusively in distance learning mode.

In order to foster social-emotional learning, the use of social-emotional learning (SEL) curriculum/programs (such as Choose Love) will be used during class by teachers during small group instruction in all of the Science and FIT classes. They will also be used during Mentee Meetings with students, which meet regularly as well as when the counselor meets with 9th grade PE classes. Additionally, other curricula will be used by the Academic Counselor during student support group meetings to advance social-emotional learning in students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 - 6/10/2021

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 200 |
| Source | LCFF - Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Cost for materials to support SEL during Mentee Meetings |

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 - 6/10/2021

Person(s) Responsible

Academic/Guidance Counselor, Principal, teachers

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-------------------------------|
| Amount | 300 |
| Source | LCFF - Base |
| Budget Reference | 4000-4999: Books And Supplies |

Description

Cost for student binders, journals and other supplies needed to run the workshops/program.

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 - 6/10/2021

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity**Amount**

200

Source

LCFF - Base

Budget Reference

4000-4999: Books And Supplies

Description

Cost to maintain the check-in system, including temporary stick-on badges for guests, volunteers, etc.

Strategy/Activity 4

In order to reach a higher level of caring relationships with adults at school, Vineyard Alternative School will continue to utilize Mentor Teachers who will serve as a conduit between other teachers, the Principal, parents, and the student. Their responsibility is to not only determine if more support is needed for the student but serve as their advocate. Mentor Teachers create special caring relationships with students and their families and foment a trusting connection that helps students to thrive. They will be the ones to help with the coordination of Student Success Team (SST) meetings when they notice students not progressing academically or notice barriers that are prohibiting their success.

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 - 6/10/2021

Person(s) Responsible

Mentor Teachers, Academic/Guidance Counselor, Principal

Proposed Expenditures for this Strategy/Activity**Amount**

0

Description

No cost

Strategy/Activity 5

Since Vineyard Alternative School is an independent study school, the calculations used to determine student absences are solely based on the completion of student work. In order for students to earn attendance credit, they

must demonstrate to the State of California that they have completed work at home/independently equivalent to the hours they would have been in school (on minimum day schedule). Therefore, each course is calculated so that students have at least five (5) hours of assignments to complete at home/independently each week.

In order to demonstrate progress in student attendance, teachers will keep meticulous records of students who do not complete assignments, turn in incomplete assignments, and/or do not attend their scheduled meetings with teachers. The data will be collected and inputted into Google forms so that it can be used to create a data dashboard that will allow the PBIS team to make necessary changes to improve upon student success.

Additionally, teachers will complete an online Google form to refer students to Support Class, so students can return to school or log-in digitally on an additional day to complete any missing assignment(s). Parents/guardians will receive phone calls, emails, and letters if students do not complete or submit assignments during the week (demonstrate poor attendance credit). After at least 3 missed assignments by students, Mentor Teachers schedule a Student Success Team (SST) Meeting where the Principal, the Academic Counselor, the Parents/Guardians, student, and teachers will attend. During this meeting, goals will be established and a follow-up meeting will be scheduled to discuss student progress. Subsequently, if no progress is determined, then an evaluation will be conducted to determine if it's in the best interest of the student to remain in the independent study program.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 - 6/10/2021

Person(s) Responsible

Teachers, Academic/Guidance Counselor, Principal, Support Staff

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 200 |
| Source | LCFF - Base |
| Budget Reference | 5900: Communications |
| Description | Cost to mail attendance letters to parents/guardians |

Strategy/Activity 6

In order for our school to demonstrate to students that their overall well-being is important, including their physical fitness, students will get a better understanding of how life choices impact their health. Therefore, Vineyard Alternative School will require all students taking PE 1A, 1B, 2A, and/or 2B to complete written assignments that accompany their physical education logs which students submit for physical fitness credit. These assignments will be guided by the physical fitness standards and the ELA standards. The completion of the written assignments will allow students to better understand what encompasses a healthy lifestyle and healthy lifestyle choices. All high school students taking these courses will have 1 teacher who will connect with them directly instead of having the Mentor Teacher be the conduit between the student and the PE teacher as they work to complete their PE courses. This will allow for accurate communication between the PE teacher and the student and avoid any confusion/misunderstanding of the course requirements.

Students in 9th-grade who attend Vineyard will be enrolled in the small group instruction class for PE. The class will meet as a group on a weekly basis where they will engage in physical education discussions. When students are able to return onto campus and physically meet with each other (based on the COVID-19 health guidelines), formative assessments will ensure students are understanding the idea of a healthy lifestyle that includes physical fitness. Additionally, a document will be used to delineate what constitutes physical fitness activities that can be used to satisfy the physical fitness education requirements for credit/grade. Beginning this school year, high school students taking PE 1A, 1B, 2A, or 2B will be required to complete written assignments that align with the physical fitness standards and the ELA standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 - 6/10/2021

Person(s) Responsible

Teachers, Academic/Guidance Counselor, Principal

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 7

The Vineyard Principal will participate in District-led meetings to improve the articulation process between the high schools, during which there will be an establishment of procedures to aid in the transition process of student transfers as well as concurrent enrollment. Additionally, the Principal will actively participate in conversations with other school administrators regarding potential transfer students to better support students upon their arrival to Vineyard.

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 - 6/10/2021

Person(s) Responsible

Principal, Academic/Guidance Counselor

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 8

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 - 6/10/2021

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 - 6/10/2021

Person(s) Responsible

Teachers, Counselor, Principal

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 10

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 - 6/10/2021

Person(s) Responsible

Principal, Vice Principal, Support Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 150 |
| Source | LCFF - Base |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Materials to helps students to relax and decompress |

Strategy/Activity 11

The Health teacher will be the Tobacco-Use Prevention Education (TUPE) coordinator for the school and will work with students so they can present and educate their peers on the negative impacts of vaping, tobacco and drugs use on student lives. The Health teacher will attend a 2-day training/PD on Brief Intervention for youth already using substances.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 - 6/10/2021

Person(s) Responsible

Principal and Teacher

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|---------|
| Amount | 0 |
| Description | No Cost |

Strategy/Activity 12

Offer teachers PD on the impacts of student learning and their new realities. Additionally, PD will be offered to teachers to help them to cope with the COVID-19 pandemic. This PD will include:

- Trauma and Learning in Children
- Social Justice-The Impact of Racism, Injustice, and Social Media on Mental Health
- Self Care in Times of COVID-19.

Students to be Served by this Strategy/Activity

All Students

Timeline

11/1/2020-5/31/2021

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|---------|
| Amount | 0 |
| Description | No cost |

Strategy/Activity 13

Offer students the opportunity to learn through presentations on the following topics to address their social-emotional health:

- Self Care in the Times of COVID-19
- Managing the Effects of Too Much Social Media/Cyberbullying on Mental Health
- Social Justice-Racism, Injustice, and Social Media on Mental Health

Students to be Served by this Strategy/Activity

All students

Timeline

11/1/2020-6/9/2021

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal, Teachers, Webmaster

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost

Strategy/Activity 3

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

- Anxiety & Depression in Middle and High School Students
- Self Care in the Time of COVID-19
- Trauma's Impact on Learning in Children, and Teens
- Social Justice-Talking to Your Child/Teen about Racism
- Social-Emotional Challenges & Interventions for Children, Teens and Families

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

Students to be Served by this Strategy/Activity

All Students

Timeline

10/01/2020 - 5/15/2021

Person(s) Responsible

Principal, Academic/Guidance Counselor

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 100 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Materials needed for upcoming parent workshop series presented by Horizons Family Services focused on at-promise students. |

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All students

Timeline

10/01/2020 - 6/10/2021

Person(s) Responsible

Principal, Academic/Guidance Counselor, Meeting facilitator

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|---------|
| Amount | 0 |
| Description | No cost |

