



VINEYARD ALTERNATIVE SCHOOL WASC SELF-STUDY REPORT

**1401 Almond Avenue
Livermore, CA 94550**

Livermore Valley Joint Unified School District

December 2-5, 2018

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition (Edited for SY 2018–2019 School Visits)**

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Visiting Committee

Representing the

Western Association of Schools and Colleges

Chairperson

Dr. Bard DeVore, Instructor
J.E. Young Academic Center
Fresno, CA

Members

Mrs. Emelina D. Emaas,
High School Teacher
Sacramento City Unified School District

Ms. Peggy Pughe,
Principal
Aptos High School

Livermore Valley Joint Unified School District

Board of Trustees

Craig Bueno President
Chuck Rogge..... Vice President
Kate Runyon Board Member
Anne White Board Member
Chris Wenzel..... Board Member

District Administration

Kelly Bowers, Ed.D Superintendent
Chris Van Schaack Deputy Superintendent
Mike Biondi Assistant Superintendent of Education Services
Susan Kinder Assistant Superintendent of Business Services
Geoff Warner Chief Technology Officer
Melissa Theide Director of Human Resources
Bruce Wilke Director of Maintenance, Operations and Facilities
Frank Selvaggio Director of Special Education
Philomena Rambo Director of Community Engagement
Kevin Grier Director of Curriculum & Special Projects
Scott Vernoy Director of Student Services
Cathy McConnell Executive Assistant - Superintendent

Vineyard Alternative School Staff

Carla Estrada-Hidalgo..... Principal
Sara Walke Vice-Principal

Certificated FTE

Mark Cameron Social Science and English Teacher
David Cheng English Teacher
Denise Kuhre Work Experience and Middle School Lead Teacher
Gretchen Reynolds..... Science Teacher, WASC Coordinator
Victor Rocha Math Teacher
Tami Turner Resource Specialist
Bradley Youngblood..... Math and Social Science Teacher

Certificated Hourly

Sharon Arnold.....Career and Technical Education and Edgenuity Computer Lab Teacher
Lorra Barrette..... English Teacher
Amy Beeler Elementary Core Teacher
Al Bernal..... English and Social Science Teacher
Jill Bertuccelli Health Teacher
Beth Bland Math & PE Teacher
Alex Cheng Math Teacher
Gina Cirigliano..... English Teacher
Jill Haut..... English Teacher
Lucille Holloway Math Teacher, WASC Co-coordinator
Erin Mentesh..... Multiple Subject Teacher
Regina Porter English Teacher
Denise Van Leuvan..... Math Teacher
Eileen Weed.....Elementary & Middle School Multiple Subject Teacher

Classified Staff

Jessica Calkins Office Specialist
Rosanne Castillo Executive Assistant to the Principal
Celso Cruz..... School Custodian
Laura Curran School Nurse
Steven Pangelinan Child Welfare and Attendance Aide
Andrea Piazza Para Professional Aide
Denise Roberts Health Tech
Louise Simons.....Part-Time Library Media Specialist
Monica Waples School Secretary

Support Personnel

Joy Alaidarous Part-Time Psychologist
Brenna Dodd Part-Time Psychologist
Angie Walker Academic Counselor

Vineyard Alternative School Site Council 2018-2019

Carla Estrada-Hidalgo..... Principal
Rosanne Castillo Classified Staff
Mark Cameron Teacher
David Cheng Teacher
Gina Cirigliano.....Teacher
Jennifer Holck..... Parent
Shauna Lentz..... Parent
Abigail Lentz Student

2017- 2018 Vineyard WASC Groups

WASC Focus Groups

Group	Leader	Participants
A. Organization	Denise Kuhre, teacher	Sharon Arnold, teacher Rosanne Castillo, exec. assistant Gina Cirigliano, teacher Carla Estrada-Hidalgo, principal Regina Porter, teacher Sara Walke, vice principal
B. Curriculum	Beth Bland, teacher	Tami Turner, resource specialist Denise Van Leuvan, teacher Monica Waples, school secretary
C. Instruction	Victor Rocha, teacher	David Cheng, teacher Andrea Piazza, aide
D. Assessment and Accountability	Al Bernal, teacher	Karen Carpenter, teacher Kiran Permaul, teacher Brenda Taylor, teacher
E. Student Culture and Support for Student Personal and Academic Growth	Joni Therrien, academic counselor (moved to another high school in 2018-2019)	Celso Cruz, custodian Lucille Holloway, teacher Gina Ritorto, school psychologist Bo Youngblood, teacher

WASC Home Groups

Group	Participants
English and Social Science	Sharon Arnold Al Bernal Karen Carpenter David Cheng Gina Cirigliano Denise Kuhre Kiran Permaul Regina Porter Brenda Taylor Tami Turner
Math and Science	Amy Beeler Beth Bland Lucille Holloway Gretchen Reynolds Victor Rocha Denise Van Leuvan Bo Youngblood
Administration and Support	Rosanne Castillo Celso Cruz Carla Estrada-Hidalgo Sara Walke Monica Waples
Parents	School Site Council
Students	Student Leadership
Community Partners	Axis Community Health City of Livermore Horizons Family Counseling La Familia Counseling Livermore Area Recreation and Park District Livermore Valley Education Foundation Rotary

Preface

Vineyard Alternative School staff and other stakeholders met regularly in focus groups and home groups throughout the 2017 – 2018 school year. Parents and students were involved in the WASC process through School Site Council meetings and Student Leadership Team meetings. In March of 2018, all of these groups participated in a collaborative process where each person was given an equal opportunity to vote on areas they thought the school could further develop. The areas participants were able to choose from arose from the Chapter III focus group process.

In early April 2018, the WASC leadership team worked together to categorize the areas of growth that were selected by all WASC groups participants. It was during this process that specific areas of growth were clustered, which resulted in the identification of specific Critical Student Learning Needs.

By late April 2018, the principal and the WASC self-study coordinator met to revise the current Single Plan for Student Achievement action plan to incorporate the input from the WASC self-study process.

A draft of the WASC self-study report was submitted to the Vineyard Alternative School staff and the district office for their review in May of 2018.

Chapter I: Progress Report

Summarize progress on each section of the current school-wide action plan that incorporated *all school-wide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

Vineyard Alternative School's last self-study for accreditation was conducted in 2011 and was awarded a six-year accreditation status with a mid-cycle progress report in 2015. Since the last accreditation, Vineyard Alternative School has had a total of six different principals, four of which were serving on an interim basis. As a result of the many changes in administration and the impact this had on the school, the school was granted an extension and was allowed to postpone the accreditation visit from Spring 2018 to Fall 2018. The current principal, who was one of the interim principals during the last months of the 2016-2017 school year, began the 2017-2018 school year as the school's permanent principal.

During the mid-cycle visit, the WASC Visiting Team identified five (5) Critical Areas for Follow-up based on the five (5) goals established in the 2011 visit. Upon reviewing the recommendations, Vineyard Alternative School staff has identified the extent to which it has addressed each area in the past six years.

School-wide Critical Areas for Follow-up

Area for Improvement Goal 1:

The administration, in conjunction with the Livermore Valley Joint Unified School District (LVJUSD), should explore ways to provide staff with additional professional development opportunities to use data effectively to inform and improve instruction.

Currently, Vineyard Alternative School staff has the opportunity to collaborate in various ways to help support student learning. Its own school staff members, members of the school district and outside organizations, facilitate these opportunities. At professional development meetings staff continue to grow in their profession as they reflect on their current practices. The cycle of continuous self-improvement is evident in their eagerness to participate in all of the professional development gatherings offered.

Instructional Leadership Team (ILT)

In the recent past, Vineyard Alternative School staff has participated in ILT meetings on a bi-monthly or monthly basis. During this time, key staff members gather with the principal to examine data and discuss issues that might be hindering student performance. During these meetings, participants offer feedback and ideas to help resolve any key problems affecting student academic growth. ILT meetings offer a platform where topics can be discussed in a transparent manner.

Professional Learning Communities (PLCs)

The Vineyard Alternative School staff has been able to successfully participate in PLCs for a number of years. During PLC meetings, teachers separate into groups based on the subject areas they teach (Math, Science, PE and Health in one group and English, Social Science in another group). They discuss course curriculum, strategies on how to best support struggling students, student progress, the school's climate, and examine any program shifts that might need to take effect in the near future. These discussions are with the focus of always finding ways to improve student learning, which includes improving student attendance (completion of assignments) and

student engagement. The conversations that surface during PLC meetings are guided by both qualitative and quantitative data that range from scores on state, district, and course assessments to informal observations of students. Teachers who participate in ILT meetings are expected to share pertinent information with their PLC group in order to keep all staff well informed about changes in the school or facilitate discussions on topics needing more input.

Staff Meetings

On a monthly basis, teachers and other staff attend staff meetings where they are offered professional development opportunities that encompass a variety of topics:

- **School Loop** – a newly implemented grading system - teachers will now be able to keep parents/guardians well informed of student grades and overall progress; can submit final grades digitally.
- **Suicide Prevention Training** – based on student population dynamics and current data; provided by school psychologist; teachers gain knowledge of student needs and have ongoing psychologist support.
- **Understanding of Higher Order Thinking Questions** – essential to everyday interactions with students; teachers able to implement and interweave such questioning into their informal assessments of students as they engage them during their scheduled weekly appointments.

Vineyard Alternative School monthly staff meetings offer an opportunity to staff to gain knowledge to develop their skills as educators and create an avenue where they can continuously learn as professionals.

California Consortium for Independent Study (CCIS)

Each year, staff is given the opportunity to participate in the California Consortium for Independent Study (CCIS) Conference. This invaluable opportunity has provided teachers and staff a chance to connect and collaborate with other independent study schools and staff members. It has allowed them to envision and plan for particular shifts that will help foster student success. The topics that were covered in the most recent conference include:

- working with trauma exposed students
- parent and student engagement
- supporting positive academic behaviors
- youth mental health support
- discipline for students with disabilities

Staff appreciate this engaging professional development opportunity and leave the conference feeling empowered and encouraged to implement ideas discussed during this conference, which can positively impact learning.

District-Wide Professional Development

Throughout the school year, the district hosts professional development opportunities for teaching staff. This usually occurs on the 4th Wednesday of the month. The topics that are discussed include:

- Writer's Workshop
- argumentative writing strategies

- Next Generation Science Standards (NGSS) training
- English Language Development (ELD) Standards training
- differentiation strategies
- the district-wide data system (Illuminate)
- California Assessment of Student Performance and Progress (CAASPP) testing

Staff also participate in ongoing monthly meetings such as Math Leadership meetings and Lead Technology to expand understandings on how to further assist and support their fellow teachers. Additionally, on an annual basis selected staff are invited to participate in the Summer Leadership Institute where the school district provides training on areas that affect all school sites, such as improving literacy skills and social-emotional learning (SEL). As Vineyard staff attend these meetings, they keep in mind the areas of focus for our school established by the Single Plan for Student Achievement (SPSA) goals.

School-wide Professional Development

School-wide professional development has been part of Vineyard Alternative School since its inception. Continuously educating staff ensures they improve upon their professional knowledge, skills and effectiveness as teachers and support staff. As administrators and staff plan for professional development, they not only look at data that demonstrates meeting the academic standards, but also look at the non-academic data. For example, based on the most recent data that showed at least thirty-three percent (33%) of Vineyard Alternative School's student population are on a 504 Plan, with the majority having one in place as a result of high anxiety and depression, staff agreed to include professional development around mental health. Since they understand that having mental health difficulties will impede student success in school, they established professional development opportunities around depression, suicide prevention and substance abuse. As they move forward with the realities their students face, the focus of professional development opportunities evolve to ensure staff have the tools necessary to help all students succeed.

Area for Improvement Goal 2:

The site leadership and instructional staff should continue their focus on raising the academic achievement of all students in English Language Arts (ELA) and Math.

Shift in Delivery of Course Content

As teachers search for ways to engage are students, they also explore ways to raise their academic achievement. Vineyard Alternative School has shifted how course content is delivered to students. For many years, students received instruction for all content areas from one teacher. The newly implemented shift requires students to meet with credentialed content-area teachers that have the knowledge and skills in a specific academic program. Based on the courses they are taking students now meet with different content-area teachers ensuring that students receive instruction from a fully credentialed teacher who has the appropriate certification and authorization to teach subject matter specific to the courses they teach. Having teachers teach in their areas of expertise allows for increased academic rigor while simultaneously raising students' academic achievements.

Interventions

Academic Support

Enabling academic achievements for all students is one of the main goals of Vineyard Alternative School. The staff strives to ensure students are able to access the curriculum and meet their learning levels. As a way to provide students with opportunities to succeed academically, Vineyard Alternative School has established Friday Support Class and Math tutoring, which are offered to all students on established days and times. Students can either elect to participate in Friday Support Class or can be recommended to attend by their teachers. Teachers who recommend students to Friday Support Class have assessed student progress and deem attendance necessary for the students to advance in their course studies. During this time, students can work on assignments of their choice or those they need most help with, being guaranteed that they will receive assistance if needed. Students have access to computers or Chromebooks, the internet, books, and teacher support. Additionally, students have the opportunity to participate in Math tutoring. Like Friday Support Class, Math tutoring is offered on Fridays from 9:00 a.m. to 1:00 p.m. and is open to any student that needs this support. During these times, students have the opportunity to work with experienced teachers that can assist them to better understand course material.

Social-Emotional Supports

As a way to better support students' overall wellbeing, Vineyard Alternative School has made use of Student Success Team (SST) meetings, Re-entry Meetings (for students returning from a hospital or other facility) and Coordination of Services Team (CoST) meetings. All of these meetings are driven by the goal of helping all students at their level of need. Unfortunately, many times students are not succeeding academically as a result of their mental health state or circumstances over which students may have limited or no control. The SST, Re-entry and CoST meetings are forums where student progress can be discussed, providing an opportunity to establish next steps for helping students.

In addition to SST, Re-entry and CoST meetings, Vineyard Alternative School utilizes Mentor Teachers on a more personalized level. All students have one Mentor Teacher throughout the school year who oversees their overall progress, while they attend this school. Mentor Teachers serve as conduits between parents, students and the administrative personnel of the school. Mentor Teachers are often the first ones to observe changes in student behavior that might be impeding their academic achievement. Mentor Teachers then make recommendations to the SST and the CoST. Mentor Teachers can refer students to meet with the guidance counselor or psychologist. Mentor Teachers are able to form caring relationships with their students and demonstrate to them that the school cares about their overall wellbeing and not just their academic success in school.

Area for Improvement Goal 3:

The administration, in concert with the instructional staff, should institute regular reviews of their curriculum and continue to develop new curricular offerings to ensure diverse post-secondary offerings are available for every student.

Updating Course Curriculum

An overlap exists between Area for Improvement Goals 2 and 3. Vineyard Alternative School is attempting to raise the academic achievement of its students by revisiting the content in "course

logs” that drive instruction. Vineyard Alternative School makes use of course logs that help pace the courses for students, and function as a pacing and curriculum guide for teachers. They demonstrate to the State of California that students are assigned the required number of hours of work, delineated in the State of California Education Code. Based on the conversations/discussions that have surfaced during Professional Learning Communities, Instructional Leadership Team and WASC focus group meetings, staff understand the critical need to update these course logs to reflect the current California State Standards and to integrate technology into courses to engage learners, while helping them gain 21st century skills. Hence, school staff have begun the methodical and thoughtful process of updating course logs for all courses.

The teacher volunteers that elected to participate in the Curricular Development Committee worked collaboratively to establish what each course log should include (i.e. standards, common formative assessments, technological resources/supports, projects, etc.). This committee created a schema that will be used in updating all course logs. This first phase of updating course logs was completed in May 2018. The committee’s work was shared with their PLC and ILT groups. It is expected that by the beginning of the 2018-2019 school year, with strategic offering of PD [what is PD?], teachers. The updating of course logs will enable teachers to reflect on how to infuse course content with engaging activities that will raise academic achievement while also integrating technology to help students gain 21st century skills needed to be college and career ready.

UC (a-g) Science Courses

Beginning in fall of 2016, Vineyard Alternative School began to offer UC “d” lab science courses. Therefore, students had the option of taking UC “d” approved Biology in the 2016-2017 school year. UC “d” approved Conceptual Physics was also offered. UC “d” Biology was added in the 2017-18 school year. The school also looks forward to offering Field Biology to its student body. All students are encouraged to take these science courses, which open future college and career options.

Edgenuity Online Learning Platform

Vineyard Alternative School began using Edgenuity (formerly known as E2020) in December of 2013. Edgenuity is an online platform that provides a blended learning opportunity to students. It provides new student electives, including Game Design, Introduction to Computer Programming, and Introduction to Business, as well as other courses students may need to recover credits. Edgenuity also provides students the opportunity to take courses at an accelerated pace if their goal is to graduate early.

Area for Improvement Goal 4:

The teaching staff should work to further their use of technology as an instructional tool to enhance curriculum, improve instruction, and empower students to develop the skill sets needed for real world applications.

Google Classroom and other applications

In the past three years, Vineyard Alternative School teachers have increasingly implemented the use of Google Classroom, Google Docs, Sheets, and Slides to enhance curriculum, improve instruction, and empower students to develop the skill sets needed for real world applications.

Edgenuity Online Learning Platform

Edgenuity makes use of technology as an instructional tool. It offers students the opportunity to engage with curriculum in a different way while still accessing teacher support through the blended learning model used by the school. Vineyard Alternative School began using Edgenuity for credit recovery, graduation acceleration and elective options in January 2013. Since then 146 students have enrolled in our offerings and have completed 155 courses. Edgenuity uses common core standards, and these courses are accepted by the UC/CSU schools as well as the NCAA.

ALEKS Math

Vineyard Alternative School began to offer McGraw Hill's online "ALEKS" math program in the 2015-2016 school year. Fall 2017, will be the 4th year in which ALEKS Math is offered. ALEKS uses computer-adaptive technology to assess student learning in math. ALEKS provides a personalized learning path for each student so they can learn within their Zone of Proximal Development (ZPD).

Science

Vineyard Alternative School's science students use several computer-based tools for modeling and data analysis in small group science classes. During the 2017-2018 school year, students used computer-modeled labs such as [Science Courseware's Fruit Fly Genetics Lab](#), and Physics Classroom's [Physics Interactives](#). Students also use Vernier's Logger Pro software to analyze physics and biology data collected from Vernier LabQuest probes.

Online Library

During the 2017-2018 school year, one of Vineyard Alternative School's English teachers created an online library accessible to students, with digital access to instructional materials including textbooks, novels, and videos. This library has allowed students to access content at their fingertips. The content has allowed other content-area teachers to use it in their lessons to support student learning.

Donations of Tech Learning Tools

During the 2017-2018 school year, this same English teacher donated numerous Chromebooks to Vineyard Alternative School. Each classroom is now amply supplied with Chromebooks for student use. This teacher has also donated 3D printers, a digital microscope and several drones for science and engineering learning. Several teachers have made great use of all these donations, and as a result a larger percentage of teachers have begun to integrate technology into their lessons.

Area for Improvement Goal 5:

The instructional staff, working with the district, should explore the possibility of providing additional settings for student learning including, but not limited to online remediation and acceleration and small group instruction to support the student's academic and social development.

Edgenuity Online Learning Platform

The Edgenuity online platform has credit-recovery options that allow for online remediation. Students can also accelerate by spending additional time and effort on coursework through Edgenuity. The integration of this technology into the curriculum has allowed students to get back on track towards obtaining their high school diploma and to gain additional skills and knowledge.

Small-Group Science Labs

Small group science labs began during the 2016-2017 school year at Vineyard Alternative School. These labs offer students the opportunity to take UC (a-g) approved lab science courses. During the 2017-2018 school year, more than 60 students participated in these small-group lab classes. The small-group setting of 5 to 10 Vineyard Alternative School students allows for social interaction and development. Additionally, the science labs allow students a chance to create a sense of community.

ALEKS

ALEKS math allows students opportunities for online remediation and acceleration. This program has been offered at Vineyard Alternative School since the 2015-2016 school year. ALEKS offers students math lessons and content in ways math textbooks may not be able to. It uses computer-adaptive technology that allows students to skip content or topics in which they demonstrate mastery, permitting students to focus on certain concepts they haven't yet learned or in which they need further support.

Art Class

In recent years, art has been offered to students who wished to earn credit in the area of Visual Performing Arts (VPA) in a small-group setting. Students in Art I and Art II were able to express themselves using various mediums with the guidance of an art teacher with over forty (40) years of teaching experience. He worked with students using acrylics, watercolor, pencils, and much more. This class provided an opportunity for many students to further interact with each other while connecting with the course content. During the current school year, this particular art teacher decided to retire from teaching for health reasons, and the school actively searched for another teacher. A new teacher has been hired to fill the vacant position and Vineyard Alternative School will be able to once again offer Art 1 and Art 2 beginning in the 2018-2019 school year.

PE Class

A small-group Physical Education class began during the 2017-2018 school year, offering students further opportunities for social and emotional development and wellbeing. The course not only offers students the opportunity to get physically fit and learn about healthy living through the course lessons the teacher presents; it also enables students to congregate in a comfortable setting where they can make connections and socialize in positive ways.

Student Leadership Group

Vineyard Alternative School's Student Leadership group began in the 2017-2018 school year, meeting weekly. They plan activities such as Vineyard Alternative School Movie Days and showed their appreciation to teachers on behalf of the student body during Teacher Appreciation Day. They have made great strides in providing an avenue for students to bolster their social interaction and development as well as create a sense-of-belonging. The Livermore School Board recently recognized the Student Leadership Group in spring of 2018 for their pioneering work.



Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.

Vision Statement

The vision of Vineyard Alternative School maintains that all students will be motivated to become excited and curious learners. Vineyard Alternative School 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 Alternative School student will be academically and developmentally prepared with the skills needed to contribute and thrive in a changing world.

School-wide Learner Outcomes

Vineyard Graduates Will Be

People Developing and Continually Revising a Philosophy of Life, who:

- Develop an educational and life management plan
- Develop a mechanism for identifying goals and priorities
- Realistically evaluate personal strengths and limitations

People Exercising the Higher Thinking and Decision-Making Skills, who:

- Reason logically to solve problems
- Think critically and articulate defensible positions
- Use appropriate mathematical concepts to solve practical problems and reach appropriate decisions
- Use technological systems/are computer literate
- Learn new skills as advancing technology requires

People Culturally and Ethically Aware, who:

- Develop tolerance and compassion for a pluralistic social environment
- Develop an awareness of global problems
- Are aware of and sensitive to environmental issues
- Appreciate the arts and other cultural achievements

People Committed and Active on Behalf of the Community, who:

- Understand and exercise citizenship rights, privileges, and responsibilities

- Work effectively both as an individual and as a team member
- Contribute services to the community by completing specific projects
- Communicate ideas effectively both orally and in writing

People Able to Take Care of Themselves, who:

- Demonstrate understanding of relevant skills necessary for independent living
- Establish a healthy lifestyle
- Are college/career ready individuals
- Prepare a personal resume and portfolio
- Interview effectively
- Are informed consumers and money managers

Our 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 considered to be part of the San Francisco Bay Area. Once a small farm and ranching town, the establishment of Lawrence Livermore National Laboratory and Sandia National Laboratories in the 1950s added a new dimension to the city's makeup. Beginning as national defense laboratories and transitioning to a broader research focus, the laboratories increased the population of people with advanced academic degrees. Livermore's controlled growth policy kept the population fairly stagnant for many years, but its population has grown steadily over the last several years, currently totaling more than 89,000 residents. While the community's agricultural roots (with its burgeoning wineries and annual rodeo) and strong laboratory influence remain core aspects of Livermore, it has experienced changes with the continuing growth of high technology, industry and gentrification. According to the 2015 US Census Bureau, Livermore's median household income was \$100,992, with two of its biggest employers being Lawrence Livermore National Laboratory and Stanford Health Care – Valley Care Medical Center. Although the median household income stands at over \$100,000, there are still a number of Livermore residents who are socioeconomically disadvantaged. The US Census Bureau estimates that 5.7 percent (%) of Livermore's population lives at or below the poverty level, compared to the national average of 14 percent (%).

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

The number of students attending Vineyard Alternative School fluctuates throughout the school year, ranging from the low one-hundreds (100s), at the commencement of the school year, to as many as over one-hundred-sixty (160) students at the end of the school year. The student population of Vineyard Alternative School is socially, economically, and ethnically diverse. The

Vineyard's student ethnic makeup mirrors that of the Livermore community, with 56% White students, 30% Hispanic/Latino, 7% of two or more races, 3% Asian, 1.5 % African American, 1.5% Indian or Alaska Native, and 1% Filipino. The student gender composition is 62% Female and 38% Male. Nearly 86% of Vineyard Alternative School students are in grades 10 – 12. Of our students, 88% use English as the primary language spoken at home, and 12.3% indicated they speak a language other than English at home. However, only 2.3% of Vineyard Alternative School students are classified as English Language Learners (ELLs), that need English Language Development (ELD). In addition, 9% of Vineyard Alternative School students are students with disabilities, and 23% are socioeconomically disadvantaged students.

Vineyard Alternative School has voluntary enrollment, using independent study as its primary means of instruction for our students from grades one to twelve. Since Vineyard Alternative School uses an independent study model, which facilitates in helping to address the individual and specific needs of students in a safe and supportive environment, families in the Livermore community learn of our school as the need arises. Furthermore, students are typically referred to us by other Livermore Valley Joint Unified School District (LVJUSD) schools. We are able to serve students from throughout the Livermore area, with most students transferring to Vineyard Alternative School from the comprehensive high schools in the 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 that can be best addressed using a more individualized approach to learning. Both the Instructional Leadership Team (ILT) and our Professional Learning Community (PLC) teams help guide instruction and support each other in implementing the California State Standards (CSS). Currently, our teams are collaborating to update Vineyard Alternative School's various course logs, which are used by teachers to guide instruction.

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

Since students with a variety of educational goals and instructional needs attend Vineyard Alternative School, it is important that staff prepare students for the possibility of seamlessly transitioning to their school of residence at any time during the school year. (This also includes the possibility of students transitioning to the school district's continuation high school or the adult school). To assist with this transition, we offer students the opportunity to concurrently enroll at one of the other three high schools in our school district, where they are able to take up

to two classes per trimester. This allows students the flexibility to take courses that are not offered at Vineyard Alternative School as well as preserving a connection with peers and staff at the school to which they plan to transition. If students decide to remain with us, we ensure teachers understand the academic needs and educational goals of each student. Because we are a small school, staff - including administrators, counselor, and teachers - are able to communicate easily with each other to create a seamless transition as students enter their middle and high school years.

Vineyard Alternative School makes use of three models of instruction to facilitate student learning. The first model consists of a more traditional model, in which students receive instruction by a teacher on a one-to-one basis. The second model of instruction incorporates blended learning, in which instruction is supplemented with online learning platforms, such as Edgenuity and ALEKS, promoting self-paced instruction and the use of technology, accompanied by one-on-one teacher support. Lastly, our school uses small group instruction to help students achieve positive learning outcomes. In this model, a group of five to twelve students are able to not only interact and engage with the teacher and the curriculum, but with other students in a small classroom environment. In all three learning models, students are taught, guided, and advised by highly qualified credentialed teachers, teaching only in their area of expertise: 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) from 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 students' grade level. During such meetings, teachers engage and teach students at the individual instructional level, tending to each student's learning needs (including ELD level) and helping them progress academically. Additionally, each student is assigned a Mentor Teacher, that oversees the student's educational progress, ensuring that they are completing their assigned work within the specified timeframe, and guiding them towards their educational goals and/or career pathways.