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| <p>CAASPP ELA/Literacy and Math Summative Assessment results</p> <p>Interim Assessment Block (IAB)-ELA</p> <p>Completion of A-G requirements</p> <p>College/Career Readiness requirements</p> <p>Graduation rates</p> <p>Continued use of other local assessments that analyze and evaluates both qualitative and quantitative measures such as student work samples, reading comprehension assessments, and interim benchmark assessments.</p> | <p>The percentage of students in the Overall Performance scoring within the ranges of Standard Met or Standard Exceeded on the ELA/Literacy CAASPP summative assessment will increase by at least 5% to establish a positive trend (with a particular focus on increasing reading comprehension and writing).</p> <p>The percentage of students in the Overall Performance scoring within the ranges of Standard Met or Standard Exceeded on the Math CAASPP summative assessment will increase by at least 5% to establish a positive trend.</p> <p>Increase the graduation rate by 5% by June 2020.</p> <p>Vineyard School will increase the number of students who graduate with the UC/CSU a-g requirements by 5 percentage points.</p> | <p>In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year due to the COVID-19 pandemic. Therefore, the California Assessment of Student Performance and Progress (CAASPP) was not administered so no assessment data will be available for the 2019-2020 school year.</p> <p>Met: Of the 12th grade students who were enrolled at Vineyard from the month of April through the end of the school year, 90% of them received their high school diploma through Vineyard, which was a 5% increase from the 2019 school year.</p> <p>Met: Of the 2020 graduating class, 14% of students completed the a-g requirements necessary to enter the CSU/UC system immediately after high school, which was a 5% increase from the 2019 school year where 9% had earned the a-g requirements.</p> |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| <p>1. During the 2019-2020 school year, staff will continue to implement evidence-based conversations using literacy and informational texts throughout all grade</p> | <p>Student assessment data was reviewed and analyzed by staff several times last school year during staff and PLC meetings. Teachers also used the California Educator Reporting</p> | <p>Intervention (Friday Support)- One Teacher @ 91 hrs. per school year (2.75 hrs./wk.) divided into 34 weeks @ 34.55/hour, plus labor related costs.</p> | <p>Cost of Intervention teacher to work with at-risk students (Friday Support Class). 1000-1999: Certificated Personnel Salaries</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|---------------------------------|
| <p>levels specifically focused on Reading Literature (RL) and Reading Informational Text (RI) Standards (Key Ideas and Details). Students will increase their vocabulary by reading increasingly complex texts.</p> | <p>System (CERS) to view scores for specific students to develop ways to help students in areas of need based on their scores. Based on the review and analysis of the data, teachers made adjustments to their curriculum and teaching to improve student academic performance.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3851</p> | <p>LCFF - Supplemental 3851</p> |
| <p>Review CAASPP data, IBA results and local assessments to develop strategies to improve reading and research skills during PLC, Staff, and Curricular meetings.</p> | <p>They received professional development on Data Informed Decisions, Academic Discourse, Common Formative Assessments, and PBIS.</p> | | |
| <p>Professional development on the importance of academic discourse, common formative assessments to evaluate instructional effectiveness, and data-informed instruction.</p> | <p>Throughout the school year, teachers met in curricular groups to improve upon the course logs that guide their teaching and curriculum in courses. They worked on establishing both summative and formative assessments that would be guided by the CSS.</p> | | |
| <p>Continue to adjust the curriculum to better align with the CSS, and improve upon common formative assessments that were created last school year as teachers updated courses.</p> | <p>A team of 8 members (which included 4 Teachers, 2</p> | | |
| <p>Professional development on the implementation of Positive Behavior Interventions and Supports (PBIS) and on the tracking of data needed to make data-driven decisions on possible changes.</p> | <p>Administrators, 1 School Psychologist, 1 Academic Counselor) attended training on PBIS. They, in turn, developed a plan on the implementation of PBIS at the school site. During each staff meeting, they communicated and trained the rest of the staff members on PBIS and its implementation. Our school's efforts in PBIS resulted in the Community Cares recognition awarded by the California PBIS Coalition which recognized our efforts in</p> | | |
| <p>Continue to offer Friday Support Class to students who need additional assistance in ELA/Literacy. This will be intervention instructional time where additional</p> | | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>hourly staff time will be devoted to working with at-risk students.</p> | <p>PBIS for the 2019-2020 school year.</p> <p>Teachers participated in professional growth and discussions while participating in Professional Learning Community (PLC) meetings. During this time, they analyzed and interpreted data as a group to make positive changes in their teaching. Teachers met throughout the school year as PLC groups to continue data-driven conversations and establish plans that supported the continuous improvement cycle in their teaching.</p> <p>Before, the shelter-in-place took effect on March 16th, 2020, Friday Support Class was offered last school year. Students who were at risk for failing or not making academic progress were referred by teachers to attend. From August 26, 2019-March 13, 2020, a total of 550 forms were completed by teachers. These forms either assigned students to attend Friday Support Class for not completing all of their assigned work or they did so to maintain a record of students who did not attend their scheduled meetings with them.</p> <p>If students consistently did not make-up the work and/or did not attend Friday Support Class, then an SST meeting was established with parents/guardians,</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| | <p>teachers, the Academic Counselor, Principal, and students to know how to further support the student.</p> | | |
| <p>2. During 2019-2020, staff will continue to implement evidenced-based conversations to communicate results of student investigations and mathematical thinking, using District adopted textbooks and instructional materials. Students will produce coherent writing in math and use mathematical vocabulary to justify their conclusions and communicate their mathematical reasoning. Staff will design opportunities for students to use technology to research, problem-solve and analyze data.</p> <p>Review CAASPP data, IBA results, and local assessments to develop strategies to improve Math proficiency with a particular focus on Concepts and Procedures, and Problem-Solving Skills during PLC, Staff and Curricular meetings.</p> <p>Utilization of the ALEKS online Math platform by teachers and students, as a choice, to assist in the understanding of Math concepts and completion of Math courses.</p> <p>Expand the use of the ALEKS online Math</p> | <p>Teachers have used the Board-adopted Math material to help facilitate evidence-based conversations with students during their weekly student-teacher appointment times. Teachers differentiated instruction based on student needs and offered them learning opportunities where students can use technology and problem-solving skills.</p> <p>Teachers participated in training that helped them to adjust the curriculum so that it better aligns with the CSS while maintaining student needs and engagement at the forefront. They received professional development on Data Informed Decisions, Academic Discourse, Common Formative Assessments, and Positive Behavior Interventions and Supports (PBIS).</p> <p>Based on student needs, overall learning goals, and student choice, teachers used the online ALEKS program. This program allowed students to incorporate technology as they access the Math curriculum at their levels of understanding since it is a platform that modified itself based on solid</p> | <p>Math Lab/Tutoring - One Teacher at 34 hours per school year (1 hr./wk.) divided into 34 weeks. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1443</p> <p>Partial cost for teachers to attend Math PD to help at-promise students. 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 200</p> <p>Cost for teachers to attend Math PD (training and sub costs). 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 1000</p> <p>Cost to offer Academic Prep to students struggling in Math and/or English. 1000-1999: Certificated Personnel Salaries LCFF - Base 4840</p> | <p>Cost of hourly Math teacher time to tutor Math to at-risk students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1443</p> <p>Partial cost of teacher to attend Math PD 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 200</p> <p>Money transferred to pay for hourly certificated staff. 1000-1999: Certificated Personnel Salaries LCFF - Base 1000</p> <p>Cost of hourly Math teacher to teach Academic Prep with a focus on Math throughout the school year. 1000-1999: Certificated Personnel Salaries LCFF - Base 4840</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| <p>platform so it mirrors the course offerings at the high schools.</p> <p>Teachers will have the opportunity to participate in District-sponsored Math Professional Development (PD) on the importance of academic discourse, common formative assessments to evaluate instructional effectiveness, and data-informed instruction. Teachers will also have the opportunity to attend Math PD outside of the LVJUSD organization.</p> <p>Professional development on the implementation of Positive Behavior Interventions and Supports (PBIS) and on the tracking of data needed to make data-driven decisions on possible changes.</p> <p>The school will continue to offer Math Tutoring and increase this assistance to at least one time per week. This will be intervention instructional time where additional hourly staff time will be devoted to working with at-promise students.</p> <p>Vineyard will continue to offer the elective course of Academic Prep that will specifically focus on Math. It will be designed for students taking Algebra I, Geometry, or Algebra II who need additional support based on their teacher's and/or Academic/Guidance Counselor's recommendation.</p> | <p>student knowledge of the Math content.</p> <p>Teachers had the opportunity to not only participate in professional learning focused on Math, but have also had the opportunity to collaborate with Math teachers from both Granada and Livermore High to create/align Math assessments.</p> <p>A team of 8 members (which included 4 Teachers, 2 Administrators, 1 School Psychologist, 1 Academic Counselor) attended training on PBIS. They, in turn, developed a plan on the implementation of PBIS at the school site. During each staff meeting, they communicated and trained the rest of the staff members on PBIS and its implementation. Our school's efforts in PBIS resulted in the Community Cares recognition awarded by the California PBIS Coalition which recognized our efforts in PBIS for the 2019-2020 school year.</p> <p>Math tutoring was offered this school year. Students had the opportunity to go Math tutoring once per week for 1.5 hours. It was open to all students who need help in Math.</p> <p>Vineyard was able to offer Academic Prep (Math focus) to students as a small group instruction class where a credentialed Math teacher</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|------------------------------|-------------------------------|
| <p>Students will be expected to participate in this course for 2 periods (total of 1 hr. 30 mins.) per week.</p> | <p>assisted struggling students with their math. Students in this class were primarily selected for this course because they needed to recover/obtain credits to graduate within four years of high school.</p> | | |
| <p>3. During 2019-2020 school year, staff will continue to implement evidence-based writing in all content areas with a particular focus on the use of technology to support students with learning the skills necessary for using online resources, such as Google Classroom, Google Docs, Google Sheets, and Google Slides, the Edulastic App associated with Clever/StudySync and/or other related programs.</p> <p>Review CAASPP data, IAB results and local assessments to develop strategies to improve writing skills.</p> <p>Participation by teachers in District-sponsored Professional Development that focuses on the new ELA curriculum (StudySync) to assist students with improving their writing skills.</p> | <p>During the school year, teachers in various subject areas incorporated evidence-based writing to help support the overall goal of supporting students in ELA. Such classes included: Science, Social Science, Math, and Health.</p> <p>Teachers participated in training that helped them to adjust the curriculum so that it better aligns with the CSS while maintaining student needs and engagement at the forefront. They received professional development on Data-Informed Decisions, Academic Discourse, Common Formative Assessments, and Positive Behavior Interventions and Supports (PBIS). The combination of various professional development allowed them to better analyze and interpret data as a group to make positive changes in their teaching.</p> <p>Teachers met throughout the school year as PLC groups to continue data-driven conversations and establish plans that supported the continuous</p> | <p>No additional cost. 0</p> | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| | improvement cycle in their teaching. | | |
| <p>4. The Vineyard Principal will participate in district-led meetings to improve the articulation process between the high schools, during which there will be an establishment of procedures to aid in the transition process of student transfers as well as concurrent enrollment. Additionally, the Principal will actively participate in conversations with other school administrators regarding potential transfer students to better support students upon their arrival to Vineyard.</p> <p>The Principal will help to improve ongoing articulation efforts between Vineyard School and other schools within our District. She will participate in monthly meetings with the other high school Principals in our District to discuss topics affecting our student populations and schools, which will include articulation among our schools.</p> <p>Continue collaboration with all schools regarding articulation, including Livermore Adult Education and the community college.</p> <p>The principal and a teacher will participate in the two-day annual California Consortium of Independent Study conference (CCIS) to</p> | <p>The Principal participated in district-led meetings that facilitated conversations and agreements that have led to the understanding of processes and procedures needed for both concurrent enrollment and seamless transfers of students. The settled agreements were then communicated to other pertinent staff members to ensure the established processes and procedures were followed.</p> <p>Vineyard students continue to take advantage of the opportunity to concurrently enroll at the local community college to simultaneously earn high school and college credits. The Academic Counselor consistently meets and collaborates with other school counselors which helps her get up-to-date news on any changes or other opportunities at the college level that would benefit Vineyard students.</p> <p>The Principal attended the annual CCIS conference, which has helped to keep them well-informed about topics and laws that impact independent study programs. The information shared has allowed the Principal to advocate for needed changes/updates, such as a vending machine on</p> | <p>Cost for two people to attend the CCIS conference (includes entrance, travel and lodge expenses). 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1200</p> <p>Lodging and/or transportation cost to attend the CCIS 2-day Conference. 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 600</p> | <p>Principal attended the CCIS Conference. 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p> <p>Principal had no expense for lodging. 0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|------------------------------|-------------------------------|
| <p>keep informed of any new State mandates for independent study school/programs and get exposed to innovative ideas that other independent study schools might be utilizing that could benefit Vineyard.</p> | <p>campus that dispenses free/reduced-cost meals to students who qualify.</p> | | |
| <p>5. The Academic Counselor and the principal will create and analyze graduation progress reports from PowerSchool during the school year to monitor the progress of students. The Academic Counselor will meet with each student to discuss their progress and create a graduation plan, as well as overall career/college goals. Mentor teachers will also follow-up with the graduation plan to determine if students are on track.</p> <p>Review the graduation progress of students to prioritize meetings with students and/or parents/guardians.</p> <p>Meet with parents/guardians and students to ensure they understand students' graduation progress.</p> <p>Inform parents/guardians and students of the number of credits a student has completed and the number of credits that are still outstanding to complete a course.</p> <p>The Academic Counselor will communicate</p> | <p>Throughout the school year, the Academic Counselor met with students to review their academic progress and create graduation plans for each to establish goals and help guide them as the school year progressed. Both the graduation plans and the students' schedules were readily available for Mentor Teachers to view so they could also assist in the monitoring of student progress.</p> <p>As a way to keep parents/guardians better informed about their students in danger of not making sufficient progress to maintain pacing to graduate within 4-year allotted time or graduating on time, the Academic Counselor met with them throughout the school year. She ensured they understood the number of credits students had and how many were needed to graduate. She and the Principal had conversations with parents/guardians explaining the viable educational options or alternatives available to students that would help them attain a high school</p> | <p>No additional cost. 0</p> | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|------------------------------|-------------------------------|
| <p>consistently with Mentor Teachers and vice-versa to encourage students and follow-up with the graduation plan established by the Academic Counselor and the students.</p> <p>The Academic Counselor will encourage teachers to make student recommendations with ample time to both Academic Prep class (with a focus on Math assistance) as well as Math tutoring so students needing more support obtain appropriate intervention.</p> <p>Vineyard Alternative School will continue to partner with Horizons Family Services to offer workshops on career and college planning at least three times during the school year.</p> <p>The Academic Counselor will coordinate presentations for students by the local community college and the Armed Forces.</p> | <p>diploma or an equivalency certificate of completion.</p> <p>The Academic Counselor hosted three college and career workshops facilitated by Lynn Gardner from Horizons Family Services where students in 11th and 12th grade participated. Additionally, she hosted a workshop led by Jill Oliveira from Las Positas College to offer interested students an overview of what the college has to offer and how to register as a student.</p> | | |
| <p>6. The Academic Counselor will create and analyze graduation progress reports from PowerSchool during the school year to monitor the progress of students and ensuring that students who plan to attend a UC/CSU are meeting those requirements as well. The Academic Counselor will meet with each student to discuss their progress and</p> | <p>The Academic Counselor reviewed reports from PowerSchool throughout the school year to monitor student progress based on the graduation plans she and students established. She also made sure that students who were on the UC/CSU track took the needed courses to be able to attend a UC/CSU.</p> | <p>No additional cost. 0</p> | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| <p>create a graduation plan as well as their overall career/college goals. Mentor teachers will also follow up with the graduation plan to determine if students are on track.</p> <p>Review the graduation progress of students and prioritize meetings with students based on their goals and plans after high school graduation.</p> <p>Meet with parents/guardians and students to ensure they understand students' graduation progress and overall progress.</p> <p>Inform parents/guardians and students of the number of credits a student has completed and the number of credits that are still outstanding to complete a course and the UC/CSU a-g requirements.</p> <p>The Academic Counselor will communicate consistently with Mentor Teachers and vice-versa to encourage students and follow-up with the graduation plan established by the Academic Counselor and the students.</p> | <p>As a way to keep parents/guardians better informed about student progress, she met with them if students changed their overall goals to attend a 4 year university or were not on pace to complete the needed a-g courses. She also made sure that students who needed a-g courses that Vineyard could not offer, would be concurrently enrolled at one of the other high schools. Both the graduation plans and the students' schedules were readily available for Mentor Teachers to view so they could also assist in the monitoring of student progress.</p> <p>The Academic Counselor also kept teachers (including Mentor Teachers) apprised of the students' graduation plans and their schedules.</p> | | |
| <p>7. The Principal, Academic Counselor, and teachers will work together to continue to develop courses that are board approved to offer students a larger pool of elective classes on the Vineyard</p> | <p>For the 2019-2020 school year, Vineyard was able to add courses to the list of courses it offered to students on campus by fully credentialed teachers. The courses included:</p> | <p>Purchase of supplemental material to support our small group classes that will further support at-promise students. 4000-4999: Books And Supplies LCFF - Supplemental 1001</p> | <p>Purchase of supplemental material for Art and Spanish small group classes 4000-4999: Books And Supplies LCFF - Supplemental 629</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|------------------------------|-------------------------------|
| <p>campus and ensure students achieve all of the graduation requirements as well as offer courses that have already been Board Approved but are not currently offered at Vineyard. The Principal will recruit teachers with specialized credentials that can broaden the choices of elective courses. Efforts will be made to develop Digital Photography, Advanced Placement (AP) Environmental Science, AP Computer Science Applications, Leadership (Peer-to-Peer Help) and Positive Psychology. Vineyard will submit a course proposal to our District's Curriculum Department to develop and offer a Health 2 course. The Academic Counselor will ensure students needing elective courses, such as those mentioned above, are well aware that they will be offered on the Vineyard campus and will enroll students in them.</p> | <p>AP Environmental Science AP Computer Science Principles Positive Psychology Digital Photography Leadership Business Law A Middle School Spanish 1 (began in January 2020)</p> <p>The Health 2 course did not move forward in the Board approval process. Therefore, this course was not offered.</p> <p>The Academic Counselors made students aware of the new course offerings as she met with them one-on-one as she helped them make appropriate decisions on their graduation plans and schedules.</p> | | |
| <p>8. All staff will complete work on updating course logs, used to guide instruction. Vineyard makes use of course logs that pace the courses for students and function as pacing and curriculum guides for teachers. Teachers will ensure to align these course logs with the California State Standards (CSS), infuse them with supplemental material that will utilize technology,</p> | <p>Teachers updated course logs and made revisions on ones that had already been updated to reflect newly adopted English curriculum. Teachers fully understand that the course logs are "live documents" and so continued to make improvements on them. Such improvements included hyperlinks within the course logs to supplemental material that aligned with the</p> | <p>No additional cost. 0</p> | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| <p>and common formative and summative assessments. They will reflect the rigor that is required of students to be college and career ready.</p> <p>PD sponsored by the LVJUSD will be provided for staff that will enable them to expand their teaching, increase rigor, and continue to familiarize themselves with the ELA curriculum (StudySync) and its resources.</p> | <p>overall goals of the courses. These shared documents continue to evolve and are regularly improved upon.</p> <p>Teachers were offered the opportunity to participate in StudySync professional development before the first day of school and at the commencement of trimester 1 of the 2019-2020 school year. Additionally, Vineyard was fortunate to have had 4 teachers pilot the ELA curriculum before its adoption and were guides to other teachers who needed further assistance. Teachers were also given the chance to work with district ELA coaches for further assistance on this curriculum.</p> | | |