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

In addition to addressing the needs of students who have found our school to be a better fit for them, we enable the goals of students who wish to attend a four-year university/college. by offering students the opportunity to take UC/CSU A-G approved courses to satisfy the requirements to enter the UC/CSU system upon high school graduation. Furthermore, Vineyard Alternative School is currently part of the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) accreditation, which affirms the caliber of the coursework we offer students who are college/university bound. Currently, our school is conducting a self-study within the cycle of self-reflection and improvement, thus prompting growth and change within our school and staff. Vineyard Alternative School is scheduled to host

a visit from WASC during the fall of 2018 in order to renew our accreditation, and it's our goal to attain a six-year ACS WACS accreditation once again.

In order to meet the learning needs of our students, Vineyard Alternative School has a total of sixteen (16) fully credentialed teachers currently working with students. Of the 16 teachers, five (5) are full-time employees (1.0 FTE), one (1) is a half-time employee, and the remaining 11 are teachers compensated for their time on an hourly basis. Vineyard Alternative School staff includes the following:

- Principal (1.0 FTE)
- Vice Principal (1.0 FTE)
- Executive Assistant to the Principal (1.0 FTE)
- School Secretary (1.0 FTE)
- Office Specialist (0.7 FTE)
- Academic Counselor (0.8 FTE)
- Special Education Teacher: Counseling Enriched Special Day Class and Resource (1.0 FTE)
- School Psychologist (0.8 FTE)
- 4 General Education Teachers (1.0 FTE)
- 1 General Education Teachers (0.5 FTE)
- 11 General Education Teachers (Compensated Hourly)
- 1 District Nurse (On-Call)
- 1 District Technology Specialist (On-Call)
- 1 Librarian (0.2 FTE)

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 host our School Site Council group (that includes, parents/guardians, teachers, and students) meeting on a monthly basis to help steer the decisions that are made as a school. Additionally, we will continue to implement school-wide needs assessments and surveys to be able to better understand, address, and serve the needs of our students and their families. Vineyard Alternative School teachers, support staff, and administrators always welcome constructive feedback from our students, their families, and the community, and we are always in search of ways to improve the education we offer our students.

HIGHLIGHTS

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

Based on the data from the California Assessment of Student Performance and Progress

(CAASPP) summative assessment, Vineyard Alternative School students performed well in some areas, while needing further support in other areas. When comparing the 2015-2016 and the 2016-2017 assessment results in ELA/Literacy, although there was a five percent (5%) decrease in the total number of students who achieved Standard Met or Exceeded (from 56% to 51%), there was an overall improvement in three of the four ELA/Literacy Performance Claims where students scored Above the Standard. Moreover, when delving into the CAASPP results for Math, there was an overall four percent (4%) gain in the percentage of students who scored Standard Met or Exceeded (from 14% to 18%). However, when analyzing the data in the ELA/Literacy and Math Performance Claims, we recognize that a high percentage of our students are in the range of Near Standard. Our students will benefit from a solid, robust educational support system that has in place various support tiers – all designed to foster academic success. Vineyard Alternative School provides and is expanding just such a system.

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

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

In addition to CoST, Vineyard Alternative School is looking forward to implementing School Loop to enable a streamlined system for parents/guardians and teachers to better communicate their learning progress. This online platform actively involves parents/guardians and students by informing them of the student's educational progress. School Loop easily allows communication and collaboration between teachers and parents/guardians as they regularly update the system with future student assignments as well as student grades. Furthermore, this online program enables teachers to create websites to keep all well informed and to maintain crucial documents that students and parents/guardians can access. By taking an in-depth look at the CAASPP data, which reflect our students' educational needs, and considering our students more holistically, we have been able to establish a Single Plan for Student Achievement that will encourage academic and behavioral student growth and social-emotional success.

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

Dashboard Indicators: The field test of the Dashboard launched in Spring 2017 and it is based on the latest state data available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the

2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

California English Language Development Test (CELDT)

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

To protect student privacy, specific data not included due to subgroup count of ten (10) or fewer students.

Selected Assessments

2015-16 CELDT

2016-17 CELDT

Performance Level Percent Change

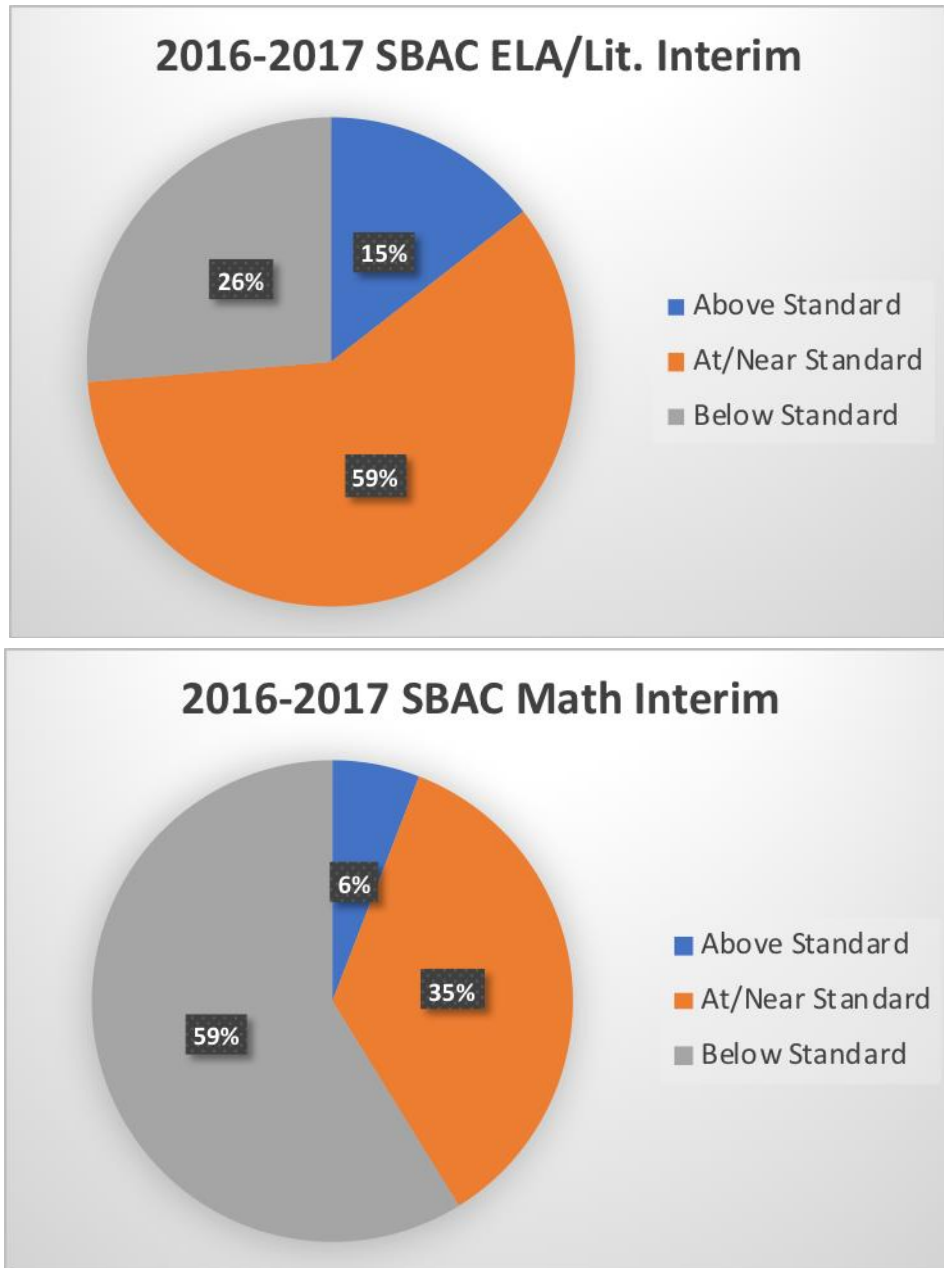
2015-16 CELDT	2016-17 CELDT	CHANGE
Advanced 17%	Advanced 33%	16%
Early Advanced 67%	Early Advanced 50%	-17%
Intermediate 17%	Intermediate 17%	0%
Early Intermediate 0%	Early Intermediate 0%	0%
Beginner 0%	Beginner 0%	0%

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by Illuminate Education

Students: All Students Student Group: All Students

Of the Vineyard Alternative School students taking the California English Language Development Test (CEDLT), the students that tested at an Intermediate level or below remained at seventeen (17%) for both the 2015-2016 and 2016-2017 school years. The number of students in the Early Advanced category dropped by seventeen percent (17%), reflecting their move to the Advanced category, which increased by sixteen percent (16%). Our overall ELL student population's progress is reflected in the percentage of students moving to the Advanced level.

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



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

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

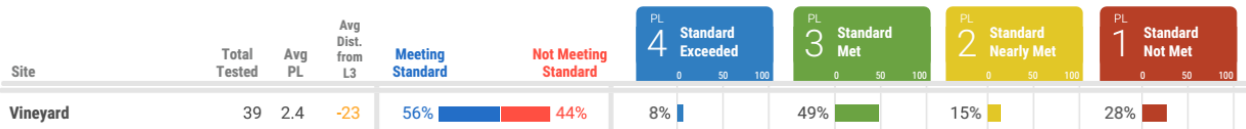
Subject: ELA

Roster Date
15-16 | Y

Test(s): All 2015-16 Assessments

Gender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All**Overall Performance**

PL = Performance Level



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

For the 2015-2016 school year, Vineyard Alternative School tested a total of thirty-nine students. The Smarter Balanced assessment data in ELA/Literacy for all grade levels of Vineyard Alternative School students taking these tests indicate that twenty-eight percent (28%) of students did not meet the ELA/Literacy standards, fifteen percent (15%) of students nearly met the ELA standards tested, and fifty-six percent (56%) of students met or exceeded the ELA/Literacy standards tested.

Further analysis of the data indicates sixty-four percent (64%) of Hispanic/Latino students, sixty-seven percent (67%) of students of two or more races, and forty-four percent (44%) of socio-economically disadvantaged students met or exceeded the ELA/Literacy standards. Of the students who were English Language Learners and students with a disability, which were fewer than 10, none were able to meet the ELA/Literacy standards.

To protect student privacy, specific data are not included due to subgroup counts of ten (10) or fewer students.

2016-17 Smarter Balanced Assessments (SBA) Site Comparison

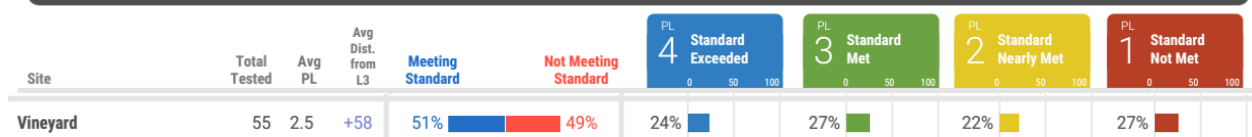
Subject: ELA

Roster Date
16-17 | Y

Test(s): All 2016-17 Assessments

Gender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All**Overall Performance**

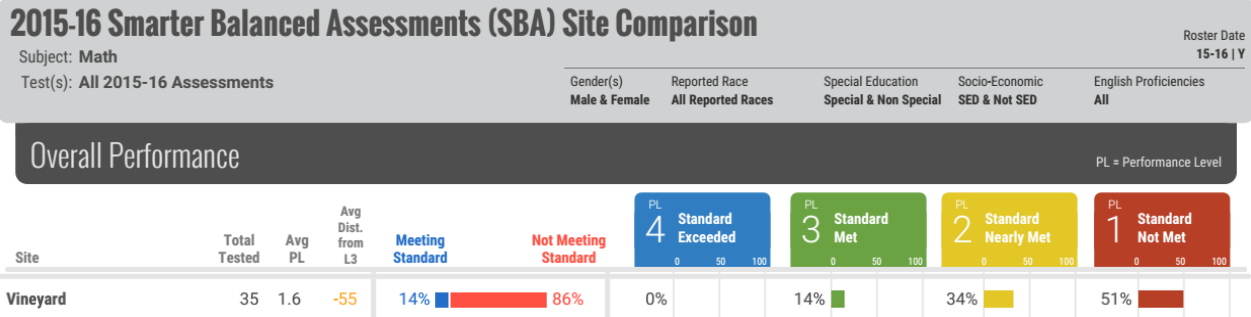
PL = Performance Level



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

ELA standards.

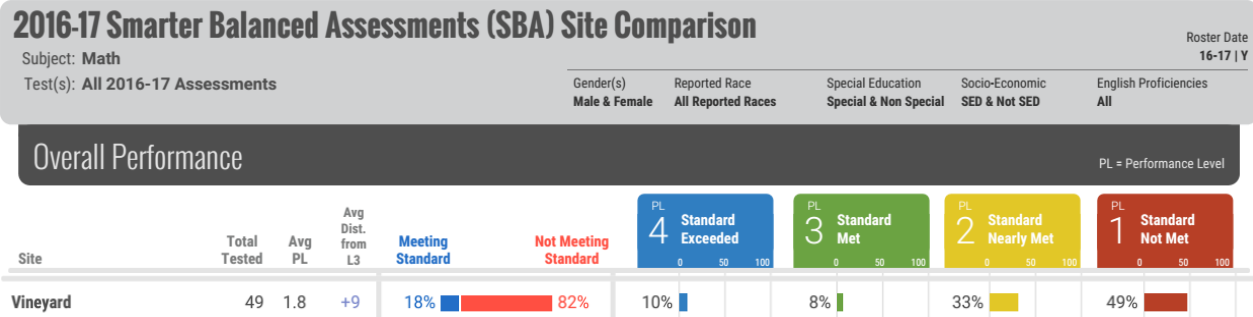
To protect student privacy, specific data are not included due to subgroup counts of ten (10) or fewer students.



For the 2015-2016 school year, Vineyard Alternative School tested a total of thirty-five (35) students. The Smarter Balanced assessment data in Math for all grade levels of Vineyard Alternative School students taking these tests indicate that fifty-one percent (51%) of students did not meet the Math standards, thirty-four percent (34%) of students nearly met the Math standards and fourteen percent (14%) met the Math standards.

Further analysis of these data indicates that twenty-two percent (22%) of Hispanic/Latino students and fifty percent (50%) of students of two or more races met the Math standards. Additionally, it's important to note that seventy-one percent (71%) of socio-economically disadvantaged students did not meet the Math standards and that twenty-one percent (21%) of socio-economically disadvantaged students nearly met the Math standards. Of those students who were either English Language Learners or students with disabilities, which are a total of three (3) students, did not meet the Math standards.

To protect student privacy, specific data not included due to subgroup count of ten (10) or fewer students.



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

To protect student privacy, specific data are not included due to subgroup counts of ten (10) or fewer students.

CAASPP ELA/Literacy and Math Claim Performance by Year

ELA/Literacy: Claim Performance Reading

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2015-16 Assessments

Roster Date
15-16 | Y

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Claim Performance: Reading

CS = Claim Score



2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2016-17 Assessments

Roster Date
16-17 | Y

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Claim Performance: Reading

CS = Claim Score



ELA/Literacy: Claim Performance Writing

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2015-16 Assessments

Roster Date
15-16 | Y

Gender(s)
Male & Female

Reported Race
All Reported Races

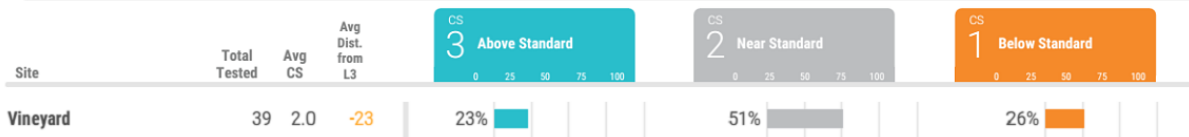
Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Claim Performance: Writing

CS = Claim Score



2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: ELA

Test(s): All 2016-17 Assessments

Roster Date
16-17 | Y

Gender(s)
Male & Female

Reported Race
All Reported Races

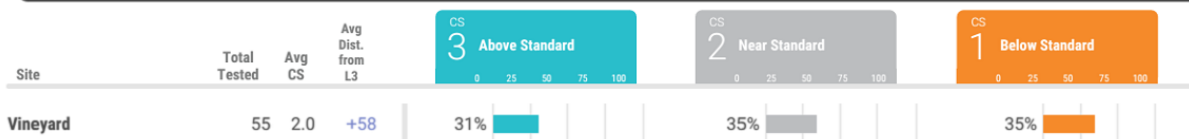
Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Claim Performance: Writing

CS = Claim Score



ELA/Literacy: Claim Performance Listening**2015-16 Smarter Balanced Assessments (SBA) Site Comparison**

Subject: ELA

Test(s): All 2015-16 Assessments

Roster Date
15-16 | YGender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All**Claim Performance: Listening**

CS = Claim Score

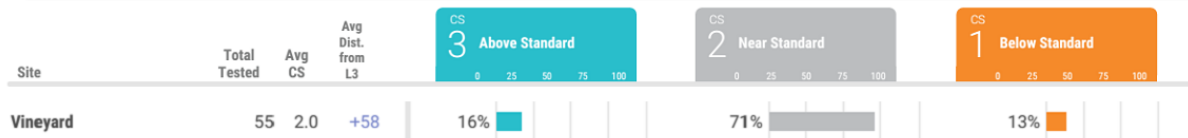
**2016-17 Smarter Balanced Assessments (SBA) Site Comparison**

Subject: ELA

Test(s): All 2016-17 Assessments

Roster Date
16-17 | YGender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All**Claim Performance: Listening**

CS = Claim Score

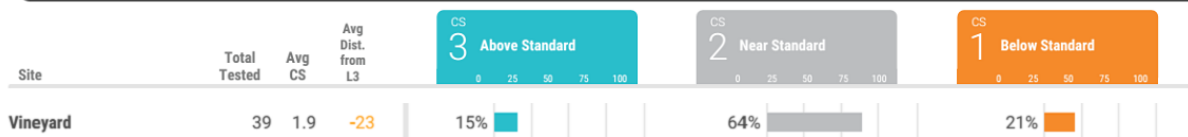
**ELA/Literacy: Claim Performance Research/Inquiry****2015-16 Smarter Balanced Assessments (SBA) Site Comparison**

Subject: ELA

Test(s): All 2015-16 Assessments

Roster Date
15-16 | YGender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All**Claim Performance: Research/Inquiry**

CS = Claim Score

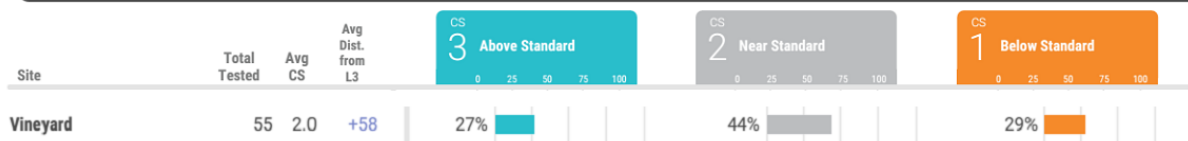
**2016-17 Smarter Balanced Assessments (SBA) Site Comparison**

Subject: ELA

Test(s): All 2016-17 Assessments

Roster Date
16-17 | YGender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All**Claim Performance: Research/Inquiry**

CS = Claim Score



Based on the ELA/Literacy Smarter Balanced Assessment (CAASPP) results for all students, the data demonstrate an area where Vineyard Alternative School students can perform better and other areas where there were improvements when comparing the results from the 2015-2016 to 2016-2017 school years. There are a total of four Claim Performances in ELA/Literacy: I: In the Claim Performance of

Listening, there was a 2-point loss from eighteen percent (18%) to sixteen percent (16%). However, students showed marked improvement in the Claim Performances of: Reading (a 9% gain), Writing (an 8% gain), and Research and Inquiry (a 12% gain).

Math: Claim Performance Concepts and Procedures

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **Math**Test(s): **All 2015-16 Assessments**Roster Date
15-16 | YGender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All

Claim Performance: Concepts & Procedures

CS = Claim Score

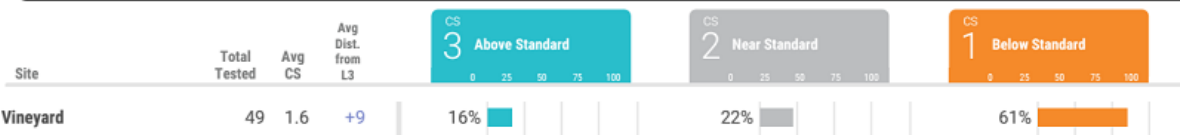


2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **Math**Test(s): **All 2016-17 Assessments**Roster Date
16-17 | YGender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All

Claim Performance: Concepts & Procedures

CS = Claim Score



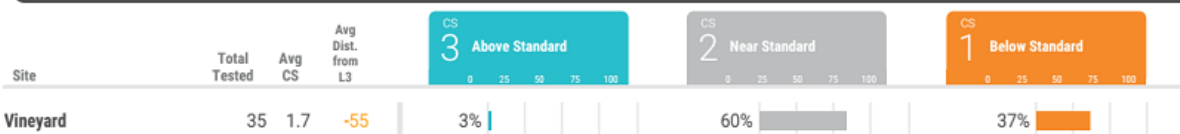
Math: Claim Performance Problem Solving and Modeling/Data

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **Math**Test(s): **All 2015-16 Assessments**Roster Date
15-16 | YGender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All

Claim Performance: Problem Solving & Modeling/Data

CS = Claim Score



2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **Math**Test(s): **All 2016-17 Assessments**Roster Date
16-17 | YGender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All

Claim Performance: Problem Solving & Modeling/Data

CS = Claim Score



Math: Claim Performance Reasoning**2015-16 Smarter Balanced Assessments (SBA) Site Comparison**

Subject: Math

Test(s): All 2015-16 Assessments

Roster Date
15-16 | YGender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All**Claim Performance: Communicating Reasoning**

CS = Claim Score

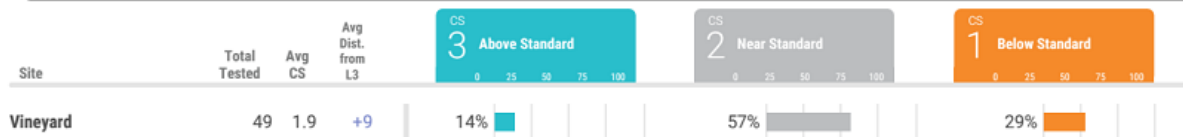
**2016-17 Smarter Balanced Assessments (SBA) Site Comparison**

Subject: Math

Test(s): All 2016-17 Assessments

Roster Date
16-17 | YGender(s)
Male & FemaleReported Race
All Reported RacesSpecial Education
Special & Non SpecialSocio-Economic
SED & Not SEDEnglish Proficiencies
All**Claim Performance: Communicating Reasoning**

CS = Claim Score



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

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

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

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

To protect student privacy, specific data are not included due to subgroup counts of ten (10) or fewer

students.

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

Physical Fitness Test (PFT) 2015-2016

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

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

Physical Fitness Test (PFT) 2016-2017

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

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

The results for the Physical Fitness Test (PFT) for Vineyard Alternative School students in grade nine (9), indicate there was an improvement in the percentage of students who achieved the overall Healthy Fitness Zone from the 2015-2016 test to the 2016-2017 test. For these two school years, there were a total of

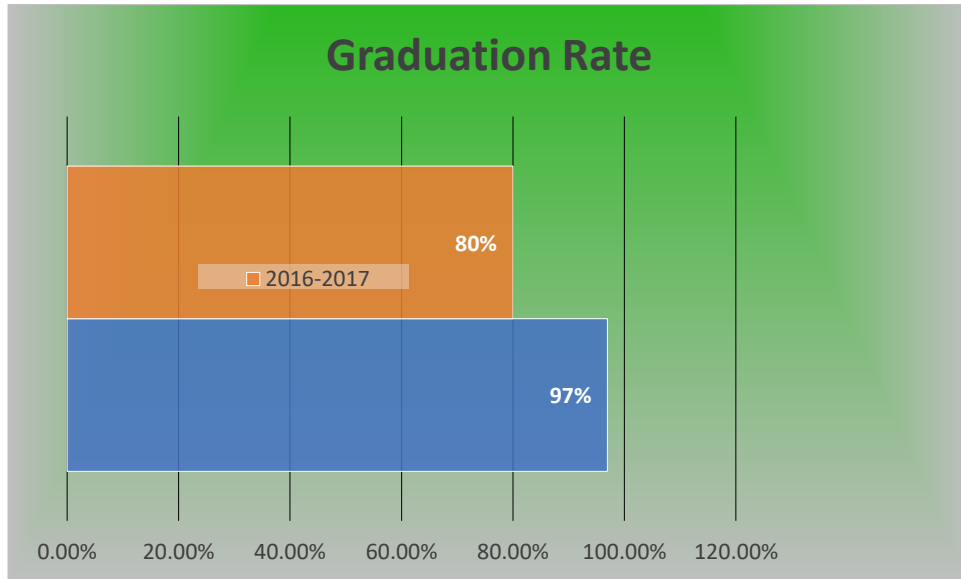
twelve (12) students tested where fifty percent (50%) or more of these two groups of students were able to test within or above the healthy fitness zone for Body Composition. For the 2016-2017 school year, students performed markedly better in the areas of Aerobic Capacity, Abdominal Strength and Endurance, and Upper Body Strength.

Vineyard Alternative School Attendance by Month

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

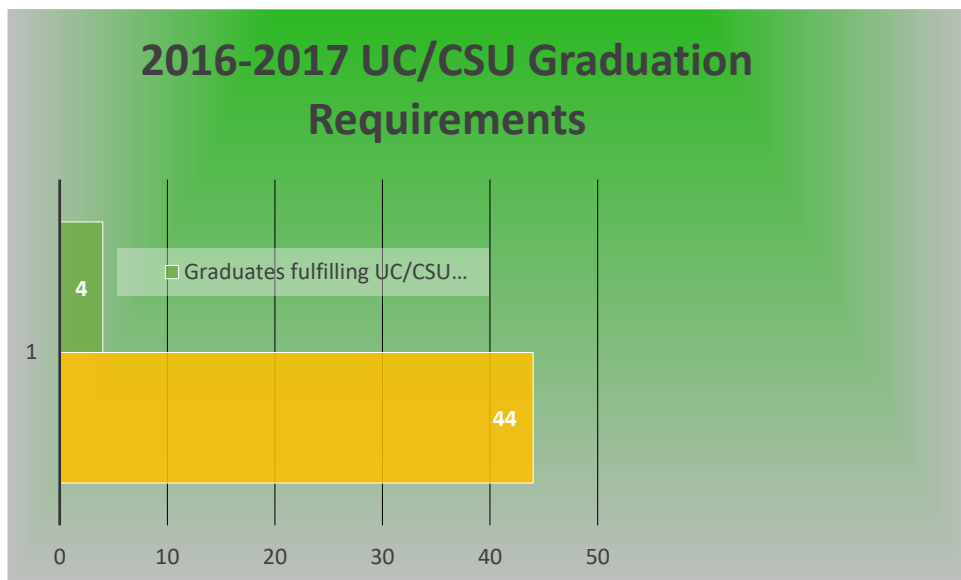
The average attendance rates for Vineyard Alternative School for the 2015-2016 and 2016-2017 school years for students in grades one through five (1-5), and grades six through twelve (6-12) were above ninety percent (90%).

Graduation Rates

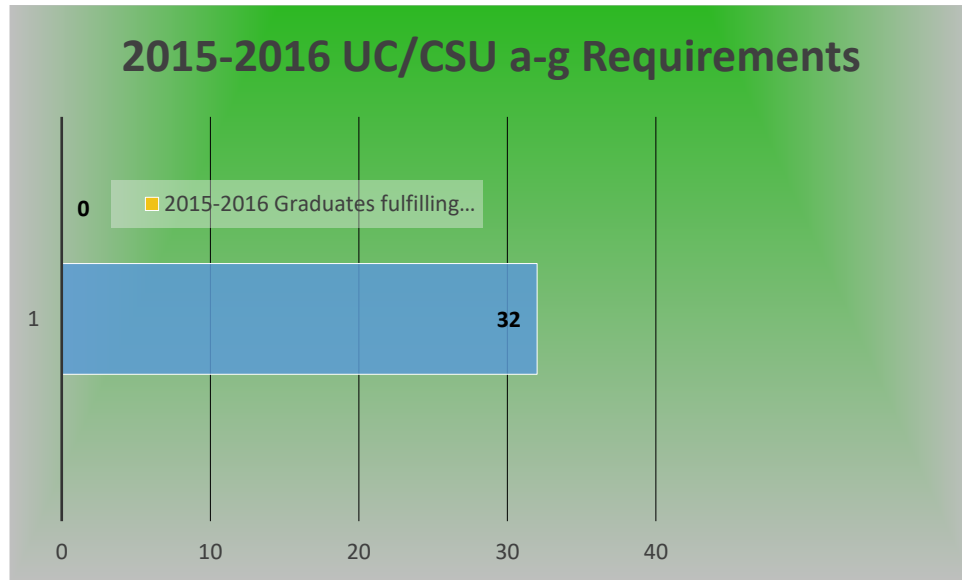


The calculations used to determine the graduation rate for Vineyard Alternative School includes the number of 12th grade students enrolled in Vineyard Alternative School during the months leading up to graduation (April-June) and the total number of students who earned a high school diploma (including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

UC/CSU a-g Requirements



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



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

Suspension Rates

School Year Number of Suspensions

2015-2016	0
2016-2017	2

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

Parent Engagement

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

California Healthy Kids Survey (CHKS)

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

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

Measure: High level on caring relationships with adults at school

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

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

Greatest Progress:

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

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

Lastly, another area Vineyard Alternative School pride involves its attendance rates. Attendance for Vineyard Alternative School reflects highly on the success of our students. Since we are an

independent study school, our attendance is entirely dependent on the work that is completed and submitted by students. Therefore, the percentage of work completed and submitted is contingent upon student attendance. As a school, we are proud to be in the ninetieth (90th) percentile in attendance, and we will strive to continue this excellent attendance record. In order to successfully attain our attendance goals, support staff, teachers, and administrators will collaborate and actively participate in reaching out to our families. We will continue to communicate (by phone, mail, email, school website and in-person meetings) the importance of work completion to our students and their families, and how attendance correlates with student success.

Greatest Need:

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

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

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

Performance Gaps:

As a school, we have been able to identify two performance gaps that can be addressed as we plan for this coming school year. Performance gaps exist in the percentage of students that are considered socio-economically disadvantaged and were unable to achieve the levels of "met" or "exceeded" the standards in both ELA/Literacy and Math. For example, in the 2016-2017 school year, fifty-one percent (51%) of the overall number of students met or exceeded the standards in ELA/Literacy, but only thirty-three percent (33%) of low socio-economic students met or exceeded those same standards. Likewise, low socio-economic students did not perform as well in Math when compared to the overall population of students at Vineyard Alternative School. According to the data, zero percent (0%) of low socio-economic students met or exceeded the Math standards, whereas eighteen percent (18%) of all students met or exceeded these standards. This gap in performance in ELA/Literacy and Math deserves serious attention. We intend to

identify students that fall in the low socio-economic range, to better address their needs and offer them additional educational supports, such as onsite Math tutoring, additional learning time with teachers, and access to technological resources (Monday through Friday) to help them complete assignments.

Additionally, we intend to address these students' performance gaps and improve their learning outcomes by helping them access community resources. To facilitate this, we are in the process of developing a Coordination of Services Team (COST), and we hope to meet on a bi-monthly basis. The COST will focus on developing a learning support umbrella structure that brings together different support service providers at our school site. We will develop and monitor programs and resources to enhance the prevention and intervention efforts that contribute to student success. Our team will comprise the following: School Psychologist, Academic Counselor, Principal, Vice Principal, School Nurse, Child Welfare Attendant (CWA), Behaviorist, and personnel from community organizations that can assist our students with their specific needs. This team will be able to assist a variety of students, but will focus primarily on students most in need, including those students that are socio-economically disadvantaged and at-risk.

Increased or Improved Services

Vineyard Alternative School will focus on two areas to improve strategies and services to help our at-risk youth and our English Learner students succeed:

- Help students access the resources they need through our Coordination of Services Team (COST)

sustain our Friday Support Class and the onsite Math tutoring opportunity.

Involvement/Governance

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

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

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.

➔ Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by school-wide learner outcomes and the academic standards.

Indicators with Prompts

A1. Vision – Mission – School-wide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Vineyard Alternative School has adopted the district vision and mission. Vineyard Alternative School has a clearly stated vision or purpose based on its student needs. This vision is aligned with current research and practices, state curricular frameworks and standards, and a belief that all students can learn. The curricular and instructional goals are based on the school's vision of desired School-wide Learning Outcomes (SLO's), established graduation requirements, college entrance requirements, student needs and interests, and the belief that all students are capable of learning.	• School-wide mission posted on the school website including School-wide Learner Outcomes. • District-wide mission and vision posted on the district website. • Items impacting development of vision and mission statements: • SLOs (School-wide Learner Outcomes) • District Graduation Requirements (School Course Catalog) • College Entrance Requirements (School Course Catalog) • Student/Community Profile • Student, parent, teacher surveys. • District adopted standards-based textbooks and instructional materials

Development/Refinement of Vision, Mission, School-wide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and school-wide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and school-wide learner outcomes.*

Findings	Supporting Evidence
The development of the current vision for the school included representatives from all stakeholder groups. It has been more than five years since the vision and mission were reevaluated. At this time, this topic is in the process of being addressed and reviewed by School Site Council (SSC), the Instructional Leadership Team (ILT), Professional Learning Communities (PLC), Curriculum Development Committee, and the student leadership group.	• SSC meeting minutes • ILT notes • PLC notes • School board meeting minutes • Curriculum Committee minutes

Understanding of Vision, Mission, and School-wide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the school-wide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and school-wide learner outcomes.*

Findings	Supporting Evidence
Upon enrollment at Vineyard Alternative School, students, parents and staff discuss the vision of the school and the school's expectations for student learning objectives. The staff, as a whole, supports student learning by monitoring attendance and progress towards graduation. As students begin a new course they sign a course contract indicating their commitment to the specific SLOs as they pertain to each course.	• Course Contracts with the SLOs • SSC meeting minutes • School-wide Plan for Student Achievement • ILT meeting notes • PLC meeting notes • Curriculum Development Committee minutes • School board meeting minutes • Independent Study board policy

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school-wide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school-wide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, school-wide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
The School Board, Superintendent/Designee, and district administration provides leadership to Vineyard Alternative School's administration, and its SSC provides parent, student, and teacher direction for the school. The LVJUSD School Board, district office leadership, and the school's leadership group ensures that the district is responsive to the values, beliefs, and priorities of the Vineyard Alternative School's community. The School Board Policy governing Independent Study programs (IS) was updated in September of 2017 to reflect updated Education Codes. The Board Policy, although updated, could be more specific in the areas of Monitoring Student Progress, Roles and Responsibilities of the Independent Study Administrator, and Assignments and Responsibilities of the Independent Study Teachers. Additionally, a correction in the length of time a student may be enrolled in IS needs to be made from six (6) months to one (1) year throughout the document.	• Board Policy Independent Study Instruction • BP 6158 (a) • Administrative Regulations • AR 6158 • School Board Meeting Minutes September 2017 • Staff suggest AR 6158 • SSC, ILT, PLC Meeting Agendas and minutes • Staff Meeting Agendas • Site and district Professional Development Meetings

Vineyard Alternative School’s SSC and ILT committees review, on a monthly basis, the school’s progress on the 2017-2018 LCAP goals: Parent communication, involvement, and engagement; increasing Literacy skills and knowledge in Math, Reading Comprehension and English; and providing a clean, engaging, healthy, and safe environment. In addition, these committees and PLCs suggest other areas for improvement.

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
The LVJUSD School Board and district administration will begin to annually review the school’s record on Vineyard Alternative School Dashboard. The 2017-2018 school year is the first year that the school does not fit the criteria set by the State of California to be assessed as an Alternative School (did not qualify for the Dashboard Alternative School Status (DASS)). Therefore, Vineyard Alternative School (a school of choice) will be reviewed using the same standards as other high schools in our school district. Policies for Acceptable Use of the District Digital Network, Student Use of Technology, and exhibit parent permission for student use are included in the district’s Info Snap system, an online program for parents to enter student information for the school’s use. Parents must acknowledge that they have read the district policies governing Internet/Online use. The LVJUSD School Board must approve new technological upgrades, hardware and software applications that will be used at school sites. Vineyard Alternative School currently uses technology in many areas of the school’s curriculum. The teaching staff is currently updating the curriculum in the A-G Course Logs. As a part of this process teacher monitored student forums, discussion threads, and online chats are being incorporated. Teachers are using links in the Course Logs for sharing Unit Planners and handouts with each other and students. This year Vineyard is piloting the use of School Loop as a gradebook and communication tool to keep parents informed of student progress. Some teachers have begun to use the School Loop website to post instructions for projects and long-term assignments, as well as important	• Vineyard Alternative School’s Dashboard • California Alternative School Status Requirements • Board Policies governing Acceptable Use, CIPA requirements, Student Use of Technology • Info Snap system • District Technology Plan • Course Logs updated with links • Online discussion forums • vineyard.schoolloop.com teacher links • School Loop teacher websites • Edgenuity • ALEKS

Findings	Supporting Evidence
events. Edgenuity, a platform for online learning, is utilized by some students to complete A-G courses, electives, and for credit recovery. Some students use ALEKS, a mathematics platform, for advanced math, as well as re-teaching needed math skills. Google Classroom is used for posting assignments and instruction online. Parent may also access documents in Google Classroom. Students and parents use Google docs, classroom, and mail to communicate with teachers. The staff has begun to use Google Drive to archive teaching materials such as, articles, videos, movies, handouts, and supplemental materials that can be shared with students online. All students at Vineyard Alternative School have access to Chromebooks/tablets to use while on campus for assignments. This year the school set aside a number of Chromebooks that are available to be checked out by students (parents) to use in the home.	- Google docs, classroom, mail, drive, team drives - Student Computer Equipment Agreement

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
The LVJUSD Superintendent works with the school sites' leaders to develop comprehensive plans that implement the district's long-term plans and goals and mission at each site. The district's goals and focus for each school year is rolled out for the sites' Instructional Leadership Teams at the annual Leadership Institute held before school begins. School site plans include these goals and site-specific long-term needs, measurable outcomes, priorities, resources, staff responsibilities, and include implementation strategies.	- Annual Leadership Institute Agendas - School Board Meetings - Staff Meeting Agendas - ILT Meeting Agendas - SPSA - Teaching staff rosters - Demographics of student population - PLC discussions - Curriculum Development Committee discussions

Findings	Supporting Evidence
Vineyard Alternative School’s professional teaching staff falls into three (3) categories; full-time contracted FTE teachers, part-time hourly at-will teachers, and retired hourly at-will teachers. All teachers are certificated and highly qualified in their area of expertise. In addition, since students who attend this school are unique and may have needs beyond those who attend comprehensive high schools, the teaching staff is flexible and compassionate, and skilled in working with these students. It is sometimes by the teaching staff that the governing board and district administration does not understand Vineyard’s uniqueness and special site needs.	District Textbook Adoption Committee discussions/trainings

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
The school and parent communities have a variety of ways to access school and district information and participate in school governance. LCAP meetings are open to the public. Parents may attend ELAC meetings at various school sites. School Site Council (SSC) meets every month and is open to parents and students and allows a forum for community concerns. There are LCAP meetings offered by the District Office. This current school year, Vineyard students formed a leadership group, and with the teacher advisor planned events on campus for students to attend. In addition, student/parent orientation meetings were held through the year. Parents and students were informed of school and district level committees in which they could participate. Vineyard Alternative School’s website posts announcements and requests for parent/community members to participate on school committees or form clubs.	- Board Meetings - School Board Policies and Administrative Regulations (BPs and ARs) - LCAP Community Meetings - District ELAC - SSC meetings - Leadership group agendas - vineyard.schoolloop.com - Orientation Meeting Agendas and PowerPoint presentations

Board’s Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
The LVJUSD Board of Education takes an active interest in the well-being of Vineyard Alternative School as they annually evaluate and monitor CAASPP scores, graduation rates, and the fiscal health of the school. In addition, an LVJUSD Board Member is usually present during the school's graduation ceremony. Their attendance and informal conversations between Board members, district staff and site staff, parents, and students provides valuable opportunities for the Board to understand the unique role that Vineyard provides in the district. In the past couple of years, Vineyard Alternative School has been undergoing a change that has redefined its place in the district. This is the first year that Vineyard Alternative School will be required to be measured by the State's Dashboard criteria. The site administration will be reporting to the school board on the progress Vineyard Alternative School is making on the LCAP goals in the SPSA as well as the results on the CAASPP on the Dashboard. As part of College and Career Readiness, and to support students who want to augment their education with work experience, Vineyard Alternative School offers students Work Experience Education (WEE) courses. These four (4) one semester courses instruct students about work related topics such as child labor laws, employer and employee values, how to fill out an application online and research a chosen career. Students also learn the etiquette of writing a letter of interest, resume, cover letter, and letter of resignation.	• SPSA • School Board meeting minutes • Graduation attendance • LCAP Goals • Staff Meeting Agendas • Work Experience Education Courses

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.

Findings	Supporting Evidence
The students, employees, parents/guardians, district advisory committees, and other interested parties can submit a complaint to the LVJUSD District Office using the Uniform Complaint Procedures form and the William's Uniform Complaint Procedure. These forms are available at the district office, on the district website, and at the school sites. Parents and the community are informed of these procedures via the district website, at school board meetings, and site community meetings.	• Uniform Complaint Procedures • William's Uniform Complaint Procedures • School Board Policy • School Board Meetings • LVJUSD/Union Contracts

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the school-wide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single school-wide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Vineyard Alternative School has a well-organized improvement plan based on input from the following sections: teachers, students, office staff, parents and the District Office. These groups meet each month to improve our school: Staff, Professional Learning Community (PLC), Instructional Leadership Team (ILT) and Curriculum Development Committee (CDC) meetings, School Site Council (parents and teachers) (SSC).	• Staff Meeting Agendas • PLC Meeting Agendas • ILT Meeting Agendas • CDC Meeting Agendas • SSC Meeting Agendas

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, school-wide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
The Vineyard Alternative School Single Plan for Student Achievement is directly correlated to and driven by the analysis of student data such as: • CAASPP scores • Graduation rate • UC (a-g) Course Enrollment • Graduation Progress • Average Daily Attendance Rates • Physical Fitness Test Scores • Number of Students Concurrently Enrolled • Number of Students and Parents using School Loop for communication and grade updates	• SPSA Plan 2017-2018

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Vineyard Alternative School is a very successful school of choice because of the shared responsibility for student achievement. Teachers connect with other staff members, parents and administrators to discuss students who are frequently absent or behind in their work. We have a Friday program where students who are missing work can get back on target. Our counselor meets with students to help plan their schedule when they enter our program and who monitors their progress to graduation.	• Staff Meeting Agendas • PLC Meeting Agendas • ILT Meeting Agendas • CDC Meeting Agendas

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

Findings	Supporting Evidence
Vineyard Alternative School has many structures for internal communication, the most significant being a weekly newsletter sent out by the principal via e-mail to remind all staff about all meetings and changes in the normal routine. At Vineyard Alternative School each teacher has a staff room mailbox where any information coming from the secretarial staff or the school counselor is placed (including messages from parent calls). All committees who meet on a monthly basis also report to the entire staff by using e-mail or mailboxes. Each meeting at Vineyard Alternative School begins with a review of norms including “equity of voice” and “assume positive intent.” Keeping these norms in mind help us to resolve our differences.	• Staff Meeting Agendas • PLC Meeting Agendas • ILT Meeting Agendas • CDC Meeting Agendas • SSC Meeting Agendas

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the school wide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
LVJUSD has established hiring practices for employing credentialed teachers appropriately for each school site. The Human Resources Department for the District verifies applicants are qualified before they are interviewed and hired. All Vineyard teachers are fully credentialed.	- Teacher job postings - Interview materials - Staff list/credentials - School Board policies

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Staff members are given assignments based on their credentials and expertise. LVJUSD has a new-hire orientation for all contracted teachers. New contracted teachers are supported by the District through the Tri-Valley Teacher Induction Program that provides teacher coaches for 2 years to help clear their credential. Contracted teachers are required to participate in one professional development activity of their choosing one (paid) day per school year.	- Staff Meeting Agendas - PLC Meeting Agendas - ILT Meeting Agendas - CDC Meeting Agendas - LEA Contract - Board Policy guidelines

Findings	Supporting Evidence
LVJUSD has a 4th Wednesday PD each month for contracted teachers. At Vineyard Alternative School all new teachers are offered an opportunity to be paid while shadowing experienced teachers in order to learn independent study practices (attendance logging, work samples, contracts, and course logs). The Vineyard Alternative School Staff is a small, close-knit team that supports and assists each member when needed. Regular collaboration occurs informally through student and work discussions and formally through monthly staff meetings, Professional Learning Community (PLC) meetings, Instructional Leadership Team (ILT) meetings and Curriculum Development Committee (CDC) meetings.	

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
The Vineyard Alternative School Staff stays informed of school activities, meetings, responsibilities and schedules through: weekly newsletters emailed from the principal, school Google Sheets master schedule, Google Docs yearly meeting schedule, staff manual and school course catalog. Vineyard Alternative School is currently updating the Student Handbook for distribution to students. Front office staff has weekly meetings. The Curriculum Development Committee designs the school Course Log Template which is approved by the Instructional Leadership Team and distributed to the Professional Learning Communities for collaboration to maintain current, consistent course logs for teachers and students.	• Weekly Principal Newsletters • Google Sheets Master Schedule • Google Docs Yearly Meeting Schedule • CDC, ILT, PLC Agendas • Staff Manual • School Course Catalog

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the school-wide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
Vineyard Alternative School uses collaboration with other teachers in the District as well as on-site teacher collaboration to improve effectiveness of instruction. Teachers periodically visit other independent study schools and conferences to improve teaching effectiveness and ensure our strategies serve our students. Staff and administrators have participated in the California Consortium of Independent Study.	- Teacher participation in District Professional Development Groups - California Consortium of Independent Study Membership - Evolution of Vineyard Alternative School programs

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
Staff meetings are used periodically for professional development training to help teachers become proficient in Google District applications like Google Classroom, Google Drive and Google Office applications. Vineyard Alternative School also uses Edgenuity and ALEKS online courseware for our students. Students use the programs for course recovery, extra electives and to move faster for early graduation. Both programs are taught in a blended format with teacher instruction and tutoring augmenting online programs. Teachers use Google Classroom for student assignments.	- District Staff Development - Edgenuity - ALEKS - Google District applications - Staff Meetings

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Vineyard Alternative School's principal has an open-door policy and is available to any teacher who needs direction, help or input.	- LEA Contract - Induction Program - District Policy

Findings	Supporting Evidence
Contracted teachers are evaluated according to LEA guidelines.	• Job Postings for Hourly Teachers
Hourly teachers are observed and asked to reapply for their position on an annual basis.	• Observation Protocols

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
Teachers have access to LVJUSD's UNITE (Utilizing New and Innovative Technology in Education) team to help them become more comfortable and proficient in using technology to augment student education. A UNITE member is assigned to Vineyard Alternative School one day a week, as well as by appointment. Teachers also have access to help from the Site Technology Lead for help with District technology and educational apps.	• UNITE Team • Site Technology Lead • Edgenuity
Vineyard Alternative School uses blended learning with Edgenuity and ALEKS online courseware. Students are exposed to a large inventory of courses with teacher assistance and tutoring as needed.	• ALEKS

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the school-wide learner outcomes, academic standards, and college- and career-readiness standards.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the school-wide

learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the school-wide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Vineyard Alternative School has 70 Chromebooks and 10 PC laptops that are used by both the student and teacher throughout the day. SSC allocated funds that align with the school's vision, School-wide Learner Outcomes (SLOs), and identified critical academic needs. Students are able to access ALEKS Math online.	• Supplemental Materials • School Site Council Meeting • Principal Weekly Newsletter

Practices

A5.2. Indicator: There are district practices and processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
Categorical funds must have a plan submitted for approval by either the district office or SSC. The Principal and Executive Secretary to the Principal develop and submit a budget for the use of discretionary funds that must be approved by the district throughout the year. The Livermore Valley Joint Unified School District has a comprehensive accounting and audit system that allows for checks and balances throughout the school year. The Fiscal Director of Business Services sets the annual school site general fund. Finances are managed using our Sunguard program, which will migrate to the Escape system. Livermore Valley Joint Unified School District and Vineyard Alternative School are audited regularly to ensure compliance with all laws (financial and ADA reporting). Every purchase is coded to the appropriate budget and approved by the district and is aligned to Standardized Account Code Structures (SACS) regulations.	• Purchase Orders • Vineyard Alternative School Budget

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the school-wide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The school site is inspected on a regular basis. Work orders are submitted and completed as needed. The school custodian cleans the classrooms and around the campus on a daily basis and responds to issues that arise. The district landscaping crew maintains the grounds on a weekly basis. Vineyard Alternative School campus is shared with Lawrence Livermore Lab Daycare, CAPE and La Familia. Our district landscaping crew also maintains their area.	• Work Orders • School Facility Good Repair Status Report (SARC report)

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Teachers are responsible for maintaining the instructional materials (course logs). Vineyard Alternative School has a part-time librarian who maintains and inventories our student and teacher edition textbooks. Funds are allocated for upgrades in technology.	• Print Orders • Purchase Orders for Technology Supplies • Destiny-District Textbook Program, Course Contracts

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, school-wide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, school-wide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
All Vineyard Alternative School teachers are fully credentialed and highly qualified. New teachers receive initial and ongoing training as needed.	• Teacher Credential List • Teacher Posting

Findings	Supporting Evidence
New teachers attend teacher orientation at our district office. Vineyard Alternative School staff binders have been created for all returning and new staff.	Vineyard Alternative School Staff Binder

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the school-wide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and school-wide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
Due to the fluctuating state and district budget conditions, it may be slightly difficult to plan the current school year. However, the school plan addresses the resources that may be utilized for the next school year. Livermore Valley Joint Unified School District Office provides monthly meetings for our principals, supported from the following departments: - Curriculum Department - Student Services - Human Resources - Parent Club Information Council - Maintenance, Operations and Facilities - Faculty Communication	- School Plan - School Budget - District Principals' Meeting - Monthly Curriculum Meetings

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

School organization is key in improving student attendance and communication between the school, students, and families.

Prioritize the areas of strength and growth for Category A.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Areas of Strength**

1. Vineyard Alternative School uses the Livermore Valley Joint Unified School District's (LVJUSD) vision and mission as a foundation that helps support the school's vision and mission, which is aligned with current research and practices.
2. All staff continuously communicate the objectives, goals and expectations for students.
3. The LVJUSD School Board, Superintendent and Designees as well as Vineyard Alternative School's Administrators, the School Site Council (SSC), students, and the school's staff offer the school appropriate direction to establish priorities.
4. Vineyard Alternative School continues to look for innovative ways on how to integrate technology into the curriculum to advance student engagement and learning.
5. The LVJUSD and Vineyard Alternative School's administration constantly supports all efforts for professional development to further encourage student learning.
6. There is a continuous reflective process that is implemented during various professional development opportunities that instigate positive changes to support student achievement.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Areas of Growth**

1. Increase parent communication and involvement
2. Improve internal staff communication
3. Improve school-wide communication regarding student assessment by using School Loop, Vineyard Alternative School website, and Power School.
4. Improve student attendance
5. Develop a technology integration plan

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the school-wide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

Findings	Supporting Evidence
Current educational research influences curriculum and instruction at Vineyard Alternative School. The District Office provides ongoing professional development opportunities in all areas of classroom management, instruction, instructional strategies, and positive behavior supports. Trainings have been offered on newly adopted CCSS aligned curriculum for the Common Core, Next Generation Science Standards (NGSS), AB1369- Dyslexia guidelines for Special Education, CPI (Crisis Prevention Intervention), and Google Classroom and extensions. Additionally, the Special Education department of the District Office offers monthly professional development meetings on case law, best practices and current trends in the field. Staff meetings are held monthly on site and address various issues affecting student achievement and progress, such as drug use and identification amongst teens, and norm referenced systems for positive behavior supports. Technology training is provided during monthly staff meetings, such as the implementation of a district-wide learning management system and grade reporting system. There is a technology specialist on-site weekly to assist with the integration of technology into the curriculum. Additionally, a new hybrid model of group instruction/independent study is being piloted in both the science and special education programs, based on current educational findings of instructional effectiveness. Independent study model relies on differentiation of course	• District Staff Professional Development • Staff Meeting Minutes • NGSS Trainings • CCIS Meetings • ERWC Training • Special Education monthly professional development • Small group/independent study hybrid instruction • School loop • Monthly subject area committees for course log revision • Monthly curriculum committee meeting • Differentiation of course curriculum

Findings	Supporting Evidence
logs based on student needs, in line with current research.	