Analysis

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

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

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

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

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

In order to increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready, all staff members (certificated and non-certificated) played important roles to meet this overall goal. The analysis of local CSS-aligned assessment data that was used to identify students from each grade level for interventions allowed teachers to review the work that had been done on the course logs for all courses and make any necessary adjustments to improve them. Throughout the school year, Vineyard made use of these course logs as pacing guides for students, and functioned as a pacing and curriculum guides for teachers that had embedded links. These course logs were also used for the annual California State audit. They demonstrated to the State of California that teachers assigned students the required number of hours of work, delineated in the Education Code. Teachers

understood the need to continuously update course logs so they align with the CSS and the needs of our students. These course logs also now reflect the use of common formative assessments as well as the incorporation of supplemental material that makes use of technology.

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

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

The Academic Counselor established protocols used by students, teachers and her, to help with student progress towards graduation and those who were UC/CSU bound. She also included opportunities for students to explore different careers with guest speakers and presentations.

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

The \$1,000 that was budgeted from the LCFF Supplemental budget for the cost of teachers to attend Math PD (including cost of training and sub costs) was not spent on this proposed activity. Instead, it was used to pay a teacher to further work with at-promise students during the COVID-19 pandemic shelter-in-place.

The \$1,200 that was budgeted from the LCFF Supplemental budget for the cost of two people to attend the CCIS conference that included entrance, travel and lodge expenses was not fully used since only one person attended the conference and did not have any expenses for lodging or transportation.

The \$600 that was budgeted from the LCFF Base budget for the cost of lodging and/or transportation to attend the CCIS 2-day Conference was not spent since the person who attended the conference chose to drive the 2 days to the conference and did not submit paperwork for mileage reimbursements.

Out of the \$1,001 that was budgeted from the LCFF Supplemental budget, \$629 were spent on supplemental material and items for Spanish and Art group classes. The remainder dollar amount (\$372) was spent to pay for a teacher to further work with at-promise students during the COVID-19 pandemic shelter-in-place.

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

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

Professional development on topics that may include: assessing critical thinking, essential standards, the importance of academic discourse, data-informed instruction, and impactful teaching strategies while in distance learning, Illuminate for online assessments, Newsela, StudySync, Benchmark.

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

Professional development on the augmentation of curriculum and engagement techniques to foster learning while in Distance Learning (DL) mode because of the COVID-19 pandemic.

Continue to offer Support Class to students who need additional assistance in ELA/Literacy on Fridays and add time on Wednesdays. This will be intervention instructional time where additional hourly staff time will be devoted to working with at-promise students. While students are in DL, a plan will be developed on how to best offer this support by virtual means.

The school will continue to offer Math Tutoring and increase this assistance to at least two times per week. This will be intervention instructional time where additional hourly staff time will be devoted to working with at-promise students. While students are in DL, a plan will be developed on how to best offer this support by virtual means.

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

The Academic Counselor will attend District-led monthly meetings with other Academic Counselors in our District to discuss and plan how to best support each other and our students.

The Academic Counselor will coordinate presentations for students by the local community colleges, Tri-Valley ROP, and the Armed Forces.