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
The implementation of CCSS, NGSS standards, and relevant California Content Standards provide students with a rigorous curriculum through subject area board-approved class course logs. Subject matter credentialed teachers develop course logs and contracts that align to UC A-G requirements and incorporates CCSS Anchor Standards. Along with course logs, students have the opportunity to connect with community resources designed to transition students through college and career readiness programs such as Middle College, ROP, Work Experience class (WEE) and concurrent enrollment at the local college. Addition this year of an 80% Academic Counselor who creates Graduation Plans for all students based on inquired plans after graduation. Academic Counselor accesses community resources and brings them to the school campus, such as representatives of Los Positas College and ROP.	• Newly developed course logs • WEE (Work Experience) • Middle College • ROP (Regional Occupational Program: CTE) • Concurrent Enrollment • Anchor Standards • Graduation Plans

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
Math courses incorporate the standards based Big Ideas curriculum and ALEKS.com as complete A-G, CCSS aligned courses online. Students have the opportunity to take most board approved classes completely online through Edgenuity, including new district graduation requirement CTE courses. Identified staff member is digitizing course materials into a shared folder that all teachers have access to.	• Edgenuity • ALEKS.com • BigIdeas.com • Shared Google Drive with digital resources

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the school-wide learner outcomes, academic standards, and the college- and career-readiness standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the school-wide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
Curriculum committee meets weekly to revamp the templates for course logs to identify the key School-Wide Learner Outcomes (SLOs), state which CCSS Anchor Standards (college and career readiness standards) covered in the curriculum, all which support the school-wide learner outcomes, which are identified and written on every course contract. Weekly student-teacher meetings allow teachers to tailor the standards-based curriculum to meet the learner's needs and applications. Monthly subject area PLC meetings to discuss subject matter to evaluate curriculum and student progress. Mentor teachers collaborate with other subject matter specialists on integration and application of standards.	• Weekly student teacher meetings • Graduation Plans • Scheduling • New course logs • Weekly curriculum committee • Monthly subject matter meetings (PLC)

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Teachers collaborate formally at monthly subject matter meetings and informally during teacher collaboration to find common strategies, share resources and best practices to increase integration between courses and alignment to college and career readiness Anchor Standards. All course content is in the process of becoming digitized and shared via common folders on Google Drive to better integrate and align. A cross-discipline curricular meeting meets weekly to standardize the format for course contracts, feedback is given by the Instructional Leadership Team (ILT), comprised of cross-disciplinary teachers, and specific course content is designed by subject matter groups in each relevant field of discipline, a process which results in full integration among disciplines. Teachers regularly participate in Professional Development trainings to bring new, evidence-based curriculum into the system to integrate into the course logs and digitized, shared material. Several outsourced curricula are used in the daily coursework and included on the standardized course logs, including CTE designated courses offered through a third party online. Our Academic	• Technology Specialist on site every Tuesday • Edgenuity (CTE courses) • ALEKS • Typing program • Desmos Scientific Calculator online • Khan Academy • 0.8 Academic Counselor

Findings	Supporting Evidence
Advisor reviews the course offerings before the start of the school year and aligns the courses with board approved courses and standardizes with those course offerings at the comprehensive high schools.	

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
The school academic advisor/counselor has updated the course catalogue to include requirements for CSU/UC and student's plans for after high school are identified (written) on the Graduation Plan template. The counselor speaks with each student and develops a graduation plan, circles their intention after high school (work, community college/trade school, CSU/UC) and develops their academic plan in line with the expectations of these feeder schools. Graduate surveys are completed by all graduating seniors, identifying a majority of students planning on attending Las Positas College. She has Las Positas, the local community college, come and speak to at a special event arranged and promoted throughout the school, targeting graduating seniors. Other curricular programs from Las Positas, such as Middle College and Free Math Tutoring, are regularly promoted across campus via information on the school website and flyers posted.	• Graduate Survey • Las Positas speaker events • Middle College • Math Tutoring flyers, website • Academic Advisor • Graduation Plans- community college/trade school, CSU/UC, work • Updated course catalogue (UC/CSU)

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Vineyard Alternative School offers concurrent enrollment at the comprehensive high schools, allowing students the flexibility to take A-G college prep courses at Vineyard and/or their home school. Vineyard also offers A-G courses online through Edgenuity, some exclusively, and some in addition to the campus version. Vineyard offers many A-G and CTE electives for college bound students, such as Psychology, Sociology, Child Development and Work Experience. Career Exploration is encouraged through ROP presentations and assistance in enrollment. The Academic Advisor meets with each student and develops a personal Graduation Plan based on the full range of realistic college and career/educational options. Graduation plans, course selections and programmatic choices are made based on student plan. Students are able to access the curriculum and programmatic choices through scheduling to meet their individual needs. Unique Special Education program on campus that allows for students in mild/moderate SPED to gain a high school diploma and participate in the full range of college and career programmatic choices. School district provides bussing for these SPED students to be able to access the curriculum and programmatic offerings.	• 0.8 FTE Academic Counselor • Personal Graduation Plans • Equal access- schedules accommodate individual needs • Equal access- SPED students • WEE- Work Experience Education • A-G Courses • ROP

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
The Academic Advisor/Counselor meets with students to schedule classes, develop and discuss individual Graduate Plans. A variety of courses offered are A-G or CTE, both online and on campus. Vineyard students have access to rigorous and relevant curriculum that is board-approved and aligned with the California State Standards. The Curriculum Development Committee and PLC meet regularly to	• Work Education Experience (WEE) • ROP • A-G, CTE courses • CDC

Findings	Supporting Evidence
standardize the language and identify the standards on each course log. A variety of assessments (projects, writing, presentations) are utilized in the course logs, the standardization of which is part of the identified objective of PLC groups. Concurrent enrollment allows for more educational choices and opportunities, as does enrollment in ROP, which is heavily promoted on site. WEE is offered to help students gain credit while working. Special Education students that had not been able to access the curriculum in comprehensive school settings have been provided transportation to the school and a program designed specifically for them to be able to access the curriculum and be able to graduate with a diploma.	• PLC • Academic Counselor-transcript review • SPED program • Concurrent enrollment

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
We have increased the number of A-G courses online through the Edgenuity program. We have also developed a unique, small group Biology and Conceptual Physics lab courses that meet weekly and fulfill A-G requirements. Vineyard has a co-teaching model for Special Education students that take A-G courses, and an Academic Support class is offered for units for General Education students that have identified learning needs. We offer concurrent enrollment at both comprehensive high schools and Las Positas College, providing greater access for students with a higher level of college prep courses. Students may use the credits earned at these schools towards high school graduation and/or for college credit. Friday School is offered to all students that may need additional academic support.	• A-G Course Offerings: Biology with Lab, Conceptual Physics small group instruction • A-G Course Offerings: Edgenuity, ALEKS • SPED co-teaching • Academic Support Class • Friday School • Concurrent Enrollment

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Collaboration between students, parents and staff exists both formally and informally to develop and monitor personal learning plans and college and career and/or other educational goals. Students meet with Academic Advisor/Counselor to develop individual Graduation Plans that include plans for post-high school education or	• Academic Advisor-Individualized Grad Plans • IEPs • Progress Reports • School Loop

Findings	Supporting Evidence
employment. SPED students have regular IEP meetings to discuss progress on goals, transcript reviews and progress towards graduation. Mentor teachers monitor progress towards graduation through transcript review and developing instructional program to keep students on track to complete courses. Student progress is communicated to parents regularly informally, and formally through progress reports, school loop and report cards. Teachers individualize instructional strategies to meet the learning needs and styles of students and share strategies during teacher collaboration meetings. Teachers participate in professional development on differentiation strategies and incorporate their training into instructional strategies with the students. Online teachers regularly review progress of students taking online courses, meet with them weekly at lab, and integrate differentiated strategies based on student progress and learning styles.	• Report Cards • Professional Development-differentiation

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Academic Advisor/Counselor and Mentor teachers discuss four-year plans with their students to meet their individual goals for after high school. All Vineyard Alternative School students have access to A-G classes and the opportunity to take courses at Las Positas College. There is a Transition Specialist on site at Vineyard to help students with transition services such as paid and unpaid internships, access to college programming, transportation, resume writing and assistance in job-seeking activities. Las Positas College presents information about the school at a publicized special event. There is a posted Career Center on campus that has materials and information on various programs and schools for post- high school. Career Days and Expos at the comprehensive high schools, as well as Open Houses at the local community college are publicized and promoted on Vineyard's website and all students have access to the Career Center at the comprehensive high schools. Eligible students have access to the work experience program (WEE) where students are able to gain units while shadowing local professionals.	• Graduate Survey • Meetings with Academic Advisor • On-Site Transition Specialist • Concurrent enrollment with Las Positas College • Presentations from Las Positas College • Career Days/Expos/Career Centers- LHS & GHS • Work Experience Education (WEE)

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

Curriculum at Vineyard Alternative School has kept pace with our changing, increasing population, scheduling and staff changes, and Independent School status. Updated course logs in line with CCSS are being worked on in every subject area. Departmental meetings address specific needs in subject areas, i.e. a new math book adopted by the district brought changes to our math course logs. Courses aligned as A-G have been developed and implemented. Critical learner needs are met through trainings, monthly professional development meetings, differentiated instruction, along with excellent scheduling by our new academic counselor. Increasing offerings in online classes and group learning have also been implemented. Work Experience, ROP, Middle College and concurrent enrollment round out curriculum at Vineyard.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. Our school uses current education research to maintain a viable, meaningful instructional program through many opportunities for staff to be trained in CCSS, NGSS, and technologies to enhance communication and learning.
2. PLC meetings, staff meetings and trainings also bring current research models to the staff. Our new schedule format has allowed group instruction classes, shown to add to instructional effectiveness.
3. Online classes added bring new ways of learning to our students.
4. Parents, students, staff collaborate in developing, monitoring a student's personal learning plan, and their college and career and/or other educational goals. This goal has been strengthened by graduation plans developed by our academic counselor, plus regular meetings with her.
5. Mentor teachers are consulted and give input on plans for the students, including WEE, ROP and Middle college. School Loop has been added.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. Growth is needed in updating course contracts to include SLOs. Correlation to district outcomes is needed.
2. Our school does not follow up with graduates and others to learn about the effectiveness of the curricular program.
3. All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options.
4. Vineyard is lacking in curriculum choices in fine arts, language and honors classes. Scheduling problems can happen due to our increased enrollment and number of class offerings.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
The Vineyard Alternative School independent study model requires students to work on their own, primarily at home. Students meet one-on-one with subject matter teachers, who differentiate instruction to meet the needs of individual students. Students with special needs have a full-time Special Education teacher on site. The school provides tutoring in math and support for all subjects on Friday mornings. Students may also do their homework at school, working individually or in small groups, under the supervision of a teacher. In 2011, Vineyard Alternative School added online versions of all its math courses using the ALEKS platform. The Edgenuity platform is used for online versions of most other courses. Starting in school year 2016-17, small group instruction is offered in Life Science, Biology, Earth Science, Conceptual Physics, and Integrated Science. Most of these classes include lab activities. Small group Math classes are offered to students taking math classes online. Work Experience Education and Physical Education classes are also offered in small groups. English Language Arts courses now include “coding”. Students may take classes concurrently at the comprehensive high schools, and at Las Positas Community College.	• Student Work Samples • Math Tutoring Lab • ALEKS • Edgenuity • Small Group Science Classes with Labs • Small Group WEE Classes • Small Group PE Classes • Course Logs • Concurrent Enrollment Form

C1.1. Additional Online Instruction Prompt: Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

Findings	Supporting Evidence
For math classes taken online, ALEKS allows individual students to progress at their own pace. The teacher establishes objectives, in terms of the number of topics to be learned by the individual student each week, according to the student's specific needs. Edgenuity is used for all other subjects offered online. It allows individual students to progress at their own pace. The Edgenuity teacher establishes objectives, in terms of the percentage of the course content to be completed by the individual student each week, according to the student's specific needs.	• ALEKS progress reports • Edgenuity progress reports

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Students use standards-based curricular materials adopted by the school district for all core classes. Standards are cited throughout the textbooks and in some course logs. Teachers explain to individual students the standards/expected performance levels needed to demonstrate proficiency. Students taking online courses are given objectives, in terms of the number of topics and percentage of course content to be learned by the individual student each week. ALEKS and Edgenuity give students instant feedback about their level of mastery of the topics being learned.	• One-on-one meetings with subject matter teachers • ALEKS progress reports • Edgenuity progress reports • Course Logs

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Vineyard Alternative School's one-on-one instructional model allows teachers to differentiate instruction individually. Small groups enable instruction to be adapted to the group environment. ALEKS, our online math program, and Edgenuity, our online program for the other subjects, allow our students to use technology to learn at their own pace. Google Classroom allows students to communicate with teachers and other students, including submitting completed assignments and participating in student discussion boards.	• One-on-one meetings with subject matter teachers • Small Group Classes • Google Classroom • ALEKS • Edgenuity

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Subject area teachers develop the course logs and share their expertise with their colleagues at staff meetings. Teachers attend subject-specific district-level professional development workshops.	• Small Group Classes • Chromebooks, PC Laptops, Computer Labs
Teachers use technology to deliver instruction and help engage students. PC Laptops, desktop computers, and Chromebooks, are used to access online programs, which help develop critical thinking skills and are in line with the CCSS.	• Google Apps • Online Media Database on Google Drive • ALEKS

Findings	Supporting Evidence
Small group classes utilize Google Apps (Drive, Classroom, Docs, Sheets, Slides) for student collaboration outside the classroom.	• Edgenuity • Khan Academy • Course Logs

C2.1. Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction.

Findings	Supporting Evidence
Vineyard Alternative School staff members have the support of a team of IT professionals, who provide training on individual or group basis. Teachers participate in professional development activities that focus on learning current and new teaching tools.	• Google Apps workshop • School Loop workshop • Ed Tech News (IT newsletter) • Online Tutorials on Google Drive (created by IT team) • Online Media Database on Google Drive • E-Books/Textbooks • Audiobooks • Virtual and Augmented Reality

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings	Supporting Evidence
Vineyard Alternative School make use of small group science classes where project-based instruction is utilized to facilitate student collaboration and learning. Remote collaboration via Google Classroom works well for independent study students who may have social anxiety issues. Guided practice happens during the student's one-on-one meetings with the subject matter teachers. Friday Support Class also provides an opportunity for guided practice. Independent practice happens mostly at home.	• Small Group Science Classes • Online Math (ALEKS) • Small Group WEE Classes • Small Group PE Classes • One-on-one meetings with subject matter teachers • Friday Support Class (tutoring)

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students complete projects that are aligned with their interests, but they also show what they have learned about the course. Eventually, project-based learning assignments will become a supplemental part of the curriculum. They will have an opportunity to deepen their understanding of the subject using the technological resources provided.	• Edgenuity • Student-Teacher Discussions • Contracts (e.g. ELA, Math, etc.) • Google Tools Suite • Microsoft Office Suite • Work Experience

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
The school has a variety of resources to help assist in student learning. These online program and/or resources provide students with independent learning opportunities. All of these resources available are aligned with the CCSS. Since this school offers students a one-to-one structure, there are many ways teachers can improve students learning outcomes (e.g. blended learning and online learning platforms.)	• Edgenuity • ALEKS • Google Tools/Suite • Computer Science Programming • Online Media Database on Google Drive • E-Books/Textbooks • Audiobooks • Google Classroom • Khan Academy • Lectures on Video • Online Math and ELA Tools for Assessment • Course Assignment Sheets

C2.4. Indicator: Students demonstrate higher level thinking and problem-solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students can work with the teacher or work in groups in certain classes to demonstrate their mastery in the content. They also have access to Chromebooks, PC Laptops, Google Suite Tools, Microsoft Office Suites and an online media database via Google Drive. They can be assessed online and on paper. Most students have access to the internet; therefore, they can view movies, audiobooks and textbooks at any time for homework or personal enrichment. Google Classroom is another tool for students and teachers to assign grades and assignments.	• Teacher Observations and Assessments • Chromebooks • PC Laptops • Google Suite Tools • Microsoft Office Suites • Small group discussions • Online Media Database via Google Drive

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school-wide learner outcomes.*

Findings	Supporting Evidence
Students at Vineyard Alternative School have a vast array of resources beyond textbooks, which can be accessed at any time at home or on campus. These programs, mostly free, allow students to complete projects-based activities and tests. The school is trying to transition to a “Hybrid” or blended learning environment. Students can submit their work on Google classroom; teacher can access it to assign grades.	• Edgenuity • ALEKS • Google Tools/Suite • Computer Science Programming • Online Media Database on Google Drive • E-Books/Textbooks • Audiobooks • Google Classroom • Khan Academy • Lectures on Video • Online Math and ELA Tools for Review • Course Assignment Sheets

Findings	Supporting Evidence
	• OCR technology for digitization • Projectors • Science Programs for learning

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
There are many opportunities for students to experience real world experiences. In science, students can do experiments that relate to their lives. In classes, such as Work Experience, students can participate in town meetings. They can gain work experience and learn about politics in the city. Middle College is another program offered to students who want to go to college. In science, 3D printers will help engage students in STEM fields. Virtual and Augmented Reality will be used to teach subjects that were traditionally textbook-based, which will offer accommodate students of different learning styles.	• Edgenuity • ALEKS • Google Tools/Suite • Computer Science Programming • Online Media Database on Google Drive • E-Books/Textbooks • Audiobooks • Google Classroom • Khan Academy • Lectures on Video • Online Math and ELA Tools for Assessment • Course Assignment Sheets • Virtual and Augmented Reality

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
The school offers Middle College and counseling services from the staff to help guide students to college or vocational careers. Work Experience is a class that focuses on career explorations after high school.	• Middle College • Calcareercenter.org • Work Experience • Calaborlaw.org

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Vineyard Alternative School will soon improve the Work Experience class to assist students in researching about colleges and career readiness	• Work Experience

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

In order to help students achieve the academic standards, the college-and-career-readiness standards, and the school-wide learner outcomes, they are involved in challenging and relevant learning experiences as they progress through the courses while at Vineyard Alternative School. All of the courses offered make use of board approved standards-based curricular material as well as course logs, which are used to guide instruction. Teachers explain to students the standards/expected performance levels needed to demonstrate proficiency. Additionally, the differing models of instructions used (blended learning, small group instruction and one-on-one instruction) allow for the differentiation of instruction that yield positive student learner outcomes. The increasing use and integration of technology into the curriculum, has permitted students to be more engaged and eager to learn. Nonetheless, there is a need to update the course logs so they include a high integration of technology as well as common formative and summative assessments that reflect the goals and objectives delineated in the state standards.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

1. Instruction is highly individualized.
2. Concurrent enrollment at comprehensive high schools and the local community college (Las Positas College) is allowed and encouraged.
3. Curriculum and instruction are constantly evolving.
4. Integration of cross-curricular subjects in assignments
5. Use of technology is being integrated into courses

Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. Very few elective courses are offered.
2. No foreign language courses are offered.
3. No honors courses are offered.
4. No AP courses available.
5. There is no technology integration plan available.
6. Lack of collaboration with companies, businesses or higher education institutions to provide training for students.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the school-wide learner outcomes.*

Findings	Supporting Evidence
Student performance data are collected from a variety of sources including CAASPP, District Literacy benchmark writing assessment for grades 9, 10, 11 (CAASPP prompts), and 12 results, CELDT (now known as ELPAC) and AYP. These data are disaggregated by the principal and analyzed by the ILT. Analyzed data are reported to SSC and faculty for their input at the beginning of the school year. These data are also reported to the Superintendent, cabinet members, board members and principals. The School Site Council also discussed student performance data and copies of the assessment data were distributed to all teachers. Vineyard Alternative School and the State provide parents with transcripts and test results for their students.	• Student performance data • SSC agenda • SARC • ILT • Student CAASPP reports • Transcripts

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.*

Findings	Supporting Evidence
Vineyard Alternative School always attempts to involve all stakeholders in monitoring student progress toward graduation. The district provides the school with assessment data and systems to access findings. In turn, the principal reports the school plan, which includes student performance data to SSC parents, the Superintendent, board members and other principals. Students and teachers discuss student progress toward meeting academic standards as evidenced on the weekly assignment sheets. Although parents receive information from the school regarding their individual student's progress in the form of transcripts, meetings with school staff, Connect-Ed phone messages and letters home, parents are only informed about their own student's individual performance data. Vineyard is exploring the use of School Loop reporting system to improve upon this process to send final trimester grades to parents, as well as letting them see student progress and grades on individual assignments throughout the length of a course.	• Literacy writing assessment results • Writing rubrics (District) • School Loop • PowerSchool reports • Connect-Ed Internet communication system • School website • Student performance data • Weekly assignment sheets •

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Vineyard Alternative School uses a variety of assessment and reporting tools to monitor students' progress toward meeting academic standards and Student Learning Objectives. At present, the lack of formal summative assessments built into most curriculum at Vineyard Alternative School leaves most monitoring of a student's proficiency and academic progress to the informal formative assessments done by teachers every time they meet in person with a student, and the assignments and work that students turn in. This leads to varying standards of appraisal, depending on the teachers and their individual opinion of a student's ability.	• Student performance data • Weekly assignment sheets • Transcript/grades/ credits • Parent letters • PowerSchool reports • School website • Course Logs • Edgenuity courses • ALEKS Math program

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined*

and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
Vineyard Alternative School uses a variety of online assessment and reporting tools to monitor students’ progress toward meeting academic standards and SLOs: Edgenuity Using Edgenuity, students are allowed to take formative assessments on their assignments, which can be overseen by the instructor. After each unit, there is a summative assignment which students are locked from taking, except with the presence of their teacher, who has to unlock it for them. Assessments, formative and summative, are graded by the Edgenuity program, with the exception of written assessments, which must be graded by the instructor. If a student gets higher than a 70% on a summative assessment, the student may continue on to the next unit. If the student does not, the student is locked from progression and must have the teacher’s permission to retake the assessment or to continue with the course. All grades for multiple choice questions are graded by the program, while all essays and short answer questions must be graded by the instructor. ALEKS Math Program Using ALEKS for online math courses, students first take a diagnostic assessment to determine how skilled the student is before starting a new topic. Once this is determined, the student is given math problems to help reinforce and provide practice on the topic that is taught. Every 20 topics students are given a summative assessment to check if a student needs additional practice. Once a student has mastered a chapter, the student has completed the topic, and can continue to other ones. All grades are calculated by the ALEKS program.	• Student performance data • ALEKS Math Program • Edgenuity courses Transcript/grades/ credits • Parent letters • PowerSchool reports • School website

Findings	Supporting Evidence
Vineyard Alternative School involves all stakeholders in monitoring student progress toward graduation. The district provides the school with assessment data and systems to access findings. In turn, the principal reports the school plan, which includes student performance data, to SSC parents, the Superintendent, board members and other principals. Teachers receive copies of the student performance data that are discussed at length. Students and teachers discuss student progress toward meeting academic standards as evidenced on the weekly assignment sheets.	

D2. Using Assessment to Monitor and Modify Learning in the Classroom

Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Vineyard Alternative School, at present, does not have defined and regular summative assessments for all courses offered as they are not found in the course logs for these courses. For those courses which do have summative assessments, most take the form of prompt-based writing assignments in language-based courses or through problem sets in mathematics, but they are not regular and are not frequent enough to help with evaluating and addressing student content knowledge and needs. Formative assessments happen once a week through meetings between students and their instructors on a one-on-one basis for 45 minutes, or in small-group instruction for lab science courses. These formative assessments take the form of discussions or quizzes with students on the material they were assigned for the previous week.	• Course Logs (and annotations by teachers) • Student work • Master Schedule of students

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the school-wide learner outcomes.*

Findings	Supporting Evidence
Using Edgenuity for all subjects excluding math, the formative assessments, even during instruction, allow for students to check their knowledge before the summative assessments at the end of each unit. These assessments are heavily focused on multiple choice and fill in the blank questions, which can check for lower level lines of questioning. These courses also include summative assessments at each unit which include short and long answer written assessments, which have to be reviewed and graded by a teacher, who makes sure that it addresses the prompt and line of questioning accurately. ALEKS for online math courses uses formative and summative assessments to check for student mastery of concepts within a unit. If a student does not show mastery and proficiency of a topic, the student is forced to practice these concepts with more work until they learn the concept.	• ALEKS Math Program • Edgenuity

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Professional staff at Vineyard Alternative School regularly adjust and modify the work for students based upon the formative assessments held with students through conversation and in-class meetings to help students achieve learning goals. Professional staff at Vineyard Alternative School rarely have a chance to collaborate and analyze assessment data in order to make instructional decisions due to variations in teacher schedules and limited master schedule time allotment.	• Course logs (and teacher annotations) • Master Schedule

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school-wide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-*

teacher interaction and monitoring of student progress based on student feedback.

Findings	Supporting Evidence
Vineyard Alternative School uses student feedback in monitoring progress in academic standards. Students and teachers have ongoing discussions about students' progress towards meeting academic standards and SLOs. Student instruction is individualized, so student feedback is used to modify instruction. Students are also allowed to give feedback to teachers based upon their grades (e.g., should grades be posted on School Loop by the teachers experimenting with its use?).	• Weekly assignment sheets • Course logs • Student folders • Observation of student/teacher interaction • School Loop

D3. Using Assessment to Monitor and Modify the Program School-wide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

School-wide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Vineyard Alternative School has a protocol in place whereby student performance data are collected, disaggregated, analyzed and reported to all stakeholders. Teachers use a variety of assessment tools to evaluate student learning. Students and teachers use these findings to modify instruction in order to increase student progress toward meeting academic standards.	• Student performance data • Weekly assignment sheets • Transcripts • Assessment of assignments by teacher. • School Loop trial

Findings	Supporting Evidence
Some teachers at Vineyard Alternative School are experimenting with using School Loop to keep students and parents up to date on their students' progress with the course. This allows parents and students to see the assignment and participation grades as they are completed, allowing for more communication and clarity about a student's overall progress.	

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
All students at Vineyard Alternative School are required to participate in all state tests, when they are given, regardless of whether they are part of textbook-based or online-based courses. All families are notified of state-mandated tests through emails to students and parents, along with automated calls home telling students when to sign up online for a scheduled date to come in and take the tests. At times, teachers also use in-person meeting times to make sure that students do sign up for these tests. The results of state tests are reported from the state to the district. The district then reports the information to the school sites, teachers, and parents. This information is used to create the School plan and the individual student plan. The school site council is also informed of the testing results.	• CAASPP • Smarter Balanced assessments • District Writing Benchmark test • California Healthy Kids Survey • California Alternative Assessment • California Science Test • SARC

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Vineyard Alternative School uses textbooks and publisher generated tests that are standards-based. Attention is paid to EL students' performance data on CELDT, CAASPP and local assessments.	• CELDT • CAASPP

Findings	Supporting Evidence
Because of the transient nature of the student population at Vineyard Alternative School, with transfers in and out of the school throughout the year, the data that are reviewed when they are received often apply to students who are no longer enrolled by that time. This makes the effectiveness of school-wide exams and their applications back on the students who take them difficult to measure.	

School-wide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Vineyard Alternative School staff participates in ongoing meetings and semi-annual evaluation of student performance data for the school plan. Changes in the school program are made according to students' needs, based on assessment results. Professional development activities and available resources are aligned with the student learning needs. These criteria impact the school's addressing of both the identified critical academic needs. For the last three years Vineyard Alternative School has concentrated most of its resources on improving the curriculum in Math and English Language Arts and providing students with access to the subject matter.	• Purchase orders for equipment/materials • Curriculum Development Committee minutes • Staff meeting minutes • ELA plan • SPSA • PowerSchool reports • Illuminate • School website • Student performance data • Weekly assignment sheets

3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
After evaluating assessment data, staff realized students needed to improve in all subject areas. For that reason, staff expanded tutoring time. The Staff has also concluded that the Curriculum Development Committee needs to be revived and take a larger and more proactive role in the directing of curriculum development, alignment, and assessment across all subject areas.	• Math Lab sign-in sheets • Reinstatement of the Curriculum Development Committee

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
The vast majority of state tests have been moved to the computer, the computer lab teacher is in charge of testing, along with the principal. This person is trained by the district to be the main proctor of the tests and, even for the district benchmark tests that are written, this person serves as the main proctor for testing. Assistant proctors are assigned to the main proctor by the principal (they are usually volunteers) and are trained by the main proctor. Only the main proctor and the principal have the computer permissions to open and close the test system window for our students during the testing times. If there are hard copy documents for testing, the head proctor is in charge of collecting and securing these documents when they come from the district, distributing the documents to the designated proctor, and collecting and securing them when they are collected after testing.	• Testing Schedules • Secure Browser installed on machines for testing.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Transient student population:

Vineyard Alternative School uses state and district data as best it can to improve student learning outcomes. This can be made difficult because the student population of Vineyard Alternative School is transient, having transfers to and from the comprehensive high schools in the district throughout the year, and these data are not always reliable or applicable to the student body.

Inadequate formalized formative and summative assessments:

Overall, most courses and classes at Vineyard Alternative School do not have adequate formalized formative and summative assessments to properly support student learning and measure student achievement of content and college-ready standards. The online programs do have these assessments to gate student progress further, but current course logs do not, leading to a non-standardized approach to instruction from teachers. For this reason, it has been advised and moved to reconstitute the Curriculum Advisory Committee at Vineyard, to formalize, standardize, and mandate new course logs with a unified structure and formatting, and the inclusion of assessments for courses.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Vineyard Alternative School promotes and facilitates connections that students and teachers can make with each other through individual instruction, small-class instruction, and conversation, allowing for personalized learning strategies, based on these informal formative assessments.
2. Bonds that teachers can make with students allow them to better connect subject materials to their lives and past experiences.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Revive the Curriculum Development Committee with a charge to take a larger and more proactive role in the directing of curriculum development, alignment, and assessment.

Curriculum Development Committee Charges:

- Serve as the hub for establishing curriculum and assessment standards for all courses by developing a Course Master Template to be modeled by all subject matter courses.
- Create a Course Master Template that includes formative and summative assessments for each subject, in which the California State standards, course resources, rigor and instructional differentiation are addressed.
- Direct subject matter teachers to apply specific coursework assignments using the Vineyard Alternative School Course Master Template.
- Reevaluate the manner by which state assessment data are reviewed and evaluated in order to assess how well the Vineyard Alternative School program is preparing students for state testing. This evaluation would be done by checking the data of students who have been in the Vineyard program for at least a year. As a result, the Vineyard Alternative School Curriculum Development Committee would be able to adjust the academic program, our assessments and our rigor.
- Improve school-wide communication using School Loop, Vineyard Alternative School's website, and Power School, to better notify teachers, students, and parents about the student progress in their courses.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Vineyard supports regular parent and community involvement in a variety of ways. School Site Council meetings are a monthly venue for parent involvement. During the 2017-2018 school year, our Principal and Academic Counselor held Pre-enrollment Informational Meetings for parents. Beginning with the 2016-2017 school year, Vineyard has held Back-to-School Night events for parents. The 2017 Back-to-School Night showcased a number of community partners such as the Public Library and La Familia. The 2018 Back-to-School Night welcomed parents and students with an ice-cream social event. Parents are kept involved in the learning process through progress reports. In the 2018-2019 school year, School Loop digital progress reports have replaced paper mailings. The Vineyard Art Show and also the Graduation Ceremony are events that involve parents and community members. Several parents have served as guest speakers in science classes sharing about their careers in science.	• School Site Council Agendas • Pre-enrollment Informational Meeting Agendas • Back-to-School Night Agendas • La Familia Counseling • Axis Community Health • Horizons Family Counseling • Public Library • Progress Reports • School Loop • Graduation Ceremony Programs • Art Show Google Slides • Guest Speaker List

Findings	Supporting Evidence
Parents are invited to Student Success Team Meetings to be part of the problem-solving team in the academic support of their children. Vineyard's principal speaks Spanish fluently and translates at Student Success Team Meetings when needed.	- SST Forms - Principal

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and school-wide learning outcomes.*

Findings	Supporting Evidence
Vineyard reaches out to community resources to support student learning. Axis Community Health organization made a drug-awareness presentation for teachers in 2017-2018. Vineyard partners with Tri-Valley Regional Occupational Program for Career and Technical Education and Las Positas Community College for the Middle College program. Vineyard students can also enroll concurrently at Las Positas Community College. The Vineyard counselor hosted a Las Positas Community College Informational Meeting in 2017-2018. Vineyard students were also invited to participate in the Career Awareness Workshop in March. Established at Vineyard in the 2017-2018 school year, the Coordination of Services Team seeks to connect students with the support services they need. The CoST may recommend referrals to community support organizations such as Axis, Horizons, and La Familia. The Vineyard science program partners with Zone 7 Water Agency, East Bay Regional Parks, Livermore Area Recreation and Park District, and Sandia National Laboratory for field trips, in-class speakers, and the annual District Science Odyssey (science fair).	- Back to School Night - Website - Axis Drug Awareness Presentation - ROP Information - Middle College Information - Las Positas Informational Meeting - Las Positas Concurrent Enrollment Forms Career Awareness Workshop in March - COST-Coordination of Services Team - Axis Community Health - Horizons Family Counseling - La Familia Counseling - Science Fieldtrip List - Science Odyssey Projects - Science Class Speaker List

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Vineyard receives most of the District's expelled students. These students are called "Administrative Placements." Vineyard needs more support staff hours to create a safer environment with these "Administrative Placements" and our high proportion of students with social and emotional challenges on campus. Teachers of group classes are using the Choose Love curriculum to grow students' social and emotional skills. Fences are being placed around Vineyard to make the campus more secure.	• School Psychologist: 3.5 Hours per Week 2017-2018 • Academic Counselor: 0.8 FTE • Number of Administrative Placements • Number of Students with 504's • 8+ SPED referrals for social/emotional issues • Choose Love Foundation • Phase 1 fence added Spring 2018 • Phase 2 fence coming

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
High expectations and concern for students is one of Vineyard’s strengths. Mentor teachers follow students’ overall progress. Small group classes provide a nurturing environment and a high-quality education. Vineyard’s academic counselor supports students both academically and emotionally. The Think Outside the Box Assignment and Art Show celebrated students’ individual strengths and accomplishments. The Counseling Enriched Program provides extra support for struggling students.	• One-on-one instruction • Mentor Teacher List • Small Group PE, Work Experience, Art and Science classes • Think Outside the Box Assignment and Art Show • Counseling Enriched Program

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
Open communication to develop trust and respect District Office representation lacking Positive contact with District leadership needed, not always union driven	• Special Ed director has come several times to see Vineyard Alternative School and the structure here.

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student’s success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Many students come to Vineyard because they struggle with anxiety and depression. Vineyard has implemented several strategies to help support these students. Vineyard's school psychologist and our principal created increased structure for streamlining services to support students' needs with the initiation of our first Coordination of Services Team meetings in the 2017-2018 school year. Our principal also created a clear process in which teachers can initiate Student Study Team meetings which include the student, parent, teachers, academic counselor and principal when possible. In the 2017-2018 school year, we began a practice of supporting students with re-entry meetings with the school psychologist or counselor after a 5150 or hospitalization. In the 2018-2019 school year a parent has initiated a monthly parent support group for parents of students who struggle with social and emotional challenges. Our school psychologist gave a suicide prevention presentation to staff in the 2017-2018 school year. Our part-time Academic Counselor and School Psychologist(s) are spread thin trying to support the students' personal needs.	• 0.8 FTE Academic Counselor • School Psychologists' schedule • List of Mentor Teachers • Percent of students with 504 Plans • Number of students requesting testing • Number of Resource Students • COST-Coordination of Services Team Description • SST forms • Counseling Enriched Program Description • Records of Re-Entry meetings after 5150's • Principal's Weekly Memo: 9/24/18 Parent Support Group Announcement • Suicide Prevention Power Point

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
Same as above.	Same as above.

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Our district-led Multi-Tiered System of Supports provides the overall structure for our support and intervention strategies. Student Success Teams and the Coordination of Services Team provide avenues for providing appropriate support and intervention for individual students. Personalized options for instruction at Vineyard include: One--on-one instruction Small group instruction Online instruction with Edgenuity or ALEKS Math Math Lab Concurrent Enrollment at comprehensive high schools Concurrent Enrollment at local community college Vineyard teachers differentiate according to individual student needs, 504's and learning styles. Our district provided staff training on using the Illuminate program to read details of student 504 plans.	• MTSS • COST-Coordination of Services Team Description • SST Forms • Master Schedule • Math Lab logs • Vineyard Website • Staff Professional Development 9/26/18

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
Edgenuity online students are required to attend lab once a week to lab. They also need to meet with their Mentor teacher ALEKS math students meet weekly in person with their math teacher.	• Master Schedule

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the school-wide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and*

the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.

Findings	Supporting Evidence
Vineyard has a full-time special education teacher. She spends part of her time providing academic support to resource students with Individualized Education Plans. She also runs a Counseling Enriched Program at Vineyard.	• Special Education Program Presentation • Master Schedule
Vineyard does not have ELL, GATE or Title I programs.	

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
Vineyard checks out Chromebook laptops to students who need them.	• Chromebook check-out

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
Vineyard enrolls all students in college prep courses (UC a-g approved). We are phasing out non-college prep science now that we offer UC a-g approved science.	• Master Schedule • Course Catalog
Math lab provides extra math support for students.	• PowerSchool for Enrollment
Vineyard students may take summer school through the school district.	• Math Lab log
Vineyard classes go beyond the traditional school day until 5:15 pm.	• Course Catalog

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic*

standards and school-wide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
Vineyard students have been involved in an increasing number of curricular and co-curricular activities over the last several years. Our Art Show involved students and families in an evening event on campus centered on Art Standards. The Think Outside the Box assignment structured students' creative projects for the show. Students have been involved in several video projects that showcase our school. These projects put Visual and Performing Arts Standards to use. New group classes have formed at Vineyard in the last 3 years for Science, work experience and PE. Science classes go on field trips that center on the Next Generation Science Standards Practice of "planning and carrying out investigations." The 2017-2018 newly-formed Student Leadership Group has officially become the Student Leadership Class in the 2018-2019 school year. This class hosts student events that support our District's Multi-Tiered System of Supports goal of Social and Emotional Support. Teachers of small group classes have involved students in the Choose Love Movement adopted by our District in the 2018-2019 school year. Vineyard students have a long history of being involved in community service. Some students volunteer in elementary school classrooms. Vineyard students gain Career and Technical Education experience by enrolling in the Tri Valley Regional Occupational Program. Each year, two Vineyard students are chosen for the Middle College program at Las Positas Community College.	• 2015, 2016, 2017 Vineyard Alternative School Art Show: Google Slides Presentation • Newspaper Articles • Think Outside the Box assignment • Vineyard Alternative School Video Project 2016 • 2108 Student-made Vineyard Video • Student Leadership-Sponsored Events List • Science Field Trips List • Group PE Schedule • Group Science Schedule • Community Service on Transcripts • School-wide Learner Outcomes • Livermore School's MTSS • Choose Love • Number of students in the Regional Occupational Program • Middle College Graduation Programs • Work Experience Education schedule

E3.5. Additional Online Instruction Prompt: Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.

Findings	Supporting Evidence
Same as above.	Same as above.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Vineyard Alternative School needs to continue and enhance offering a variety of learning and teaching methods and differentiation for student needs. Logs need to be re-written to meet state standards. Students need more time to meet with the Academic Counselor and/or School Psychologist for academic/social/emotional needs. The culture of the school from surveys indicates we are doing a good job. We need more social interactions, community-building resources and school connectedness.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. High expectations with caring, concern and compassion.
2. Open communication and collaboration between Vineyard Alternative School admin/staff/parents.
3. We continue to support our students through limited resources.
4. We use a variety of forms and methods for differentiation.
5. Staff often re-visits curriculum for improvement.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. Sense of Community:

We want to build more of a sense of connectedness and community among students.

We would like to have a room where students can relax, eat lunch, study, and visit with supervision. Our Student Leadership Group has just become an official class this 2018-2019 school year.

We would like to add student events monthly such as BBQs. We had an ice cream social for back to school night.

2. Academic/Social/Emotional Support

We don't believe we have adequate services to support students' personal needs. We have

increased numbers of students requesting testing, IEP's, referrals, 504's. Our Academic Counselor and School Psychologist have limited hours.

3. **Safety**

Our campus needs better safety infrastructure. The school district is in the process of fortifying the fencing: phase one is complete, phase two is in progress. More support services for students with emotional challenges would increase everyone's sense of safety on campus.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Academic Improvement through Curriculum, Instruction and Assessment
- Social and Emotional Support through School Culture
- Attendance and Communication Improvement through School Organization

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

We have identified **three critical student learning needs** based on our profile and Focus Group findings:

1. Academic Improvement

- a. Revise and implement course of study (course logs) to improve student learning
 - i. Common formative and summative assessments for each subject
 - ii. Clearly state learning outcomes for each course on each course log
 - iii. Build congruence between the actual concepts and skills taught, the academic standards, the college-and-career-readiness standards, and the SLOs
- b. Use data to inform our curriculum design and improve student learning
- c. Develop and implement a more holistic approach to student education
 - i. Inform the development of our academic program through regular collaboration with feeder schools, local colleges and universities, and technical schools
 - ii. Use follow-up studies of graduates and others to learn about the effectiveness of the curricular program
 - iii. Expand course offerings
 - iv. Develop technology integration plan

2. Social and Emotional Support

- a. Increase social and emotional support
 - i. Implement Choose Love
 - ii. Utilize Student Success Teams
 - iii. Coordinate with Horizons Family Services
 - iv. Initiate Parent Support Group
- b. Increase sense of safety on campus
 - i. Install campus perimeter fencing
 - ii. Introduce Positive Behavioral Interventions and Supports

3. Communication Improvement

- a. Improve school-wide and parent communication in assessing student progress
 - i. Use School Loop online gradebooks school-wide
 - ii. Launch and expand new Vineyard Alternative School website
 - iii. Access PowerSchool tools
 - iv. Employ BlackBoard Messaging

Chapter V: School-wide Action Plan

- A. Revise the single school-wide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the school-wide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the school-wide action plan.
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School-wide Learner Outcomes

Vineyard Graduates will be

- 1. People developing and continually revising a philosophy of life.
- 2. People exercising the higher thinking and decision-making skills.
- 3. People culturally and ethically aware.
- 4. People committed and active on behalf of the community.
- 5. People able to take care of themselves.

Critical Student Learning Needs

- 1. Academic Improvement through Curriculum, Instruction and Assessment
- 2. Social and Emotional Support through School Culture
- 3. Attendance and Communication Improvement through School Organization

District LCAP Goal Subjects

- 1. Academics
- 2. Conditions for Learning
- 3. Parent and Community Engagement and Communication

School-wide Action Plan 2018

Area of Improvement #1:

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

Task with SPSA Strategy Numbers	SLO	Critical Student Learning Need	District LCAP Goal	Responsible Persons	Resources	Means to Assess Improvement	Growth Targets with Timeline	Methods to Report
a) Revise course of study (course logs) to improve student learning 1.8 i. Create common formative and summative assessments ii. Develop and include clear course outcomes iii. Align CSS, College and Career Readiness Standards, SLOs	2, 5	1	1	Teachers Leadership Team Members Principal	Collaboration Time Planning Time PD Funds and Time	Revised course logs	1 year: 20% of Course Logs revised 2 years: 40% of Course Logs revised 3 years: 60% of Course Logs revised 4 years: 80% of Course Logs revised 5 years: 100% of Course Logs revised	PLCs ILT Staff Meetings Annual SPSA WASC

Task with SPSA Strategy Numbers	SLO	Critical Student Learning Need	District LCAP Goal	Responsible Persons	Resources	Means to Assess Improvement	Growth Targets with Timeline	Methods to Report
b) Use data to inform our curriculum design and improve student learning 1.1, 1.2, 1.3, 1.5, 1.6	2, 5	1	1	Teachers Leadership Team Members Principal	Collaboration Time Planning Time PD Funds and Time	Graduation Rate CAASPP ELA CAASPP Math UC a-g Requirements Formative and Summative Assessments PowerSchool Grad Progress Reports	1 – 6 years: at least 5% improvement each year on: Graduation Rate CAASPP ELA CAASPP Math UC a-g Requirements	PLCs ILT Staff Meetings Annual SPSA WASC
c) Develop and implement a more holistic approach to student learning i. Collaborate with feeder schools, local colleges, universities, technical schools 1.4, 2.7 ii. Use follow-up studies of	1-5	1	1	Teachers Principal	Collaboration Time Planning Time PD Funds and Time	Partnerships with local colleges, universities, technical schools	1-2 years: Las Positas presents annually to our students 3-4 years: a trade school and Cal State East Bay present 5-6 years: partnership program begun for Las Positas concurrent enrollment	PLCs ILT Staff Meetings Annual SPSA WASC

Task with SPSA Strategy Numbers	SLO	Critical Student Learning Need	District LCAP Goal	Responsible Persons	Resources	Means to Assess Improvement	Growth Targets with Timeline	Methods to Report
graduates and others to learn about the effectiveness of the curricular program iii. Expand Course Offerings 1.7 iv. Develop technology integration plan 1.3						New curriculum based on follow-up studies New courses in catalog Technology Integration Plan	3-4 years: follow-up studies conducted 5-6 years: 10% of curriculum revised based on follow-up study data 1-6 years: 2 new courses each year 1 year: technology utilized in student writing in all content areas 2 years: technology integration plan drafted 3-6 years: technology integration plan implemented	

Area of Improvement #2:

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

Task with SPSA Strategy Numbers	SLO	Critical Student Learning Need	District LCAP Goal	Responsible Persons	Resources	Means to Assess Improvement	Growth Targets with Timeline	Methods to Report
a) Increase social and emotional support i. Implement Choose Love 2.2 ii. Utilize Student Success Teams 2.8 iii. Coordinate Presentations with Horizons Family Services 3.3 iv. Initiate Parent Support Group 3.4	3, 4	2	2	Mentor Teachers Leadership Team Members Academic Counselor Principal	LCFF Funds for Horizons Materials Staff time for SST meetings	Attendance Rate California Healthy Kids Survey Number of Students Participating in Choose Love	1 year: attendance increase from 87% to 94% 2 - 6 years: maintain at least 95% attendance 2 - 6 years: 5% per year increase in positive responses from 9 th graders in CHKS 2 - 6 years: 5% per year increase in # of students in Choose Love	PLCs ILT Staff Meetings Annual SPSA WASC
b) Improve sense of safety on campus i. Install campus perimeter fencing 2.3 ii. Start PBIS 2.1	1, 5	2	2	Teachers Leadership Team Members Principal	Bond Funds for Fences Collaboration Time	California Healthy Kids Survey	1 - 6 years: 2% per year increase in CHKS positive responses regarding sense of safety on campus	PLCs ILT Staff Meetings Annual SPSA WASC

Area of Improvement #3:

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

Task with SPSA Strategy Numbers	SLO	Critical Student Learning Need	District LCAP Goal	Responsible Persons	Resources	Means to Assess Improvement	Growth Targets with Timeline	Methods to Report
a) Improve school-wide and parent communication in assessing student progress i) Use School Loop online gradebooks school-wide 3.1 ii) Launch and expand new Vineyard Alternative School Website 3.2 iii) Access PowerSchool tools 1.5 iv) Employ BlackBoard Parent Messaging Features 3.2	1, 5	3	3	Teachers Principal	Programs Provided by District	School Loop Usage	1 year: 100% of teachers use School Loop for grade reporting and as an online grade book	ILT Staff Meetings Annual SPSA WASC

Appendices

Appendix A: Local Control and Accountability Plan (LCAP)

Link: <https://www.livermoreschools.org/Page/6513>

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Livermore Valley Joint Unified School District	Mike Biondi Assistant Superintendent	mbiondi@lvjUSD.org 925-606-3224

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Livermore Valley Joint Unified School District is located in Livermore, California, and is the easternmost city in the San Francisco Bay Area. Livermore was founded in 1869 and is known for its eclectic mix of award-winning wineries, family-owned ranches, national research laboratories, and an art-rich community. This juxtaposition of agriculture, arts, and cutting-edge technology gives Livermore its unique reputation as a city in which ranchers, physicists, and artists are neighbors and friends.

Livermore has an agrarian history that continues to be active today along with a strong technological focus. The Lawrence Livermore National Laboratory, begun in the 1950s, is a major employer in the community, as is the Sandia National Laboratory. With the Altamont Corridor Express (ACE) train connecting Livermore to Silicon Valley, many residents contribute to California's technological boon. Livermore's annual rodeo celebrates the ranching element, while its wine industry builds upon a past tradition that was begun in the 1840s. Livermore has an active Cultural Arts Council as well as a Chamber of Commerce representing a wide variety of active businesses. Livermore is also home to Las Positas Community College.

The city is a suburban community with a current population of over 89,000 residents and an ethnic make-up of approximately 59% White, 22% Hispanic, 12% Asian, and 2% African American. The balance represents the diversity of other backgrounds, including ethnicities comprised of two or more of the aforementioned categories. Approximately 25% of Livermore families live below the poverty level. These demographics have changed over the years as Livermore has grown and become more diverse.

The Livermore Valley Joint Unified School District encompasses a 240-square mile area, including the city and vicinity. The award-winning District is the fourth largest employer in Livermore. The

District serves more than 13,900 students from transitional kindergarten through the 12th grade. It operates 18 school sites including nine elementary schools, two K-8 schools, three middle schools, two comprehensive high schools, and two alternative schools. Many of the District's schools are California Distinguished Schools, Gold Ribbon Schools, or recipients of other honors and prestigious awards.

The demographics of the District's student population include 49% White, 32% Hispanic, 6% Asian, 1.4% African American, 26% Socioeconomically Disadvantaged and 14% English learners. Across the city, these demographics vary from school site to school site. Embracing the challenge of preparing students for success in a rapidly changing world, the District's mission promises that "Each student will graduate with the skills needed to contribute and thrive in a changing world." With this guiding principle, District educators offer innovative approaches to meeting the diverse needs of the entire student population. The implementation of the new California State Standards includes multifaceted learning opportunities where students engage in creative problem solving. Students are supported as they develop critical thinking, resilience, and cultural competence.

The LVJUSD schools have a history that is steeped in traditions and academic excellence to prepare our students for a bright future. The District offers exemplary programs from Transitional Kindergarten (TK) through 12th grade. The award-winning TK program, Students Participating in Readiness Opportunities Using Themes in Science (SPROUTS), engages young learners and develops an excitement of learning through Science Technology Engineering and Math (STEM)-based themes. STEM learning grows throughout the grade levels and includes common experiences for students at many of the grade levels. A few of these opportunities include second graders participating in a ten-week standards-aligned Shakespeare So Wise, So Young experience; third graders celebrating the community's rich agriculture background on Ag Day; and fifth grade students engaging in science enrichment during Science Camp. Our district understands the importance of extracurricular activities and the impact they have on school connectedness. Our district supports award winning programs in music, visual and performing arts and excel on a wide variety of championship sports teams. This common frame creates a strong foundation on which to develop, while holding true to our District's values to inform, include, inspire, and innovate.

Our District's value of hands-on learning opportunities is inclusive of creating relevance through science, technology, engineering, arts, and mathematics and fostering the soft skills needed for success. Livermore's International Baccalaureate (IB) and Dual Immersion (DI) programs highlight the District's commitment to equity and global citizenship. World-class visual and performing arts programs also support the development of well-rounded, cultural competency. Students at all schools enjoy the benefits of robust and dynamic partnerships with local community organizations including the two national laboratories, local arts programs, and education foundations. Rotary clubs and many generous local businesses and service organizations also support students by expanding learning opportunities for all. Outside of the classroom, opportunities to compete in a wide variety of sports foster the value of teamwork and lifelong wellness.

Our generous community has supported students in our District through the passage of a recent facilities bond and consecutive parcel taxes. The Bond is supporting our District with safety and upgrades to all school sites, and creating the infrastructure and systems needed to outfit 21st Century classrooms to maximize student success. The parcel tax funding enhances STEM programs and opportunities for students. The parcel tax funds technology and instructional materials across the grade levels and the UNITE Team of coaches who support teachers in integrating technology into learning. The parcel tax also funds the elementary science specialists, who deliver hands-on lab experiences for students. The funding also supports the offering of Project Lead the Way (PLTW) programs throughout grade levels K-12. PLTW incorporates computer science, design,

and engineering experiences and engages our youngest to our most senior learners in captivating curriculum that students praise.

These programs make Livermore unique as the STEM pathways, transitional kindergarten through high school, are extensive and continue to expand. Students at the elementary level are coding, programming robots, and much more. The middle and high school programs offer more advanced opportunities, culminating with high-level computer science and engineering courses at the high school. These opportunities include students engaging in introductory engineering and networking courses, which are articulated with the local college. These programs have been recognized regionally and nationally for their commitment to supporting all learners, as well as their quality, creating model programs, which others attempt to replicate. One of these programs includes the Green Engineering Academy (GEA). This program builds upon the PLTW curriculum to engage students, including a commitment to involve at-risk students, in architecture and green alternatives. These work-based learning opportunities not only benefit students but also local businesses, as many students are offered internships.

Other work-based learning programs include the District's flourishing Career Technical Education (CTE) pathway programs, including the Biotechnology Pathway, Cisco Networking Pathway, Computer Science Pathways, and Del Valle Culinary Academy. Another long-standing and enduring pathway for the District is the Agricultural Pathway. These pathways and others are enhanced and extended with the support of the Tri-Valley Regional Occupational Program (TVROP). TVROP brings additional pathways to our District, including Early Childhood Development, Nursing, and Sports Medicine. These are only a few of the many pathways offered across the District's high schools. These programs and the partnerships they embody enhance and support the District in graduating college and career-ready students.

Many of the pathways include student leadership opportunities. Students engage in Future Farmers of America (FFA) and Distributive Education Clubs of America (DECA), and the comprehensive secondary sites offer students leadership courses to further develop as global citizens who work collaboratively to uphold the sites' mission, educating students about upcoming social, academic and civic opportunities, and much more. Leadership is valued and encouraged whether it is through a student being involved in various clubs, serving as an Associated Student Body (ASB) officer, participating in leadership courses, or completing community service hours. Developing the whole student continues to be a focus of an LVJUSD education.

With a focus on STEM and rigorous and challenging content delivered across the grade levels and courses, students are also encouraged to explore their passions. Our District adds the A for Arts to STEM, making STEAM. Students begin to explore music at the elementary level, including instrumental music which is offered to all fifth graders, and students are encouraged to continue their involvement in the arts as they move into middle and high school. The District's arts program includes visual and performing arts, such as vocal music, band, orchestra, art, digital media, drama, and more. Students are growing as artists and create quality visual arts and produce noteworthy performances, which are highly attended by parents, peers, and community members. Students are also showcased at public events, as both our District and the greater community value the arts and recognize the skill sets it develops in students.

These and other rich opportunities are afforded to all students throughout the grade levels. These opportunities include engaging in strong California State Standards-aligned curricular programs with the opportunities for students to accelerate through differentiation or by enrolling in honors or advanced courses at the secondary level. Elementary students identified as Gifted and Talented (GATE), are offered afterschool and evening enrichment programs in the arts, engineering, and

sciences in addition to the differentiated instruction they receive during the school day. Middle school students are offered opportunities to enroll in Honors Core and advanced mathematics courses. These engaging opportunities put students on the path to enroll in honors courses, Advanced Placement (AP) courses, and International Baccalaureate (IB) in high school. Character Education is a priority for our district, supported by our Board, developing our students as caring individuals who learn the importance of trustworthiness, respect, responsibility, fairness, and citizenship.