Efforts will be made to be involved to when the traditional high schools in our District are updating any new courses and making recommendations to adopt textbooks and curriculum. This year, Vineyard will begin to offer Spanish 2A and Spanish 2B as well as new CTE courses. Vineyard will also continue to offer Spanish 1 to all middle school students, which began in January 2020. There will be a new course proposal submitted for a new/updated CTE course.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|--|
| <p>Physical Fitness Test (PFT) – Grades 5, 7, and 9</p> <p>Healthy Kids Survey – Grades 5, 7, 9, and 11 (every other year)</p> <p>Annual attendance rate/chronic absenteeism</p> <p>Suspension rate Other local measures</p> | <p>Increase the average daily attendance (ADA) by 5%.</p> <p>Seventy-five percent of Vineyard students will participate in the Choose Love enrichment program or other SEL programs offered on the Vineyard campus.</p> <p>Increase the participation rate of students taking the PFT by 5%. If data is available, report on the percentage of students achieving the Healthy Fitness Zone (HFZ).</p> | <p>Met: The average daily attendance (ADA) for the 2019-2020 school year increased by 7% when compared to the previous school year. Therefore, the ADA for the 2019-2020 school year stood at 88%.</p> <p>Nearly Met: The number of students who participated in the Choose Love enrichment program was a total of 78 students, which was 64% of the total enrollment for 2019-2020. Although this was a 4% increase from the previous school year where we had 60% of students participate, the goal was to reach 75% of students.</p> <p>In March 2020, the U.S. Department of Education approved California’s request to waive statewide accountability and reporting requirements for the 2019–2020 school year due to the COVID-19 pandemic. Therefore, the Physical Fitness Test (PFT) was not administered so no assessment data will be available for the 2019-2020 school year.</p> |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>1. Vineyard Alternative School will begin to implement Positive Behavior Interventions and Supports (PBIS) to encourage positive behavior that affects student academic</p> | <p>A Positive Behavior Interventions and Supports Team was established at Vineyard. The team developed and carried out a plan (with stakeholder feedback) that implemented interventions and</p> | <p>Cost to develop/produce student videos that will promote/foster PBIS that will be shown to students and posted on website. 5000-5999: Services And Other</p> | <p>Money transferred to pay for hourly certificated staff. 1000-1999: Certificated Personnel Salaries LCFF - Base 700</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| <p>progress and achievement.</p> <p>In order to foster social-emotional learning, the use of the Choose Love will be used during class time by teachers during small group instruction in all of the Science classes and in the FIT class. Additionally, other curricula will be used by the Academic Counselor during student support group meetings to advance social-emotional learning in students.</p> | <p>supports for students that fit well for our school and student population. The team attended five full days of training with an additional two partial days of training due to the COVID-19 shelter-in-place (SIP). Additionally, the PBIS team met every other week for 1-hour to plan and refine our school's PBIS plan and implementation. Once the SIP was implemented, the PBIS team recognized the need to further adjust the PBIS plan to reflect our students' new reality.</p> <p>A total of 78 students participated in the Choose Love Program, which was used during all Science and FIT classes in the 2019-2020 school year to help students work on character values such as courage, gratitude, forgiveness and compassion, which cultivate optimism, resilience and personal responsibility.</p> <p>The Academic Counselor was also able to use portions of this curriculum during her support group time with students along with another chosen program (Coping with Stress).</p> | <p>Operating Expenditures LCFF - Base 700</p> | |
| <p>2. To help students grow in their social -emotional learning, Vineyard's counselor will offer weekly student support group meetings, using a 15-week program called</p> | <p>The Academic Counselor along with a volunteer trained and certified in counseling held weekly student support group meetings. Not only did she use some components of the</p> | <p>Cost for student consumable workbooks and other supplies needed to run the workshops/program. 4000-4999: Books And Supplies Admin. discretionary 300</p> | <p>Purchase of material/workbooks to guide students. 4000-4999: Books And Supplies Admin. discretionary 77</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|------------------------------------|-------------------------------------|
| Coping with Stress (CWS), beginning in September that will help students learn coping strategies and mindfulness. A second 15-week session will begin as soon as the first session ends. | Choose Love Program, but she also used the Coping with Stress program. She was able to recruit three students, who after going through this program, felt compelled to mentor 9th grade students. | | |
| 3. In order to further allow students to feel safe at school, Vineyard Alternative School will require all students to check-in and check-out at the front office and enter and exit the campus from one centralized location. This will ensure members of the Vineyard staff know who is on/off-campus at all times. | All students adhered to the new requirement of checking in and checking out of the office using a computer. This new provision ensured our staff knew exactly who was on or off campus. | No additional cost. 0 | No additional cost. 0 |
| 4. In order to reach a higher level of caring relationships with adults at school, Vineyard Alternative School will continue to utilize Mentor Teachers who will serve as a conduit between other teachers, the Principal, parents, and the student. Their responsibility is to not only determine if more support is needed for the student but serve as their advocate. Mentor Teachers create special caring relationships with students and their families and foment a trusting connection that helps students to thrive. | Mentor Teachers continue to play a key role in the creation of caring relationships between students and adults. They have successfully served as conduits between students, other teachers, and staff, and parents/guardians. They have been advocates who assist in the monitoring of students' progress and have created caring relationships with students. | No additional cost. 0 | No additional cost 0 |
| 5. Since Vineyard Alternative School is an | Unfortunately, the SWIS data tracking system that all schools in our District | Cost to mail attendance letters to | Money transferred to pay for hourly |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>independent study school, the calculations used to determine student absences are solely based on the completion of student work. In order for students to earn attendance credit, they must demonstrate to the State of California that they have completed work at home/independently equivalent to the hours they would have been in school (on minimum day schedule). Therefore, each course is calculated so that students have at least five (5) hours of assignments to complete at home/independently.</p> <p>In order to demonstrate progress in student attendance, teachers will keep meticulous records of students who do not complete assignments, turn-in incomplete assignments, and/or do not attend their scheduled meetings with teachers. The data will be collected and inputted in the SWIS data system, which will allow the PBIS team to make necessary changes to improve upon student success.</p> <p>Additionally, teachers will complete an online Google form to refer students to Friday Support Class, so students can return to school on an additional day to complete any missing assignment. Parents/guardians will receive phone calls, emails, and letters if students do not complete or submit assignments</p> | <p>use does not work well for our independent study program. Therefore, although we began the school year with the intention of making use of it, after further explorations and guidance from our PBIS coach, our PBIS team decided to track data through Google Forms.</p> <p>Teachers also utilized a Google form to refer students to Friday Support Class who were at risk for failing or not making academic progress.</p> <p>Throughout the school year, teachers submitted a total of 550 forms which assigned students to attend Friday Support Class for not completing assignments or completed it to maintain a record of students who did not attend their scheduled meetings. Of the 550 entries, a total of 479 students were referred to attend Friday Support Class from 9:30-2:30 pm. for not completing work, which negatively impacted their attendance records (non completion of work is equal to student absences). If students consistently did not make up the work and/or did not attend Friday Support Class, then an SST meeting was established with parents/guardians, teachers, the Academic Counselor, Principal, and student to know how to further support the students.</p> | <p>parents/guardians 5900: Communications LCFF - Base 500</p> | <p>certificated staff. 1000-1999: Certificated Personnel Salaries LCFF - Base 500</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| <p>during the week (demonstrate poor attendance credit).</p> <p>After at least 3 missed assignments by students, Mentor Teachers schedule a Student Success Team (SST) Meeting where the Principal, the Academic Counselor, the Parents, students, and teachers will attend. During this meeting, goals will be established and a follow-up meeting will be scheduled to discuss student progress. Subsequently, if no progress is determined, then an evaluation will be conducted to determine if it's in the best interest of the student to remain in the independent study program.</p> | <p>Mentor Teachers coordinated SST meetings when students were not progressing academically. Participants of these included a parent/guardian, the student, the student's teacher(s), the Academic Counselor and/or the Principal. During these meetings, possible reasons for the student's poor progress were discussed as well as possible solutions. To better support the student, goals were established for the teachers, parents/guardians, as well as the student that took into consideration the needs of the student. If the need for more social-emotional support arose, then community resources were discussed as well as possible avenues available through health insurance carriers. If the team deemed it necessary, then referrals for special education assessments were discussed.</p> <p>With the assistance of the Office Specialist, the Principal mailed letters to parents/guardians notifying them if students lacked attendance credit for more than one week. If there was no change in student behavior after the notifications and SST meetings, then a follow-up meeting and discussion among the SST team, (which included a parent/guardian and student), was held to determine if it was in the</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|------------------------------|----------------------------------|
| | <p>best interest of the student to remain at Vineyard while always keeping in mind the well-being of the student. If needed, the student would be transferred back to the traditional school, to the Continuation High School, or to Adult Education.</p> <p>As a result of the COVID-19 pandemic SIP there was a pause in the sending of attendance letters. However, we continued to monitor students and held SST meetings if we felt it necessary to discuss any transitions to other schools, especially for high school students who lacked credits to graduate with their cohort the following school year.</p> | | |
| <p>6. In order for our school to demonstrate to students that their overall well-being is important, including their physical fitness, students will get a better understanding of how life choices impact their health. Therefore, Vineyard Alternative School will continue to develop age-appropriate curriculum for 9th-grade students that accompanies the physical education logs which students submit for physical fitness credit. This will allow students a better understanding of a healthy lifestyle and healthy lifestyle choices. Students in 9th-grade who</p> | <p>Small group instruction for PE 1A for students in 9th grade took place throughout the school year. During this time, the PE teacher focused on guiding students through physical fitness activities that would help students pass the Physical Fitness Test (PFT). Additionally, the teacher incorporated mini-lessons and discussions into this small group instructional time to help students better understand and reflect upon overall healthy lifestyles choices and compare them to their current lifestyles. Furthermore, all students in grades 9, 10, 11 and 12 who still took PE 1A, 1B,</p> | <p>No additional cost. 0</p> | <p>No additional cost. 0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|------------------------------|-------------------------------|
| <p>transfer to Vineyard will be enrolled in the small group instruction class, with other 9th-grade students, that meets on a weekly basis where they will engage in physical activities. Formative assessments will be part of the class to ensure students are understanding the idea of a healthy lifestyle that includes physical fitness. Additionally, a document will be created to delineate what constitutes physical fitness activities that can be used to satisfy the physical fitness education requirements for credit/grade. Beginning this school year, high school students taking PE 1A, 1B, 2A, or 2B will be required to complete written assignments that align with the physical fitness standards and the ELA standards.</p> | <p>2A, or 2B, were expected to complete required written assignments along with completing PE logs that tracked the number of hours of physical exercise in order to receive credit for the courses. There was an exception made during the COVID-19 SIP, where students enrolled in PE classes earned a CR grade with 5 credits.</p> | | |
| <p>7. The Vineyard Principal will participate in District-led meetings to improve the articulation process between the high schools, during which there will be an establishment of procedures to aid in the transition process of student transfers as well as concurrent enrollment. Additionally, the Principal will actively participate in conversations with other school administrators regarding potential transfer students to better support students upon their arrival to Vineyard.</p> | <p>The Principal and the Academic Counselor participated in numerous District-led meetings that allowed for the review and improvements of articulation between schools. Such meetings facilitated conversations and agreements that led to a better understanding of the processes and procedures needed for both concurrent enrollment and seamless transfers of students. The Principal continues to actively participate in conversations with other school administrators to</p> | <p>No additional cost. 0</p> | <p>No additional cost. 0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|------------------------------|-------------------------------|
| <p>The Principal will participate in monthly meetings with the other high school Principals in our District to discuss topics affecting our student populations and schools, which will include articulation among our schools.</p> | <p>discuss potential transfers.</p> | | |
| <p>8. Mentor Teachers will coordinate the Student Success Team (SST) Meetings to determine how a student may need further academic or social-emotional support. Teachers and other staff will refer students to the Coordination of Services Team (CoST) to ensure at-promise students get adequate academic and social-emotional support. Vineyard will use Positive Behavior Interventions and Supports (PBIS) to help support student progress both academically and social-emotionally.</p> | <p>Student Success Team (SST) meetings were successfully coordinated and attended by participants throughout the school year when needed. SST meetings were used to convene parents/guardians, students, Teachers, the Academic Counselor and the Principal to discuss possible reasons for a student's lack of progress. During these meetings possible reasons and solutions were discussed, goals were established, and a follow-up meeting was scheduled to reconvene and discuss improvements or lack of.</p> <p>Coordination of Service Team (CoST) meetings were held on a biweekly basis by participants. Students who were recommended to the team were monitored and higher-level tiered supports/intervention were put in place whenever the team felt it was appropriate/needed to further assist the student. Such supports/interventions included: adjustments to student courses/scheduled, the</p> | <p>No additional cost. 0</p> | <p>No additional cost. 0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|------------------------------|-------------------------------|
| | <p>establishment of 504 Plans, referrals to community resources or organizations, Special Education Assessments, etc.</p> <p>During the shelter-in-place (SIP) there was a slight influx of students being referred to CoST. There were a number of students whose mental health was negatively impacted by the isolation and loneliness associated with sheltering-in-place. Therefore, beginning in April, the CoST began to meet every week until the end of the school year.</p> | | |
| <p>9. Offer a Peer-to-Peer helpers (Leadership) course (3-trimester course) that will teach students to support and guide their peers with the social-emotional needs or who are having peer difficulties. This class will use a specialized curriculum designed to train students in communication and interpersonal skills. The course is designed to teach them how to be facilitators in certain situations and circumstances. Students will learn about helping relationships, decision making, and problem-solving. They will learn how to facilitate others to think about ideas, feelings, and responsible behaviors. They will also study prevention education topics related to</p> | <p>The Leadership class had a total enrollment of 10 students and met as a small group two times per week. The teachers attended a training the summer before the class was offered and used specialized curriculum designed to train students in communication and interpersonal skills. The course taught students how to be facilitators in certain situations and circumstances. Students learned about helping relationships, decision making, and problem-solving. They also learned how to facilitate others to think about ideas, feelings, and responsible behaviors. Additionally, students studied prevention education topics related to school and community projects.</p> | <p>No additional cost. 0</p> | <p>No additional cost. 0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>school and community projects. Training for students will be provided through this regular course.</p> | <p>As a result, students in this class facilitated numerous drives to help our community that included a canned food drive to donate to the local food pantry, a coat drive, and a clothing drive. All of these drives were completed before the SIP. However, they were in the middle of a California Refund Value (CRV) drive where students and staff brought their aluminum cans to be recycled for money when schools closed on March 16th.</p> | | |
| <p>10. The grand opening of the Student Hub will allow students space to relieve stress/decompress and elicit calm feelings, while also providing them space to accomplish assigned work. This room will be designed to be inviting and relaxing and will serve the dual purpose of an eating area with a vending machine. Donations and grant funds will be used to decorate/furnish the space.</p> | <p>Throughout the school year (up until the SIP), the Student Hub was used by students. The hub was furnished with two couches and a sub-wall that allowed for more privacy if needed. It was decorated to be inviting and relaxing with adult coloring books and colored pencils for students to use. It had a large television that was connected to a Wii that students used to play various games. This space was also used for Disney movie month before winter break where we offered students free popcorn. This space was also used for students to congregate and hold their ASB meetings. There were a number of speaker presentations that were also held in this space as well as the poetry recitation contest. Additionally, our student support group meetings and crochet club</p> | <p>The use of ACSA grant funds will be used to pay for the purchase of items such as furniture and materials/supplies. 5000-5999: Services And Other Operating Expenditures Other 1000</p> | <p>The use of ACSA grant funds will be used to pay for the purchase of items such as furniture and materials/supplies. 5000-5999: Services And Other Operating Expenditures Other 410.54</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------|--|-----------------------|-------------------------------|
| | gatherings were also held in this space. | | |

Analysis

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

The Choose Love program was used during small group instruction in all of the Science and FIT classes as well as the Student Support Group meetings throughout the school year.

The PBIS team participants planned, coordinated, and helped to carry out Vineyard's intervention and support system for students that fit well for our school and student population. The team attended numerous days of training and met every other week to achieve the goal of implemented PBIS at Vineyard.

The Academic Counselor facilitated a Student Support Group throughout the school year using appropriate curriculum for the sessions.

Teachers also utilized a Google form to refer students to Friday Support Class who were at risk for failing or not making academic progress. The full participation from teachers to refer students to Friday Support Class was exceptional. They consistently used this tool to help students complete assignments that helped boost their course grades and their attendance credit.

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

Coordination of Service Team (CoST) meetings were held on a biweekly basis by participants. Students who were recommended to the team were monitored and higher-level tiered supports/intervention were put in place whenever the team felt it was appropriate/needed to further assist the student. Such supports/interventions included: adjustments to student courses/schedules, the establishment of 504 Plans, referrals to community resources or organizations, Special Education Assessments, etc.

Students in the Leadership class worked on curriculum designed to train them in communication and interpersonal skills. They learned about helping relationships, decision making, and problem-solving as well as how to facilitate others to think about ideas, feelings, and responsible behaviors. As a result, this class successfully had a number of drives to help the Livermore community.

The opening of the Student Hub allowed students an area where they can build a community and foster a sense of connectedness among each other.

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

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

The full implementation of the check-in and check-out system created the feeling of a much safer environment where only those who are permitted to enter are on the school premises.