LVJUSD offers several other specialized programs for students. The IB Primary and Middle Years Programmes create a dynamic pathway offered at Mitchell K-8. The curriculum encompasses integrated learning, global perspective, and citizenship with the mission of equipping students to live successful lives, "both now and in the future." The District's IB pathway spans to the high school Diploma Programme, located at Granada High School (GHS), with rich course offerings and the opportunity for students to pursue an IB Diploma. Another pathway that feeds into the District's high school is the K-8 Spanish DI program, which is offered at Junction K-8 School. This program develops both Spanish and English literacy while students master the California Content Standards. Students can choose to continue their studies as they exit eighth grade by enrolling at GHS, where core content courses are available and offered in Spanish as well as English. Students who excel are awarded the State Seal of Biliteracy, a true honor that symbolizes students' success.

Our District also has two alternative high schools to meet unique student-learning needs, including one-on-one independent study and flexible scheduling with greater supports and personalized learning. Another option for high school students is Middle College, which is a popular program available to juniors and seniors in our District. Middle College is in partnership with Las Positas College and Tri-Valley Regional Occupational Program. Middle College students attend all classes on the college campus. They complete their high school graduation requirements while earning college units.

Across the grade levels, there is a continued area of focus on the performance and needs of English learners (ELs). Teachers and staff have been trained to utilize various instructional strategies; such as Specifically Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD). English learners also receive English Language Development (ELD) at all grade levels, as well as tutoring support within or beyond the school day. The District actively engages parents in providing programmatic input, networking, and education opportunities and participation in events. The District offers English as a Second Language (ESL) Adult Education courses and adults also have the opportunity to earn their diploma from Mexico through the Instituto Nacional para la Educación de los Adultos (INEA) Program. Meeting the needs of EL students continues to be an intense area of focus for the District. The District is committed to expanding opportunities to ensure students are making progress across the grade levels and ready for college and careers.

Additional specialized programs that showcase the District's drive to support all learners include the Title I, Title III, and Title VI programs. Three of the District's elementary schools qualify for federal Title I funds to support the education of low-income students. These schools provide additional literacy support for students, recognizing that early literacy is critical to students' future success. In addition, each of these schools is committed to informing and including parents by providing targeted outreach and educational opportunities for parents. Two of these sites, Marilyn Avenue and Junction K-8, also house After School Education and Safety (ASES) funded after-school programs that focus on supporting all learners with healthy choices and academic and homework support. Marilyn Avenue provides students in grades three, four, and five with one-to-one Chromebooks. Students and staff are supported with coaching to fully integrate the district provided devices for research, learning, and innovative production.

LVJUSD receives specialized funding to support our identified Migrant students, Immigrant students, Native American students, and English learners. These programs offer supplemental services to support students with the development of basic skills, as well as provide enrichment opportunities where they can apply their learning and expand their perspectives. A few of these opportunities include:

- Migrant students engagement in activities to promote critical thinking such as STEM opportunities, after school tutoring, and middle and high school Migrant Debate Team competitions, where students have received state-level honors. The Migrant program also includes specialized credit recovery for high school students who may be lacking the coursework to graduate from high school due to the nature of their migratory status. These students are supported by a team of dynamic, committed staff members, who wrap services around the needs of students and their families. These services include connections to community resources, counseling, and much more.
- Immigrant students are supported in making connections within the community, fully emerging into the United States education system, and learning how to become involved in our District. Students are provided assistance at the site and at the District level with the support of a designated counselor.
- Native American students are offered tutoring and culturally relevant opportunities as they stay connected to their heritage and acquire the skills needed for success in a changing world.

This year our Migrant Education Program was awarded the prestigious Magna Award.

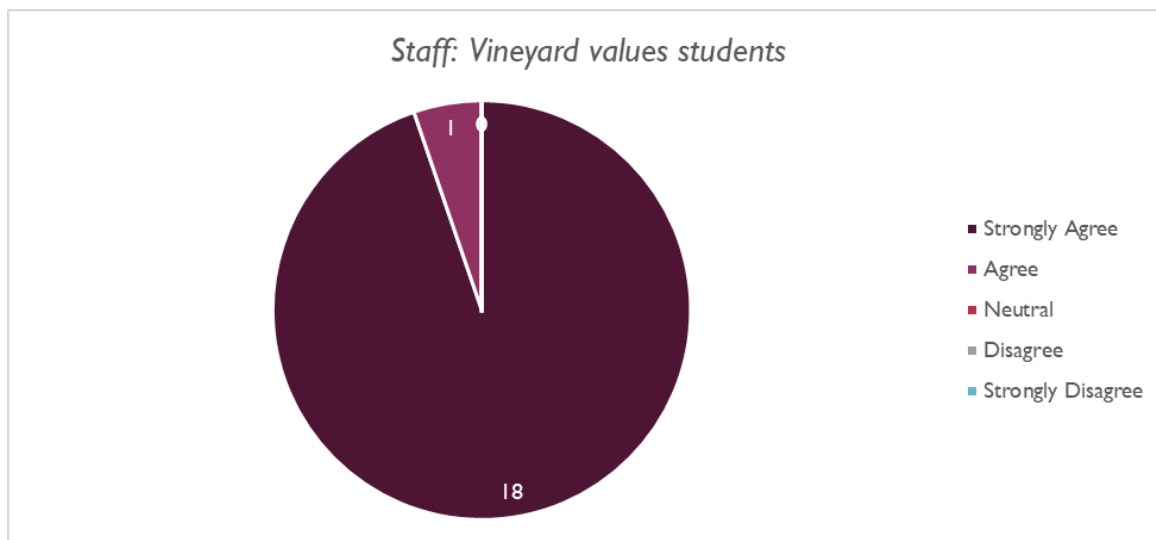
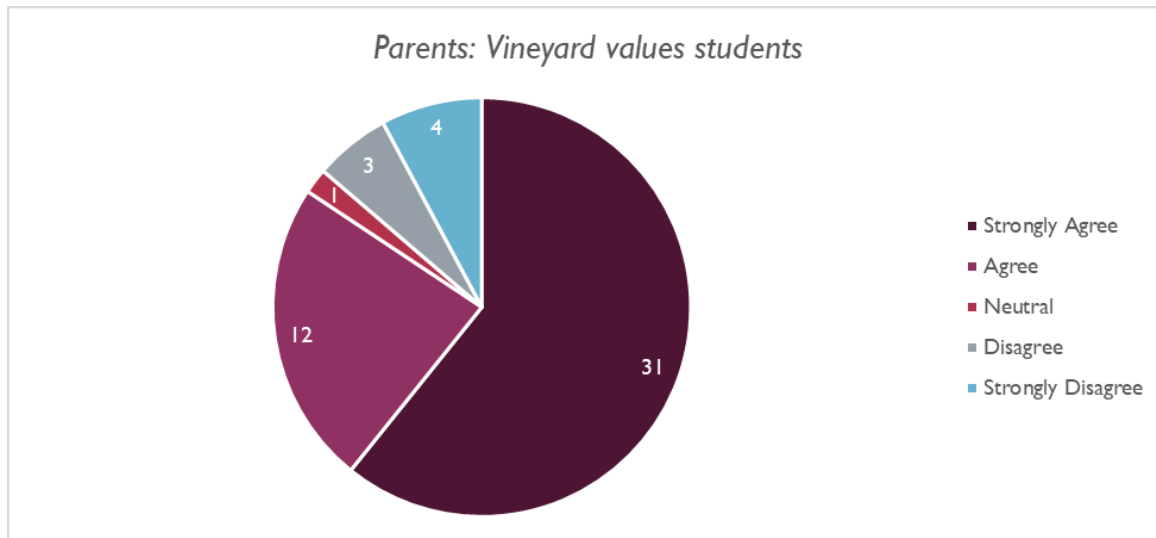
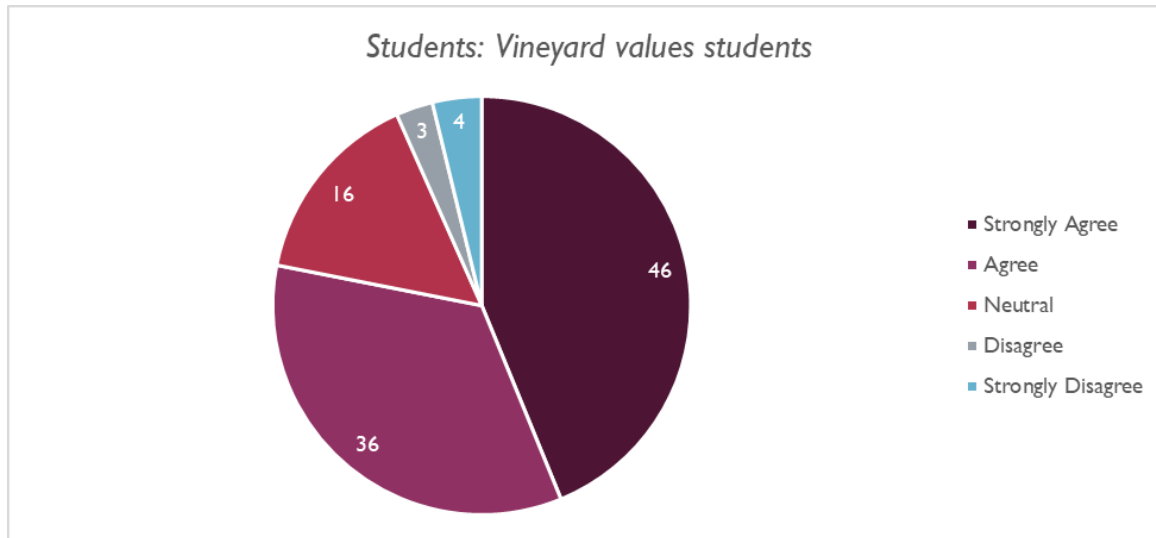
Across the grade levels, with or without specialized funding, students with individualized needs receive support from trained and committed staff. Staff utilizes data from our District's data system, Illuminate, to monitor student progress, access quality of program, and identify areas of need and continued focus. LVJUSD is committed to meeting the needs of all learners through a strong differentiated base program as well as specialized programs. The sites engage stakeholders in this process, often through Student Study Teams (SSTs), conferencing, or Individualized Education Plans (IEPs). Students with IEPs are served through the Resource, Special Day Class, Inclusion, or Counselling Enriched Programs. As a member of the Tri-Valley Special Education Local Plan Area (SELPA), the District's partnership with the surrounding districts also expands programmatic options for students.

In closing, the District is committed to providing high quality instructional programs with staff members who are trained and dedicated and a community that rallies together to support all learners. Our strong Parent Teacher Associations/Organizations and local education foundation, support programs with funding, parent volunteers, and more. Input from the learning community, as well as data, drive programs aligned to the needs of our students. Instructional techniques and programs are evolving based on students' needs and what will best prepare students for college and career. The use of technology through thoughtful integration into the curriculum, instruction, and assessment, supports students on this path. Recognizing the importance of the whole child, we encourage students in Livermore to be healthy individuals who are afforded the opportunity to participate in competitive athletics and learn about healthy life styles. With the range of programs and community and parent involvement, students in Livermore are provided a well-rounded education that presents students many options. These options are created by dedicated staff members who recognize the needs of Livermore's students and are supported by a strong and supportive Board of Education. Together all members of the learning community, working together, make the District a dynamic place to learn and work.

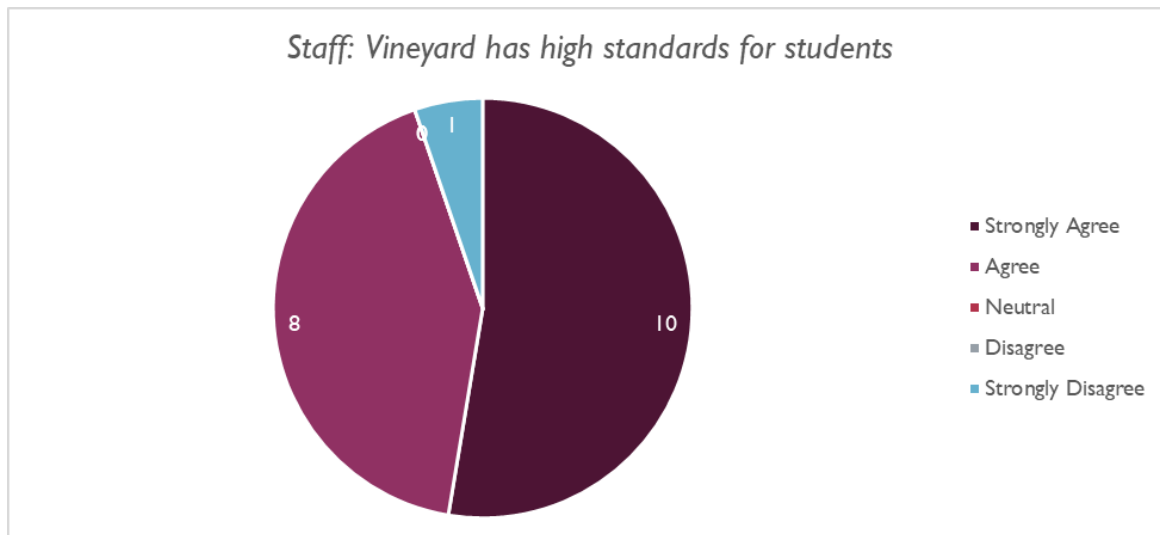
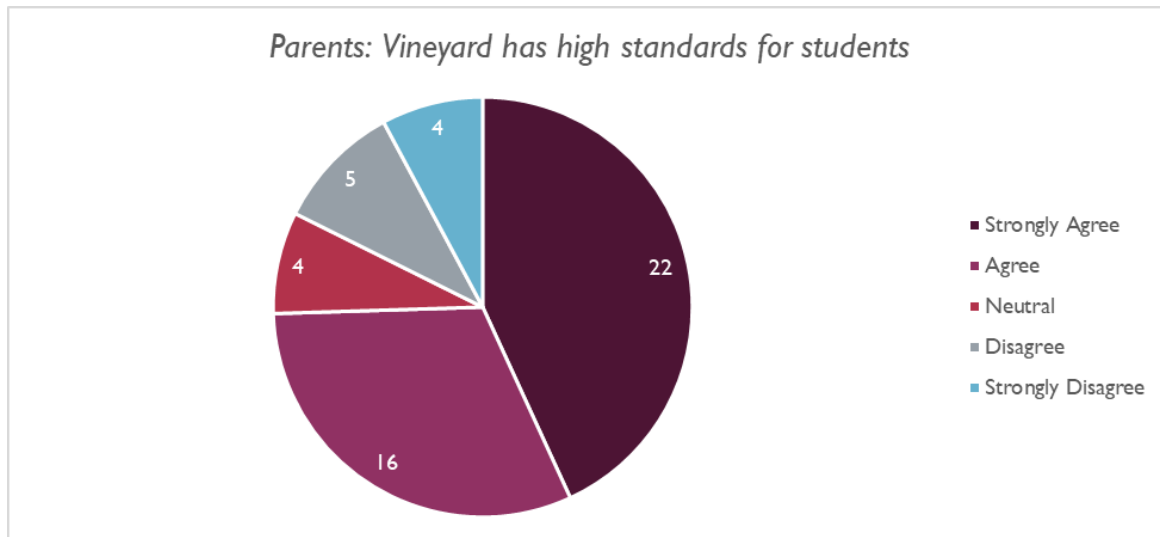
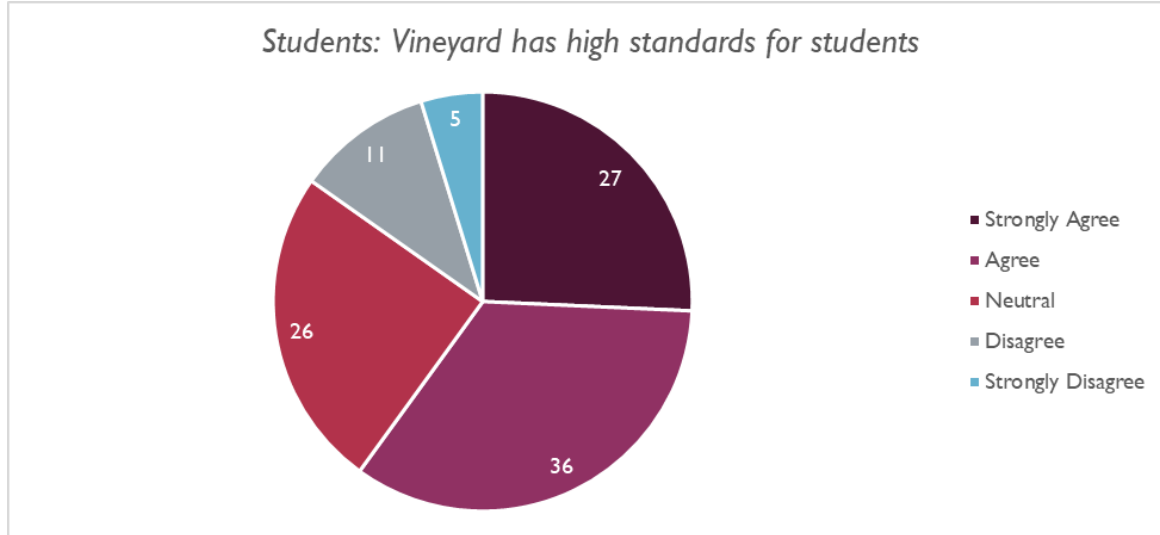
Appendix B: Results of 2018 Parent, Student, Staff Survey

The Vineyard Alternative School Survey was made available to all students, parents and staff January 2018. Seventy-nine percent of students completed the survey (105 responses of 133 students enrolled). There were 51 parent responses and 19 staff responses.

Question 1: Vineyard values students.

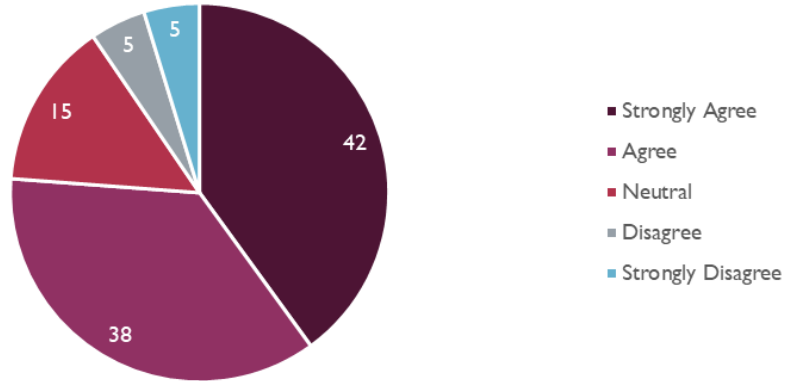


Question 2: Vineyard has high standards for students.

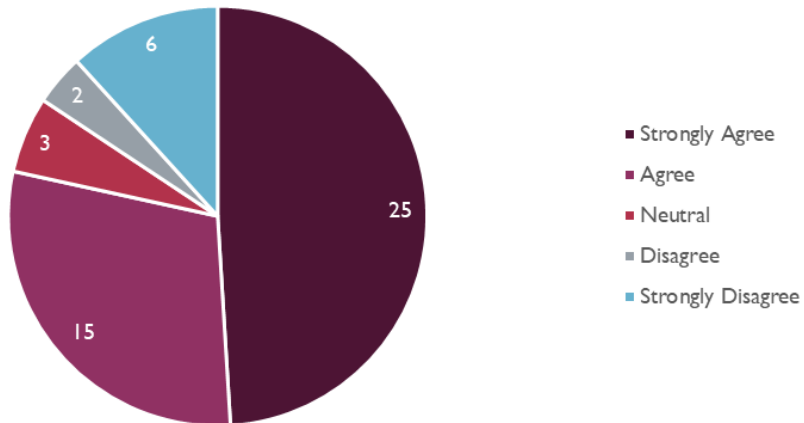


Question 3: Vineyard provides students with a quality education.

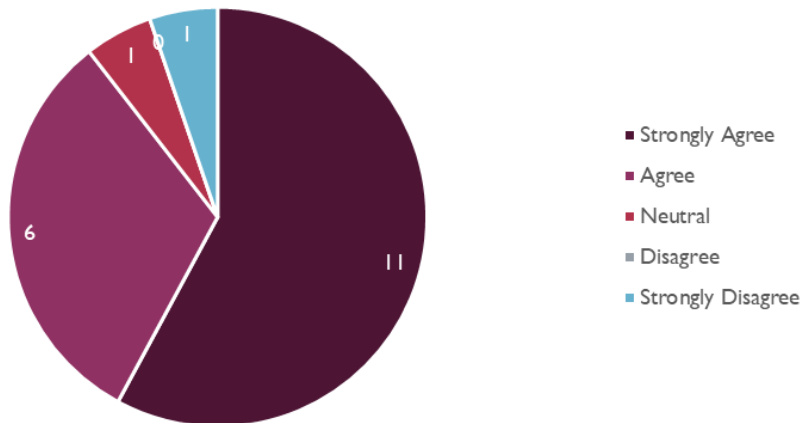
Students: Vineyard provides students with a quality education



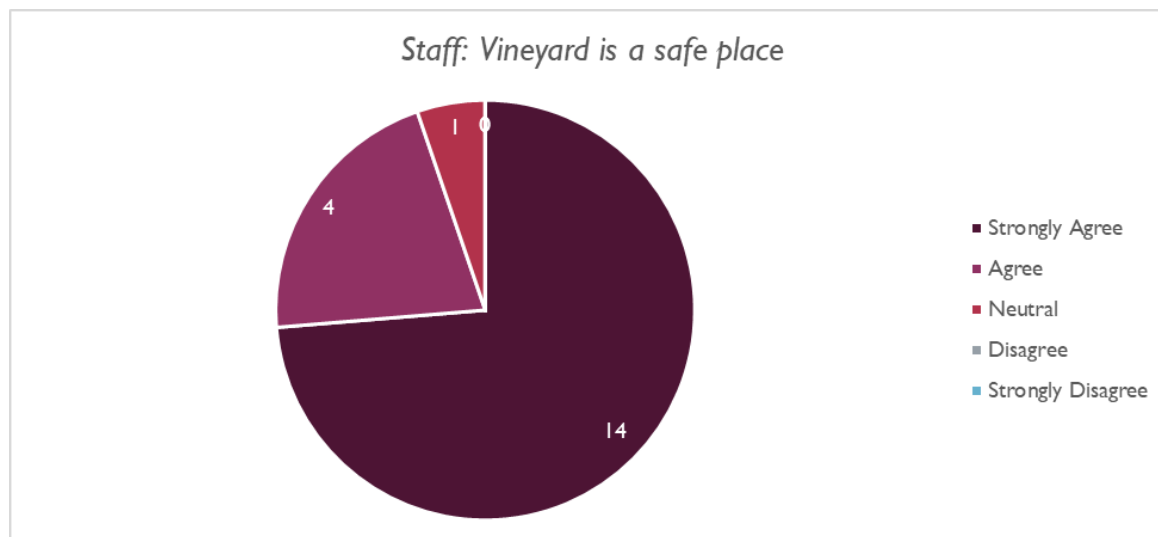
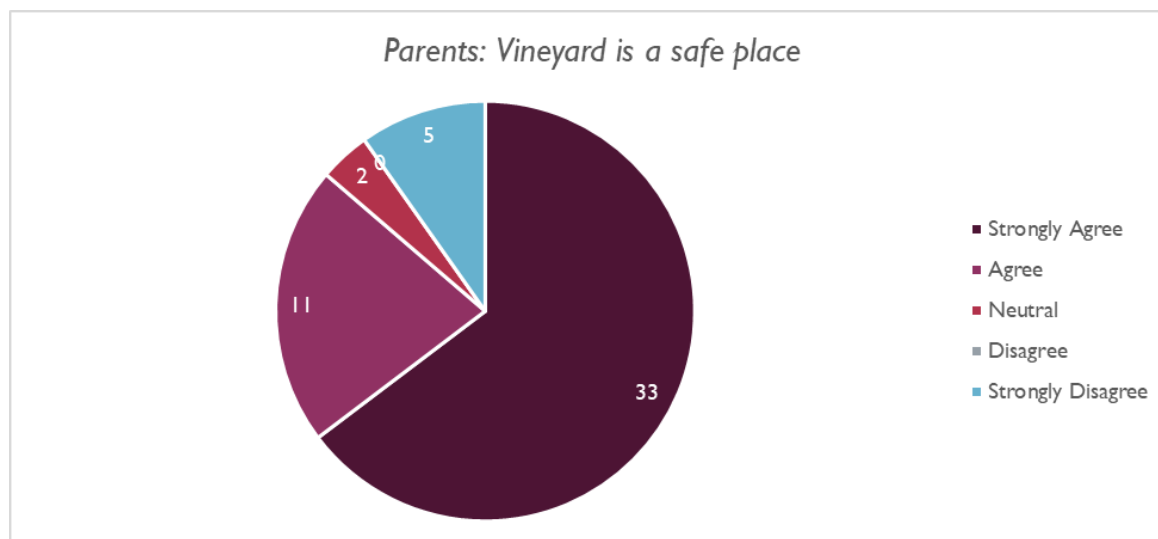
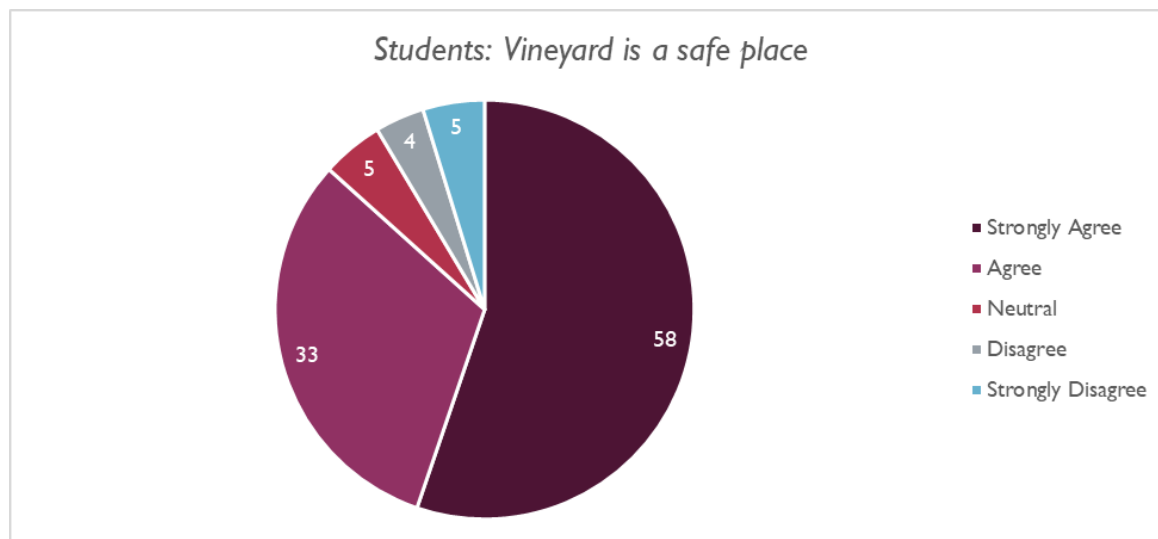
Parents: Vineyard provides students with a quality education



Staff: Vineyard provides students with a quality education

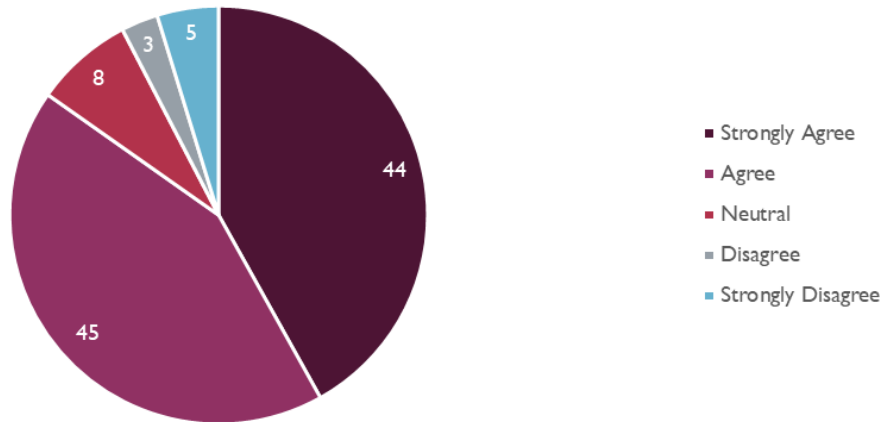


Question 4: Vineyard is a safe place.