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

The Leadership class gave students an opportunity to not only learn and fortify skills that will help them help their peers as well as themselves, but it united them as a student body.

The opening of the Student Hub for students allowed them to have a safe space where they can work, eat, decompress, and/or relax with friends. It not only provided them an area where they can build a community and foster a sense of connectedness with each other.

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

The \$700 that was budgeted to produce PBIS videos to assist with the school-wide PBIS effort was not used for this purpose. When the project was to move forward, the shelter-in-place (SIP) took effect and no filming of students could be done as planned. Therefore, \$700 was transferred to pay non-contracted teachers as they worked with students while in SIP.

The budgeted amount of \$300 for cost of student consumable workbooks and other supplies needed to run the workshops/program by the counselor was not fully spent. Of this amount, a total of \$77 was spent since the Counselor was able to obtain many of the necessary materials (other than the workbooks) as donated items. Therefore, \$223 was transferred to pay non-contracted teachers for the school year.

The budgeted amount of \$500 was not used for the intended purpose. Instead, the money was transferred to pay non-contracted teachers to work with students. Although several mailings were sent via USPS that included attendance letters, the amount taken to pay for this was paid from a different budget.

The use of ACSA grant funds were used to pay for the purchase of some items such as furniture and materials/supplies. It was also used to reimburse personnel for items purchased to decorate the area to make it more inviting. A total of \$411 was spent during the 2019-2020 school year. Therefore, there is still \$589 left in this budget.

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

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

Continue a Leadership class with a focus on being peer-to-peer helpers that will guide students to learn to assist with the needs of their peers.

Continue to address the Student Hub space to make it more welcoming or inviting. This space will allow students space to relieve stress/decompress and elicit calm feelings, while also providing them space to accomplish assigned work. The school will continue to promote this space when it becomes a viable option for students to use again.

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

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

Continuing this school year, high school students taking PE 1A, 1B, 2A, or 2B will be required to complete written assignments that align with the physical fitness standards and the ELA standards. All high school students taking these courses will have 1 teacher who will connect with them directly instead of having the Mentor Teacher be the conduit between the student and the PE teacher as they work to complete their PE courses. This will allow for accurate communication between the PE teacher and the student and avoid any confusion/misunderstanding of the course requirements.

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

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

A Positive Behavior Interventions and Supports (PBIS) system will continue at Vineyard. However, because of distance learning, the team will bolster certain areas of the student expectations that are particular to this new reality. The PBIS team and will be used to help support student progress both academically and social-emotionally.

In order to foster social-emotional learning, the use of social-emotional learning (SEL) curriculum/programs (such as Choose Love) will be used during class time by teachers during small group instruction in all of the Science and FIT classes. They will also be used during Mentee Meetings with students, which meet regularly as well as when the counselor meets with 9th grade PE classes. Additionally, other curricula will be used by the Academic Counselor during student support group meetings to advance social-emotional learning in students.

The Health teacher will be the Tobacco-Use Prevention Education (TUPE) coordinator for the school and will work with students so they can present and educate their peers on the negative impacts of vaping, tobacco and drugs use on student lives.

Offer teachers PD on the impacts of student learning and their new realities. Additionally, PD will be offered to teachers to help them to cope with COVID-19 pandemic. This PD will include:

- Trauma and Learning in Children
- Social Justice-The Impact of Racism, Injustice & Social Media on Mental Health
- Self Care in Times of COVID-19.

Offer students the opportunity to learn through presentations on the following topics to address their social-emotional health:

- Self Care in the Times of COVID-19
- Managing the Effects of Too Much Social Media/Cyberbullying on Mental Health
- Social Justice-Racism, Injustice and Social Media on Mental Health

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|--|--|
| <p>Teachers utilizing online communication/grade-book Parent participation on-site committees Other local measures</p> | <p>By the end of the 2019-2020 school year, 100% of teachers will have used SchoolLoop as their online grade book to track and communicate with parents/guardians students' academic progress.</p> <p>The principal will digitally send out 3-4 newsletters throughout the school year to Vineyard families that will offer school information and updates as well as upcoming events.</p> <p>Continue to offer parent/guardian workshops on how they can best support students throughout the school year. Two to four workshops will be offered to parents/guardians</p> | <p>Met - By the end of the school year of 2020, 100% of teachers were using School Loop as their online grade book to track and communicate to parents/families of students' academic progress. They used this platform submit all grades that were imported into PowerSchool.</p> <p>Nearly Met - The Principal sent a total of 2 newsletters school-wide. She sent a Winter and a Spring Newsletter.</p> <p>Met - Parent/guardian workshops were offered during the 2019-2020 school year.</p> |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|------------------------------|-------------------------------|
| <p>1. All teachers are now required to update School Loop with future assignments that need to be submitted by students as well as use it as their grade book. Frequent reminders will be sent to teachers about the need to be updating their School Loop grade books. The Principal will review reports in SchoolLoop to evaluate which teachers need reminding. Teachers and parents/guardians will be able to easily email</p> | <p>All teachers were able to successfully submit student grades using SchoolLoop. Additionally, teachers consistently used the SchoolLoop grade book to post student grades as the course progressed. Teachers had the option to email parents/guardians using SchoolLoop, Blackboard or their District maintained Gmail (their LVJUSD.org accounts). A designated teacher, who was the school's Technology Lead</p> | <p>no additional cost. 0</p> | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|------------------------------|-------------------------------|
| <p>each other through School Loop or BlackBoard to maintain open communication regarding student progress. In order to offer guidance to teachers who need it, knowledgeable staff members and the Principal will offer ongoing staff training or refresher sessions so they can successfully use both School Loop and BlackBoard. Furthermore, the Principal will actively engage parents to prompt them to use SchoolLoop as a way to be well-informed about student grades/progress.</p> | <p>throughout the school year, offered assistance to all teachers. It's important to note that since many Vineyard teachers do not have group classes, there was no need to send messages (text or email) in mass. Therefore, only those who did have small group classes used this online platform more often.</p> <p>During all enrollment meetings, which included meetings for returning or new students, the Principal pointed out the importance of registering and reviewing SchoolLoop for students' academic progress. She also passed out and/or emailed information to parents/guardians on how to register as SchoolLoop users.</p> | | |
| <p>2. Continue to utilize the established website through BlackBoard to post upcoming events as well as use its communication features to send emails and recorded phone calls by the Principal to families and students.</p> | <p>With the assistance of the Technology Lead, the Principal was able to post any upcoming events on the school's website. The Principal also utilized Blackboard to send out mass emails and text messages to both parents/guardians and students. Given the data our District provided regarding feedback from parents/guardians pertaining to phone calls sent by the school, she stayed away from sending phone calls whenever possible, unless it was an extreme necessity to do so.</p> | <p>No additional cost. 0</p> | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>3.</p> <p>Work collaboratively with Horizons Family Services to offer families a series of parent workshops that can foster student success through parental interventions. The series of workshops will include:</p> <ul style="list-style-type: none"> • Vaping/Marijuana a Social Media • Video Game Addiction • Teen Depression & Suicide and Crazy Teen Challenges <p>Vineyard Alternative School will promote these workshops by creating flyers and sending them to LVJUSD families via Peachjar (invitations sent district-wide), as well as posting the workshop information/flyers on the Vineyard website. The Principal will share this information with other Principals in our District so they can inform/invite their parents/guardians to attend.</p> | <p>The Principal worked with Horizon's Family Services to offer Vineyard families a series of 4 parent workshops that included:</p> <ul style="list-style-type: none"> • Marijuana, Tobacco, Vaping; Addiction and It's Impact on Teens • Social Media and the Impact on kids and families • Teen SUicide and Crazy Teen Challenges • Teen Internet and Video Game Addiction <p>School personnel created flyers and sent them out through PeachJar, both school and district-wide, to invite all who were interested in participating. The last workshop of this series was canceled due to the COVID-19 shelter-in-place.</p> | <p>Materials needed for parent workshop series presented by Horizons Family Services focused on at-risk students. 4000-4999: Books And Supplies LCFF - Supplemental 300</p> | <p>No additional materials were needed to facilitate workshops focused on at-promist students. 0</p> |
| <p>4.</p> <p>Continue to offer Parent Support Group meetings for parents/guardians with students with social-emotional challenges, which will be open to all LVJUSD families. The Principal will share the meeting information with our District psychologist so she can ensure the meeting dates and meeting flyers are posted on the LVJUSD mental health webpage to attract potential attendees.</p> | <p>With the help of a Vineyard parent, the school was able to continue to facilitate monthly Parent Support Group meetings for parents/guardians of students with social-emotional challenges. This support group was open to all LVJUSD families. Our parent worked closely with a District School Psychologist to offer parents up-to-date information and guidance</p> | <p>No additional cost. 0</p> | <p>No additional cost. 0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------|---|-----------------------|-------------------------------|
| | <p>pertaining to mental health. There were a total of 9 meetings scheduled for the year. However, as a result of the COVID-19 shelter-in-place, the last 3 meetings were canceled. These meetings were used not only as a way for parent/guardians to speak about their issues and gather support, but all of them had guest speakers that presented on differing topics that were beneficial to the group in understanding mental health challenges and how to cope with such issues.</p> <p>The parent who facilitated these meetings was also instrumental in sharing information about mental health lecture series, NAMI Tri-Valley meetings, and other events that encompassed social-emotional health and mental health.</p> | | |