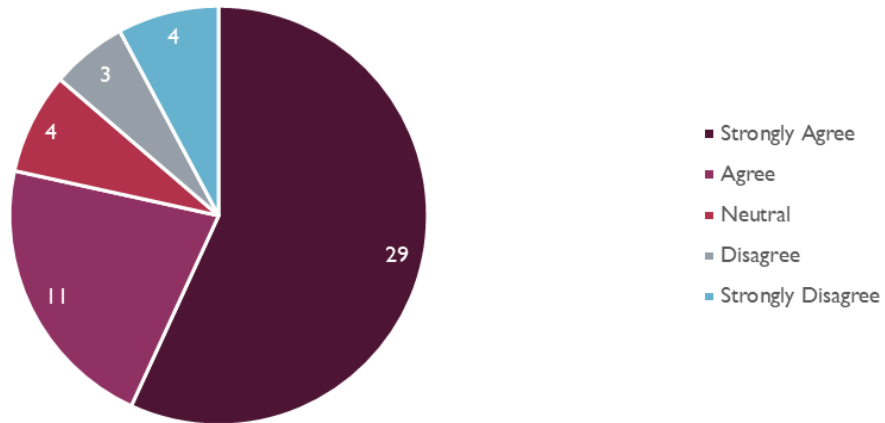


Question 5: The Vineyard campus is well-maintained.

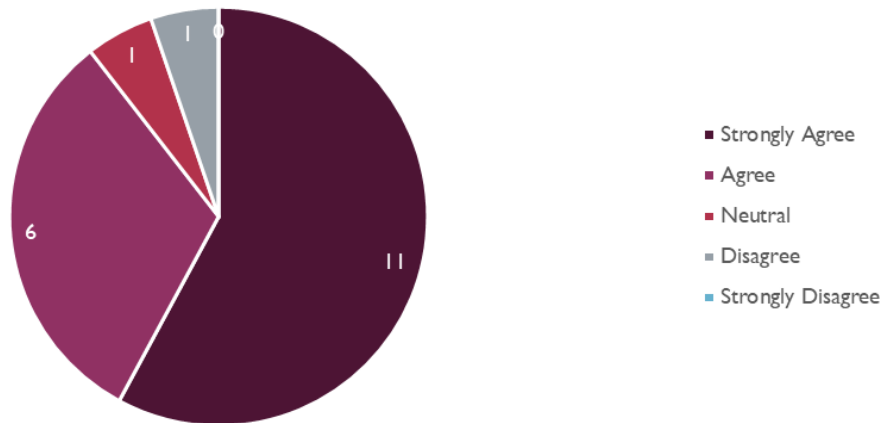
Students: The Vineyard campus is well-maintained



Parents: The Vineyard campus is well-maintained

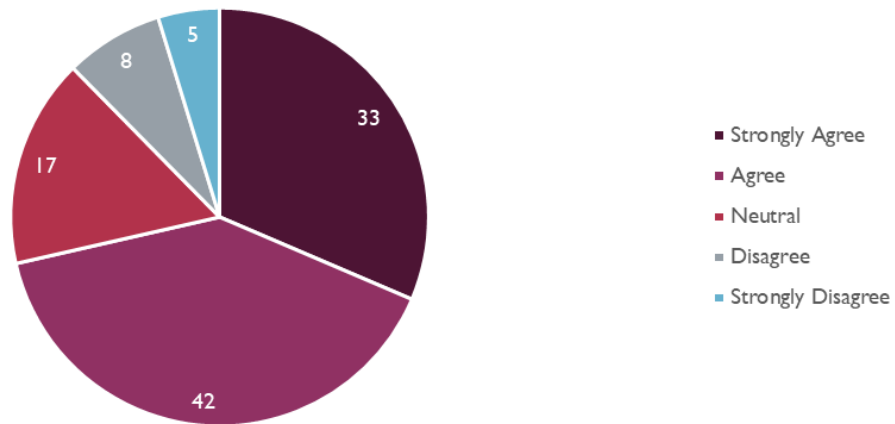


Staff: The Vineyard campus is well-maintained

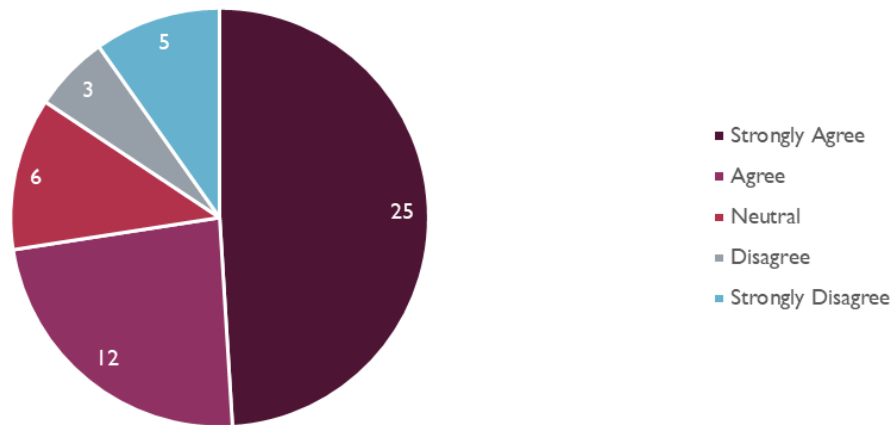


Question 6: Vineyard uses tests and other tools to assess student learning.

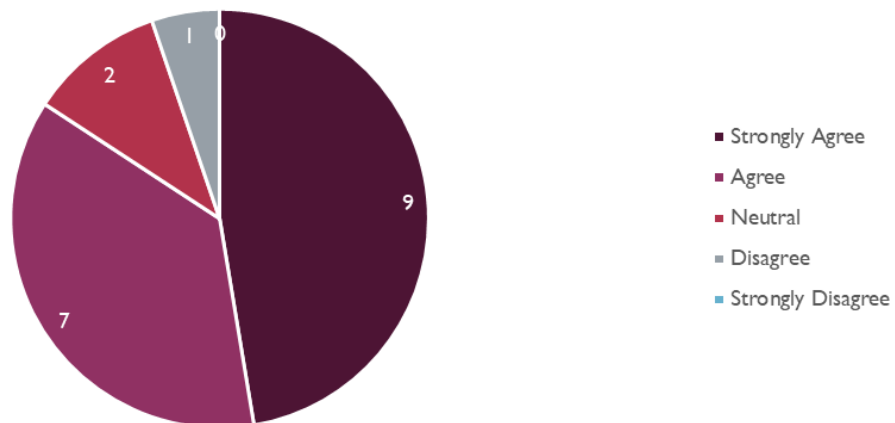
Students: Vineyard uses tests and other tools to assess student learning



Parents: Vineyard uses tests and other tools to assess student learning

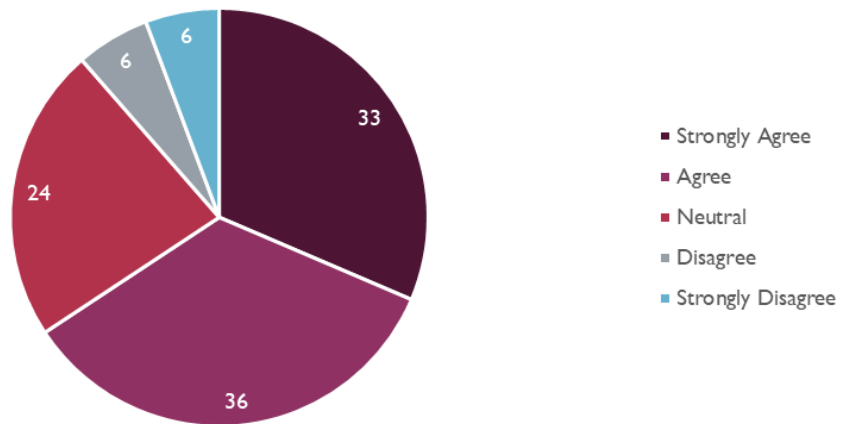


Staff: Vineyard uses tests and other tools to assess student learning

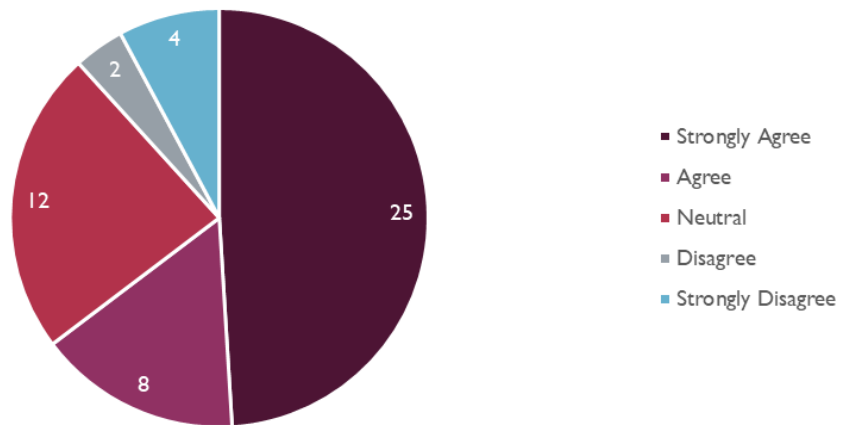


Question 7: Vineyard works to continually improve course offerings.

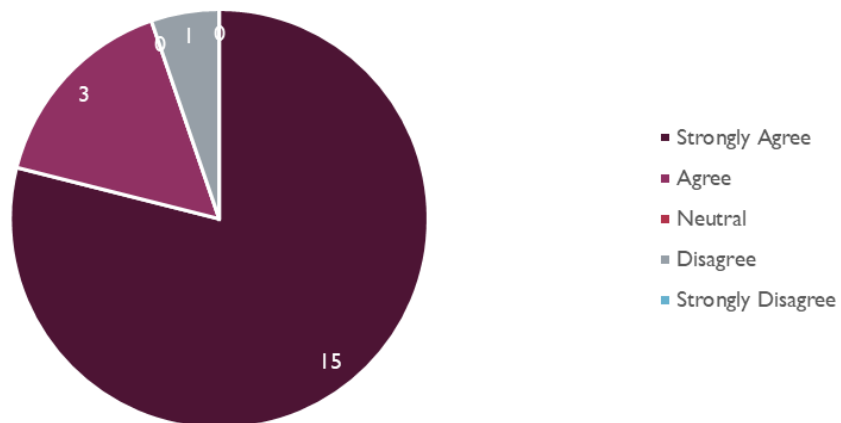
Students: Vineyard works to continually improve course offerings



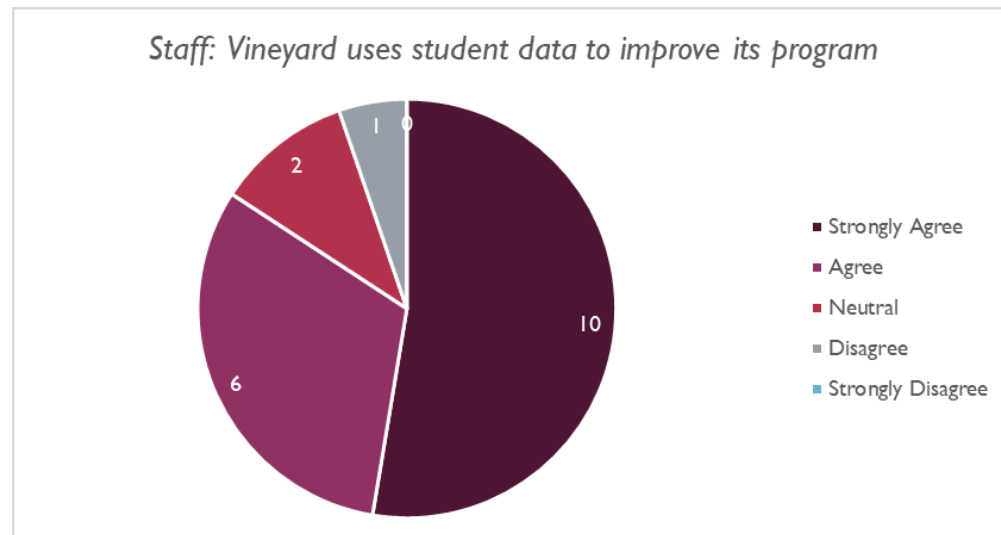
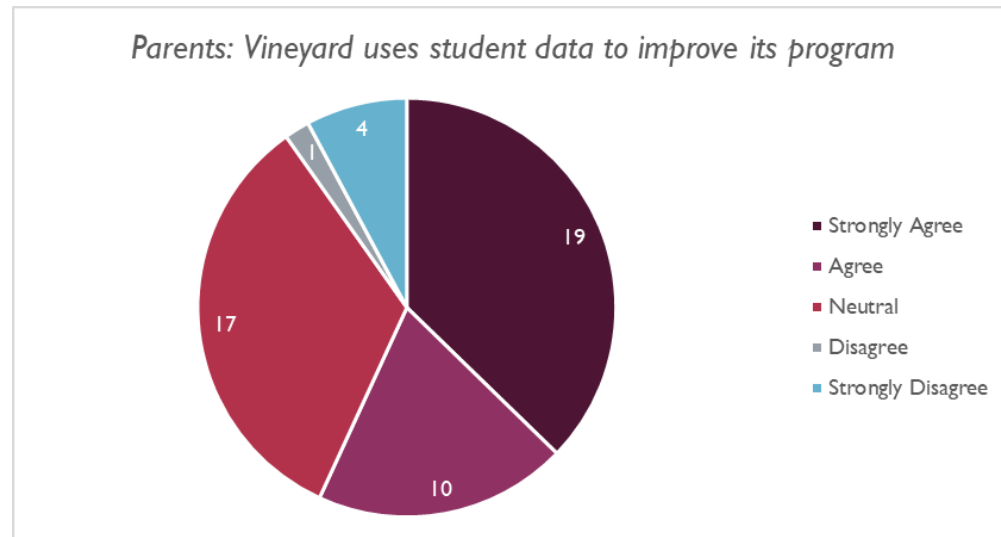
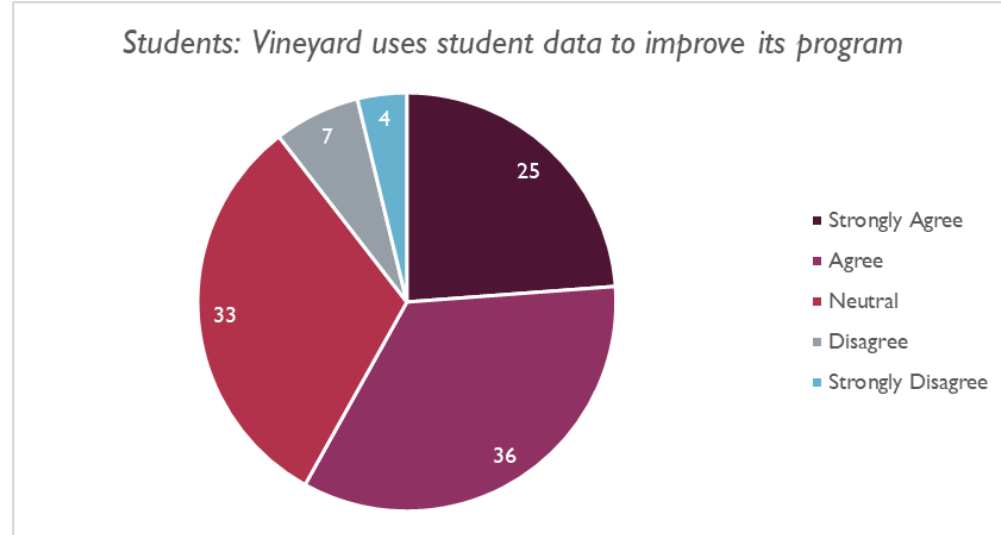
Parents: Vineyard works to continually improve course offerings



Staff: Vineyard works to continually improve course offerings

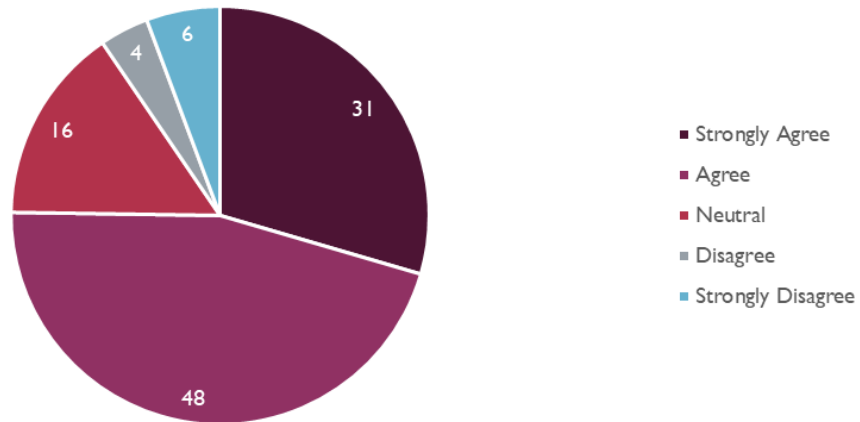


Question 8: Vineyard uses student data to improve its program.

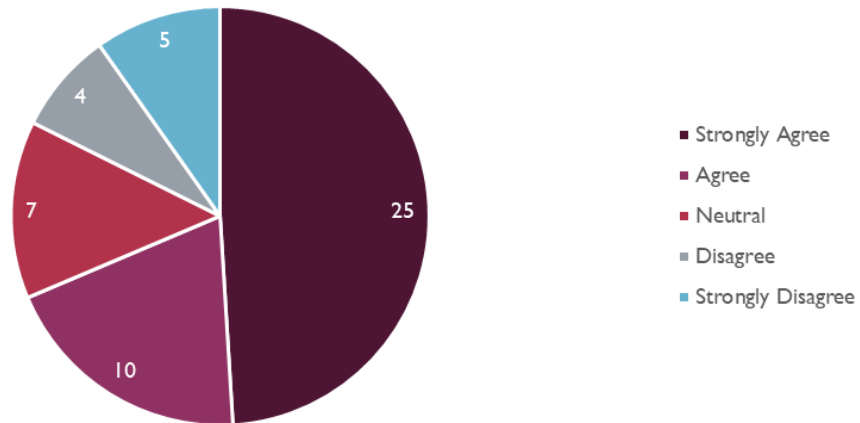


Question 9: Vineyard teachers use technology as an instructional tool.

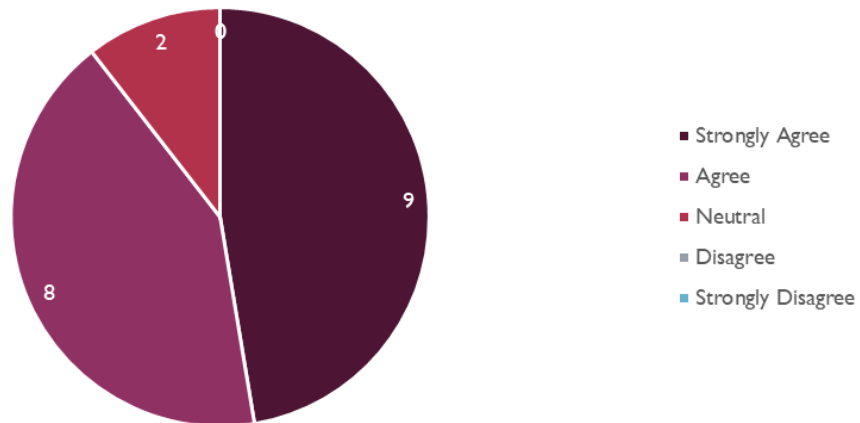
Students: Vineyard teachers use technology as an instructional tool



Parents: Vineyard teachers use technology as an instructional tool

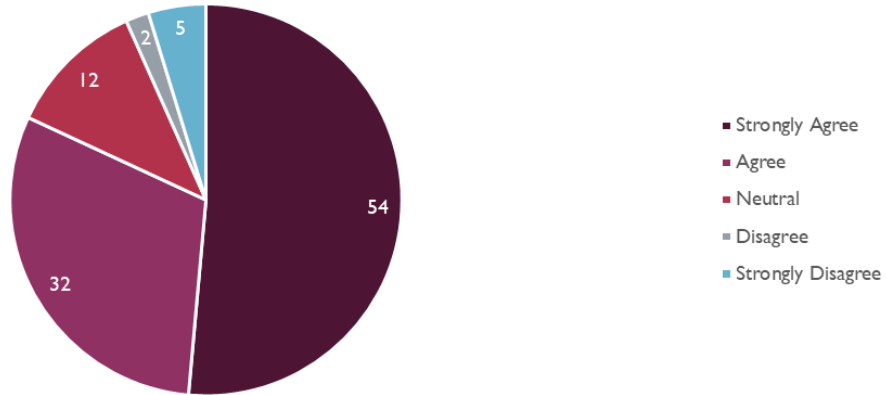


Staff: Vineyard teachers use technology as an instructional tool

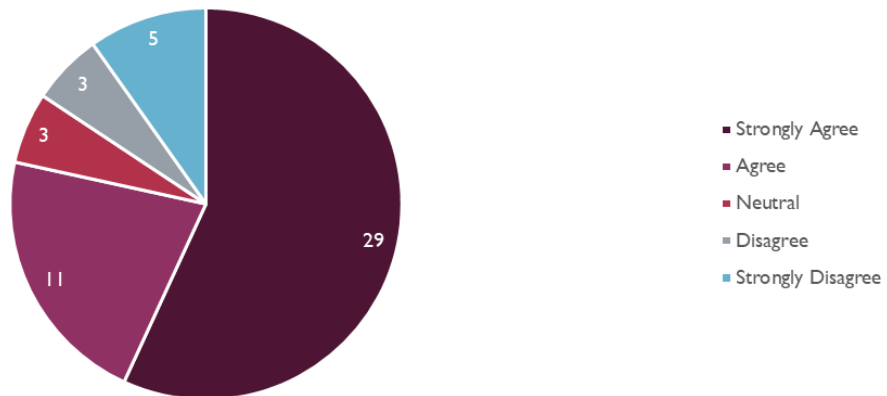


Question 10: Vineyard offers alternative settings for student learning such as online classes and small group instruction to support academic and social needs.

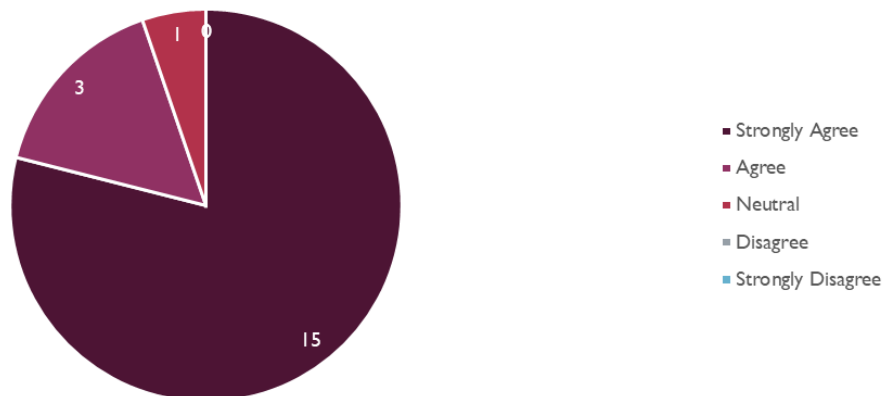
Students: Vineyard offers alternative settings for student learning such as online classes and small group instruction to support academic and social needs



Parents: Vineyard offers alternative settings for student learning such as online classes and small group instruction to support academic and social needs

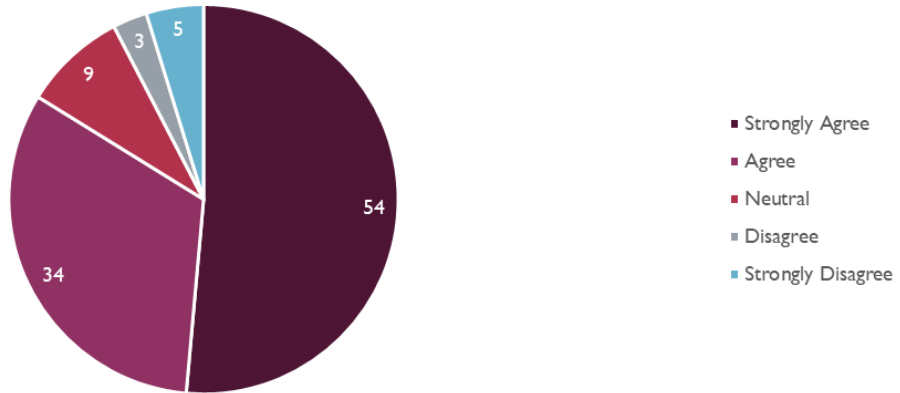


Staff: Vineyard offers alternative settings for student learning such as online classes and small group instruction to support academic and social needs

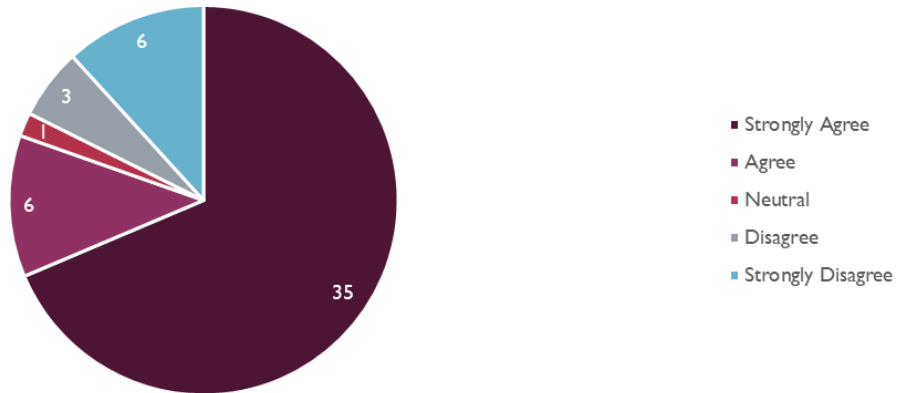


Question 11: The counselor, administrators, and other support staff are available to students.