Analysis

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

Offered one-on-one support/training to staff on School Loop and Blackboard who needed additional help using these platforms.

Verbally reminded parents/guardians and emailed them about the importance of registering themselves on School Loop to view student grades/progress. Additionally, step-by-step instructions were also shared with them.

Workshops were offered to Vineyard and LVJUSD families by Horizons Family Services, with the final out of the four being canceled due to the COVID-19 SIP.

Parent Support Group meetings were offered on the Vineyard campus up until the COVID-19 SIP.

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

The overall goal was to enhance parent and community engagement and communication at Vineyard Alternative School, which was achieved through the delineated efforts by differing participants. In order to help achieve this goal, it was important to arm teachers with the skills needed to navigate and successfully use the differing online platforms such as

SchoolLoop and Blackboard. All teachers were able to utilize SchoolLoop to post/publish student grades as well as submit them once the grading window opened. This tool allowed families to be well informed of students' academic progress.

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

The monthly Parent Support Group meeting for parents/guardians of children with social-emotional challenges gave participants a safe space that was supportive, respectful, and confidential. The meeting agendas were established by the needs of the meeting participants and included a variety of guest speakers that presented pertinent information such as "Codependence and Boundry Setting," and "Treating and Preventing Mood Disorder for Lifelong Impact." During each meeting, there was also time for parent discussions and sharing.

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

There was no need to purchase supplemental material to facilitate the parent/guardian workshops offered by Horizons Family Services. All items such as flyers were created in-house and disseminated electronically.

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

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

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

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

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

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

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 | \$1,500 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 19,130.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|--|----------|----------|
| LCFF - Base | \$18,474 | 6,444.00 |
| LCFF - Supplemental | \$5,600 | 0.00 |
| Title II Part A: Improving Teacher Quality | \$1,500 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|--|-----------|
| | 0.00 |
| LCFF - Base | 12,030.00 |
| LCFF - Supplemental | 5,600.00 |
| Title II Part A: Improving Teacher Quality | 1,500.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 14,870.00 |
| 4000-4999: Books And Supplies | 2,163.00 |
| 5000-5999: Services And Other Operating Expenditures | 200.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 1,697.00 |
| 5900: Communications | 200.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|--|-----------|
| | | 0.00 |
| | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 10,230.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 650.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 200.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Base | 750.00 |
| 5900: Communications | LCFF - Base | 200.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 3,140.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 1,513.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 947.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 1,500.00 |

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

| Name of Members | Role |
|-----------------------|----------------------------|
| Carla Estrada-Hidalgo | Principal |
| Jessica Calkins | Other School Staff |
| Mark Cameron | Classroom Teacher |
| Julie Twisselmann | Parent or Community Member |
| Li Hong | Parent or Community Member |
| | Parent or Community Member |

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 10/21/20.

Attested:



Principal, Carla Estrada-Hidalgo on 10/21/2020



SSC Chairperson, Julie Twisselmann on 10/21/2020

Addendum

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

Instructions: Linked Table of Contents

Stakeholder 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.

Stakeholder 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 measurable 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 Stakeholder 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 and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2020-2021 State and Federally – Funded Categorical Programs

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

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

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, **supporting our District SPSA Goals.***
- \$66,463

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

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

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$64,690

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

Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*

- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- \$204,194

Migrant Education

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

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, **supporting our District SPSA Goals.***
- \$259,691

Title IV-A, Student Support and Academic Enrichment:

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

- *Funds are allocated for after school elementary math programs for at-risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$35,789

Livermore Valley Joint Unified School District
2020-2021 Migrant Education Program Site Plan – ALL SITES

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

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

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English/Language Arts and Math during the regular school year and summer school.
- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
- High School Credit Recovery Programs – *Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
- Migrant Middle and High School Speech and Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.
- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide intervention program information, facilitate parent meetings, and conduct program evaluations for the Region and State. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

***During the period of COVID-19 pandemic accommodation, programs listed above are functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.*

Appendix D: Programs Included in this Plan

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

| Federal Programs | | Allocation |
|---|--|-------------------|
| | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | \$ |
| X | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | \$1,500 |
| Total amount of federal categorical funds allocated to this school | | \$1,500 |

| State Programs | | Allocation |
|---|--|-------------------|
| X | Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups | \$18,474 |
| X | Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth | \$5,600 |
| Total amount of federal categorical funds allocated to this school | | \$24,074 |

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

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

Projected LCFF Supplemental Funds \$7,995

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

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

| | |
|---------------------|-------|
| <u>Grand Total:</u> | 7,995 |
|---------------------|-------|

Appendix F

School Site: Vineyard Alternative School LVJUSD Site Allocation Plan for Title I

\$ Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

| Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students | Timeline/ Accountability | Person(s) Responsible | Estimated Cost |
|--|---------------------------------|------------------------------|-----------------------|
| High quality, supplemental direct language, reading and writing instruction: | | | |
| Supplemental materials, computers, software, books, supplies may be purchased: | | | |
| Staff Development and Professional Collaboration, training costs, substitute costs: | | | |
| Parental Involvement: | | | |

Appendix G: Title I School-Level Parental Involvement Policy Vineyard Alternative School, Livermore, CA

Vineyard Alternative School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

School-Parent Compact

Building Capacity for Involvement

Accessibility

Appendix H

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

PROGRAM DESCRIPTION:

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

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

PROGRAM DESCRIPTION:

During the 2020-2021 school year, technology will be used to enhance student learning and teacher instruction. Funding for technology will be used to maintain the current computers and printers, which are used by students and teachers. Funds will also be used to purchase any necessary Google licenses to enable students to continuously make use of donated Chromebooks at home. Additionally, funds will be used to purchase any necessary equipment, such as document cameras, to facilitate distance learning.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2020-21

Elementary School Name: _____ Date _____ English Learner Liaison: _____

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - Focus on **ELD standards**, not a unit or theme
 - Small groups should be kept to a maximum of 6 students
 - 15 minutes of **Designated ELD** instruction per day (5 days a week)
 - May be scheduled during reading and writing block (15 minutes/level)
 - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

| Grade | Teacher | Proficiency Levels taught by this teacher (Em, Ex, Br) | Time Frame of ELA block (D-ELD will occur within this block) | Time Frame of Writing block (only if D-ELD will be taught during this time as well) |
|-------|---------|--|--|---|
| TK | | | | |

Appendix J

2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

PROGRAM DESCRIPTION:

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

| | | |
|---|---|--|
| <p>What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p> | <p>What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p> | <p>How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.</p> |
|---|---|--|



| Date | Person(s) Responsible | Task/Date | Funding Source |
|-----------------|---------------------------------|--|---------------------------------------|
| August – June | ASES staff | 1. Support and track homework completion | ASES funds LCAP Supplemental funds |
| September - May | ASES staff and school day staff | 2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment. | |

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.