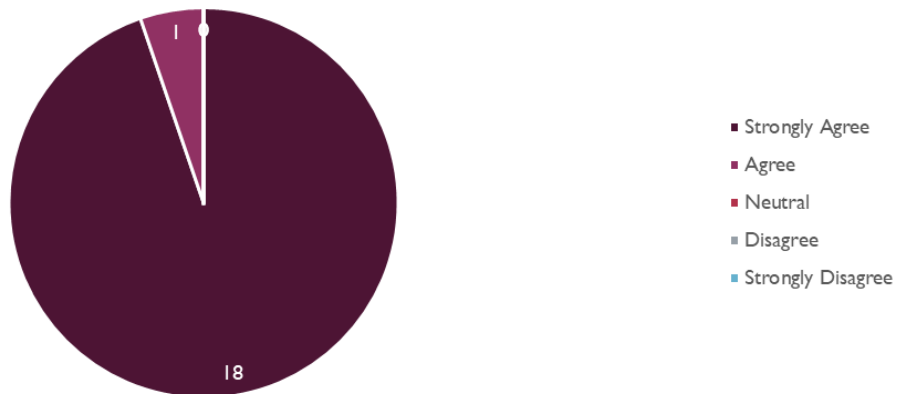
Students: The counselor, administrators, and other support staff are available to students



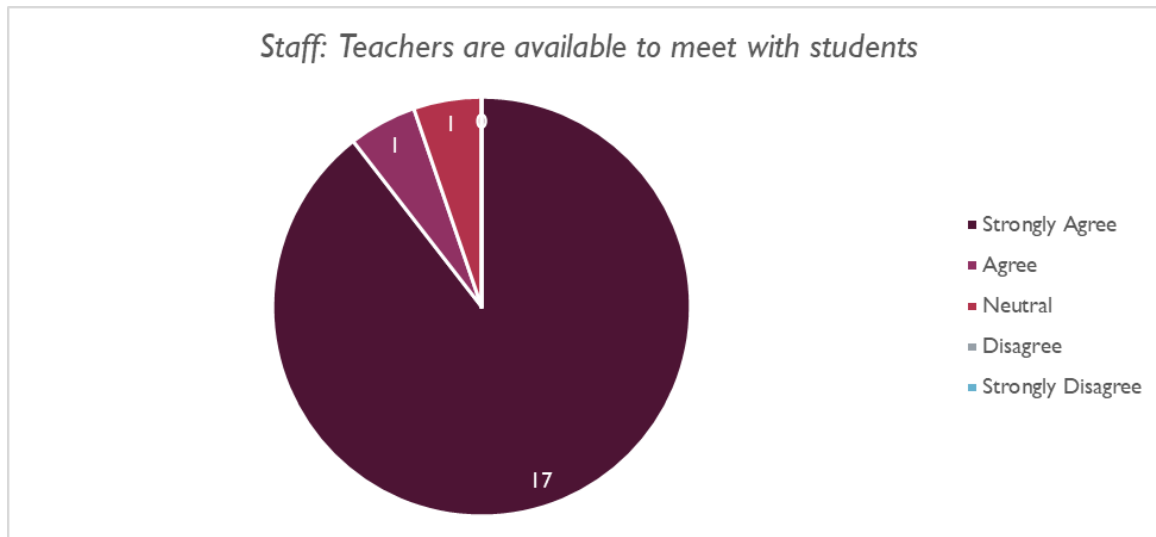
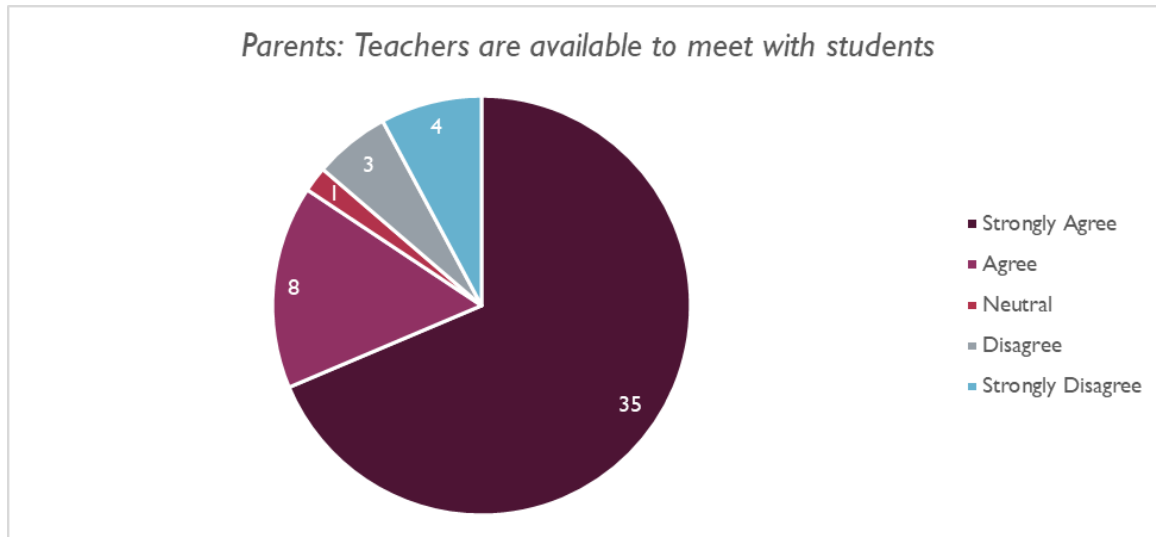
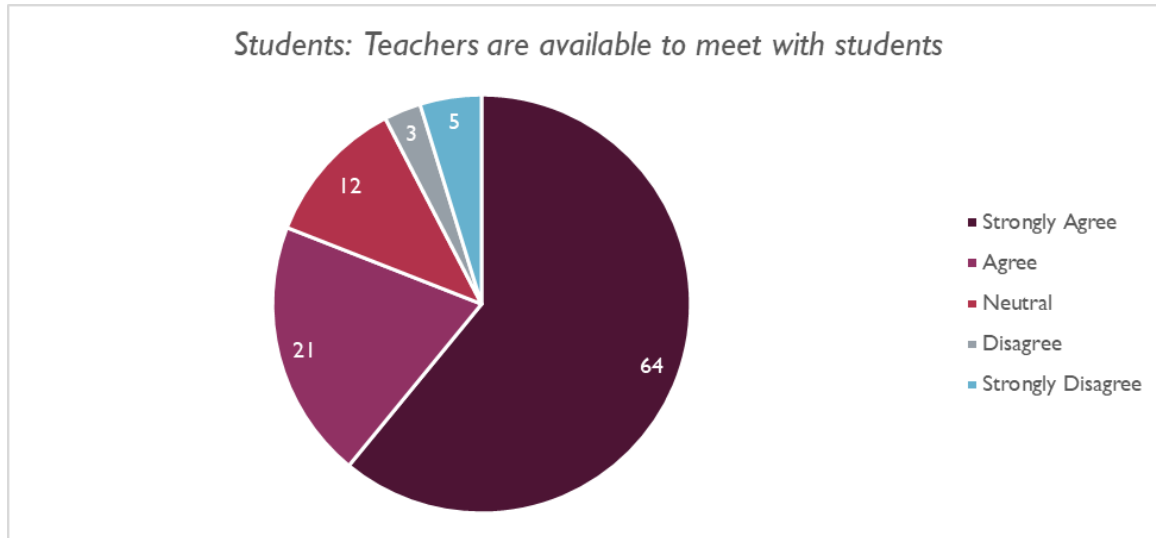
Parents: The counselor, administrators, and other support staff are available to students



Staff: The counselor, administrators, and other support staff are available to students

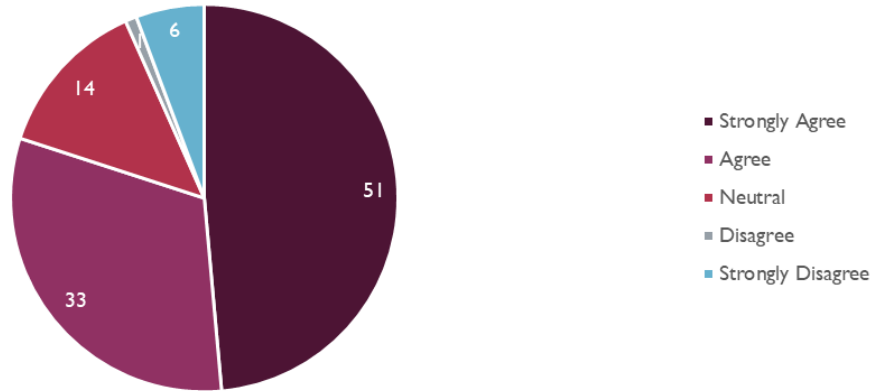


Question 12: Teachers are available to meet with students.

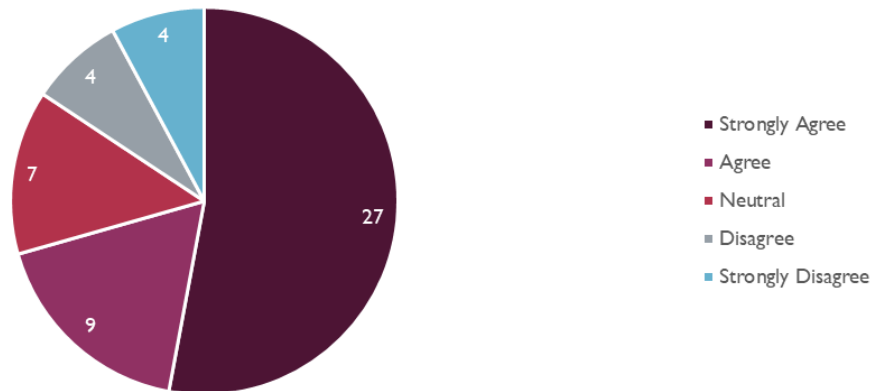


Question 13: Vineyard staff encourages students to develop skills that prepare them for life after high school.

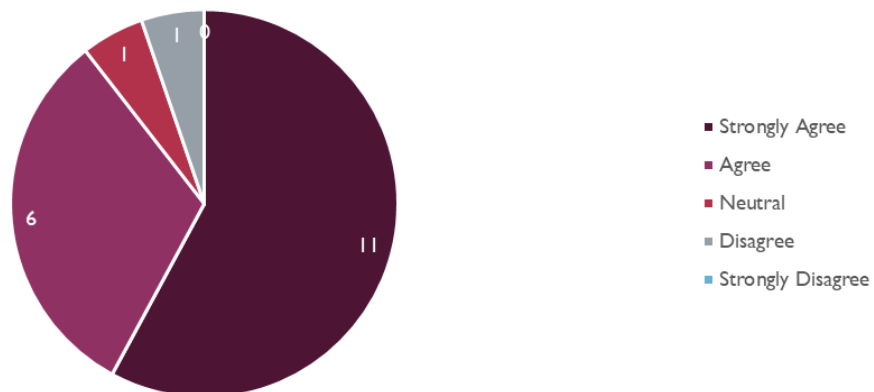
Students: Vineyard staff encourages students to develop skills that prepare them for life after high school



Parents: Vineyard staff encourages students to develop skills that prepare them for life after high school

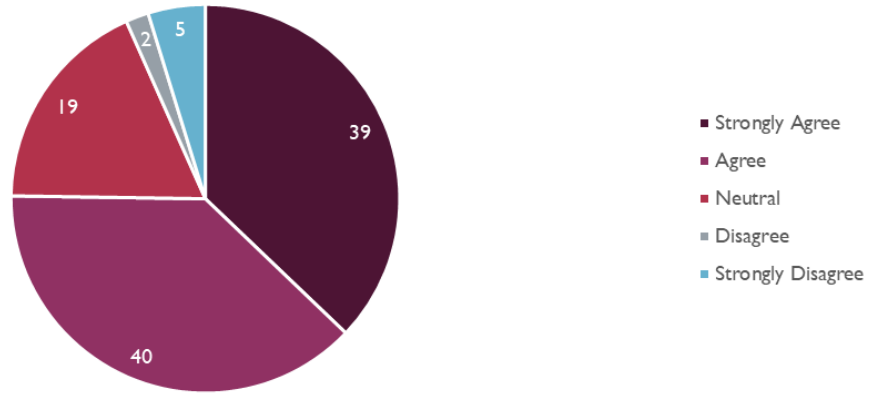


Staff: Vineyard staff encourages students to develop skills that prepare them for life after high school

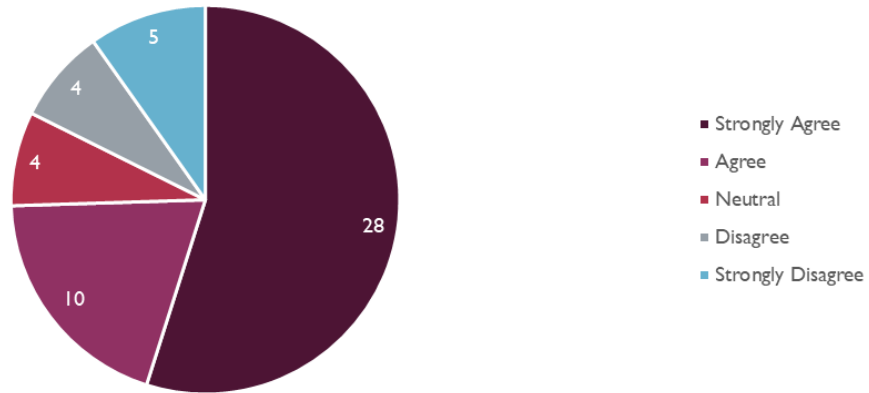


Question 14: Vineyard encourages students to exercise higher thinking and decision-making skills.

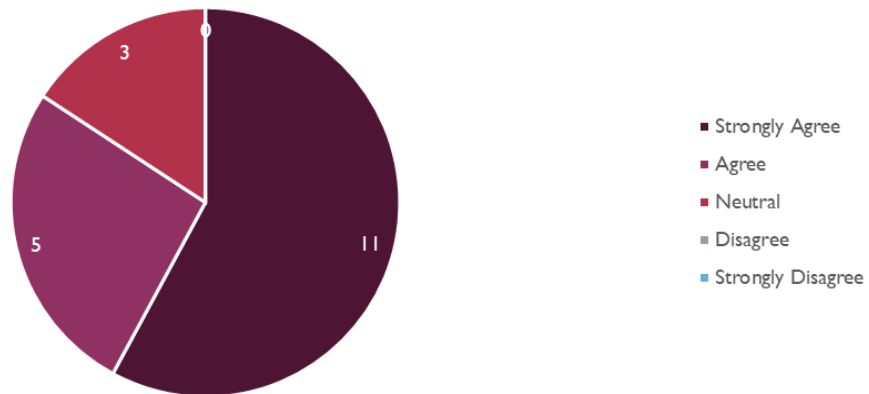
Students: Vineyard encourages students to exercise higher thinking and decision-making skills



Parents: Vineyard encourages students to exercise higher thinking and decision-making skills

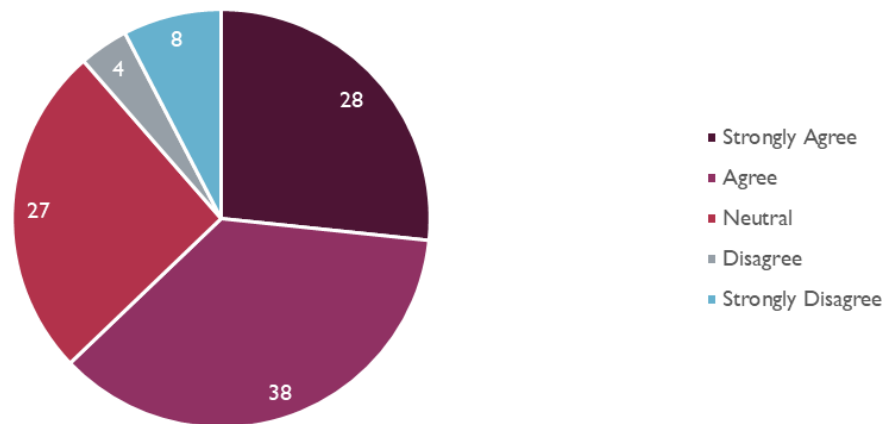


Staff: Vineyard encourages students to exercise higher thinking and decision-making skills

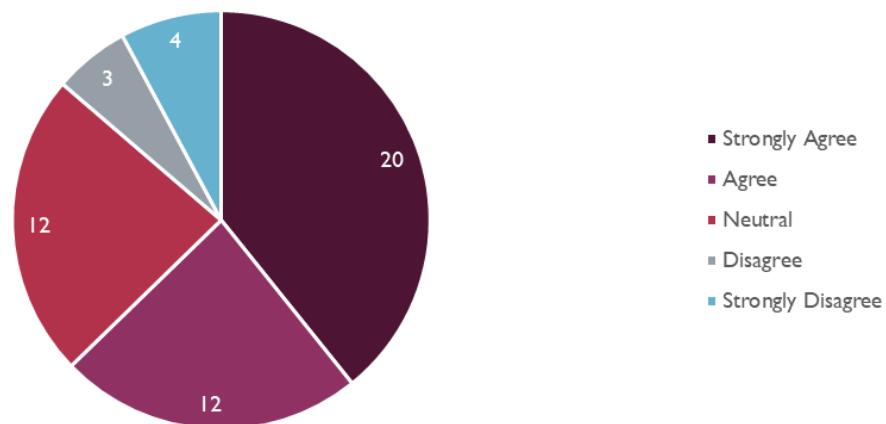


Question 15: Vineyard helps students to be culturally and ethically aware.

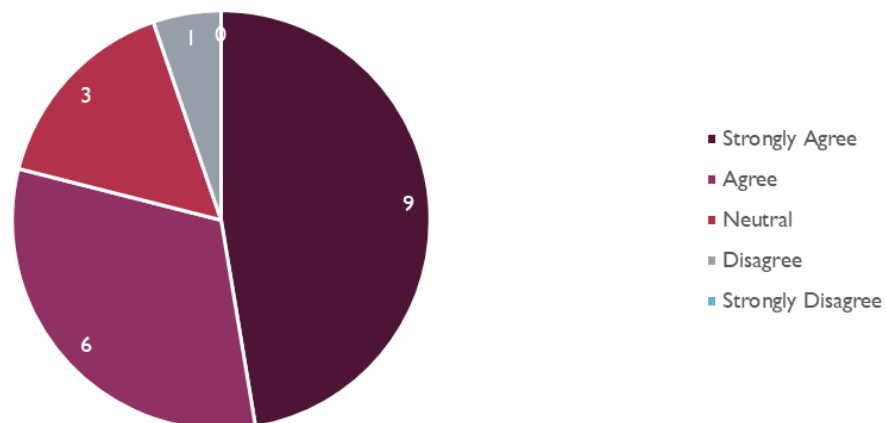
Students: Vineyard helps students to be culturally and ethically aware



Parents: Vineyard helps students to be culturally and ethically aware

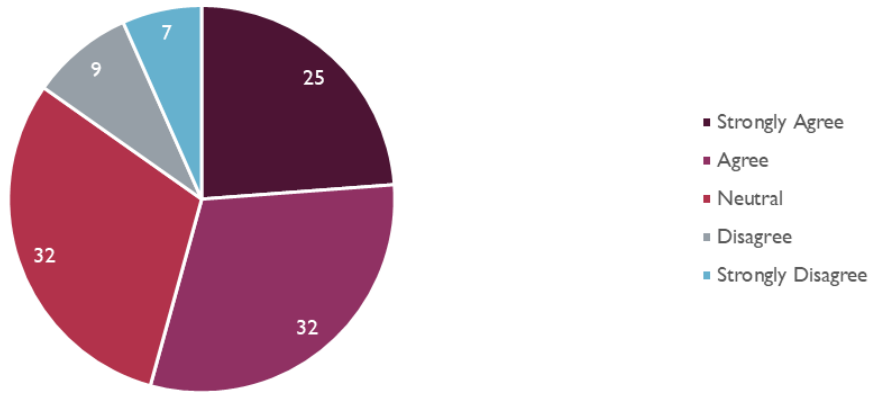


Staff: Vineyard helps students to be culturally and ethically aware

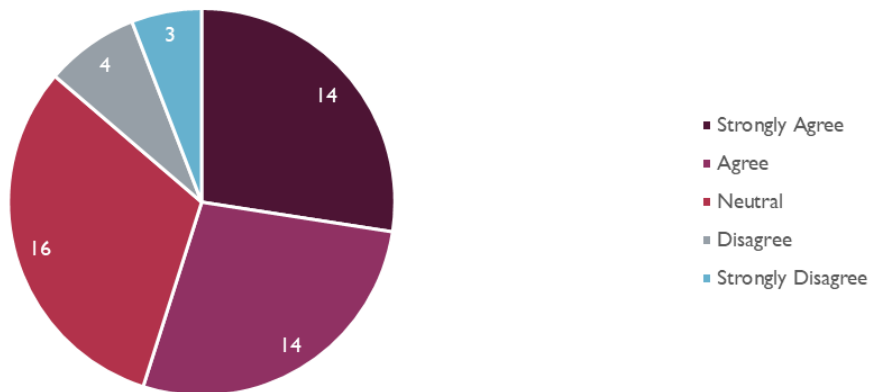


Question 16: Vineyard encourages students to be committed and active on behalf of the community.

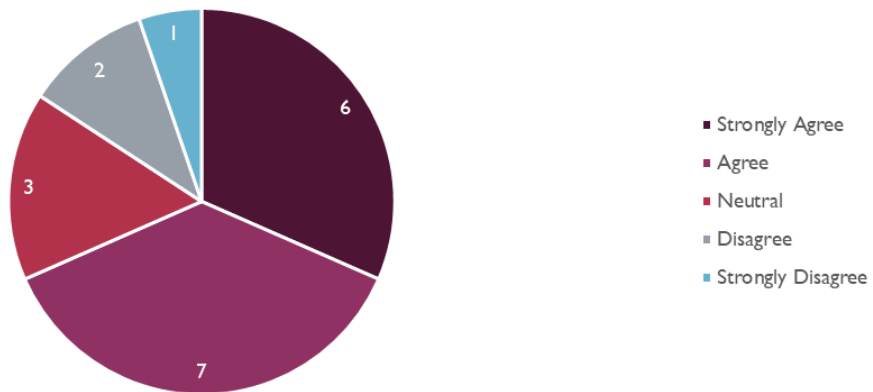
Students: Vineyard encourages students to be committed and active on behalf of the community



Parents: Vineyard encourages students to be committed and active on behalf of the community

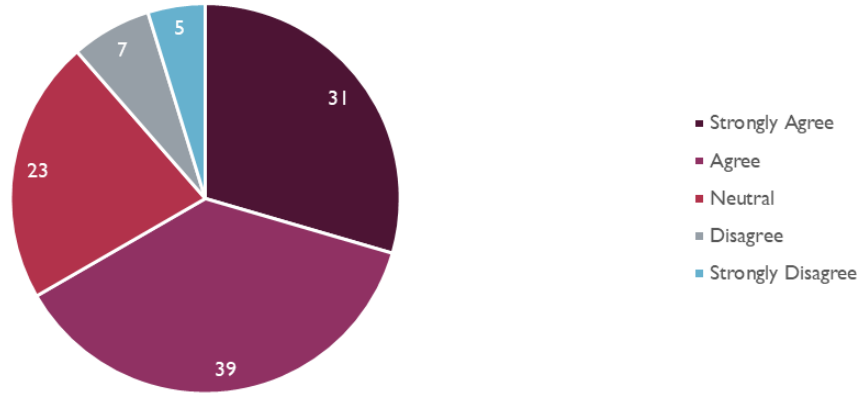


Staff: Vineyard encourages students to be committed and active on behalf of the community

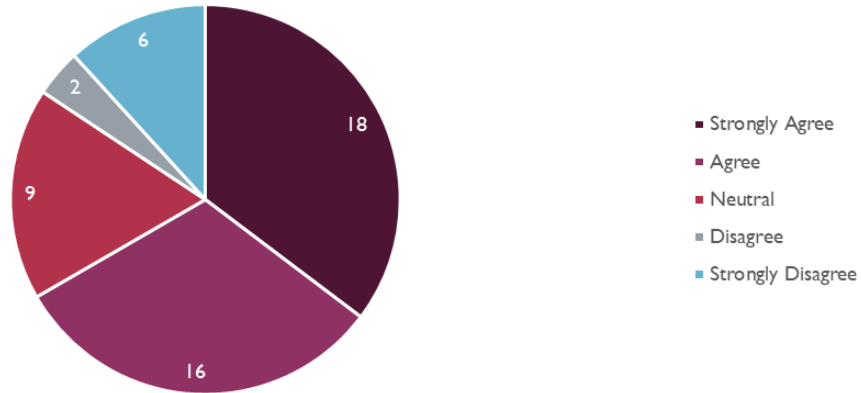


Question 17: Vineyard provides students with the skills needed to contribute and thrive in a changing world.

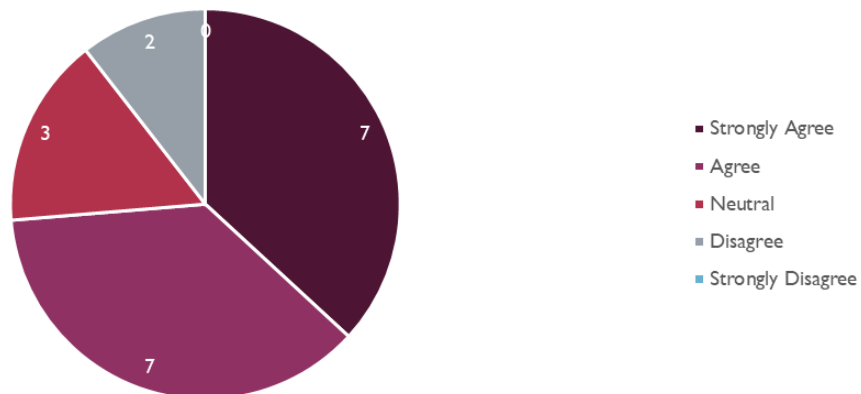
Students: Vineyard provides students with the skills needed to contribute and thrive in a changing world



Parents: Vineyard provides students with the skills needed to contribute and thrive in a changing world



Staff: Vineyard provides students with the skills needed to contribute and thrive in a changing world



Question 18: What is one thing you think Vineyard does particularly well?**Student Answers:**

- Vineyard is flexible
- I think Vineyard helps to motivate students to do well in school.
- Teach
- Helping students when they need it
- Vineyard's program is very good regarding delivering information and in teaching by means of their teachers, but what they do so well is prepare students to do their work so students don't have to go to school they just do the work at home without dealing with the 'poisoned youth' of today's society. That said although students do their work at home Vineyard and its teachers are readily available for when the student needs additional helps and goes to the campus for a solution knowing that they can get help where they're going.
- I think vineyard cares a lot about their students
- The Homework.
- They care about there students
- I think Vineyard is supportive and always there to help if I'm having any issues.
- Meet one on one
- One thing I think Vineyard does well is support their students that attend.
- With meeting times changing, its very flexible.
- That i have a place to come and work.
- Keeping the school clean
- Independent Study.
- The teachers actually care about the students and they are very patient.
- Lots of homework
- I think Vineyard is a place where students can actually focus on learning without distractions.
- Social Construct
- Gives me the opportunity to get help if needed
- Adjusting to each students unique needs
- Vineyard seems to care about every student.
- Helpful teachers and counselors
- Vineyard values students
- The student-teacher relationship is something that really helped me going to Vineyard.
- Find a fit schedule for their students
- Vineyard does a good job at being flexible.
- Makes students feel welcome.
- Helping students with things they don't know
- Teaches time management
- The communication between teachers and students.
- Teachers are extremely willing to work with students.
- Works with my schedule. Its very helpful since I babysit and work all the time.
- Allow for independence and extra side activities for students
- The help you get from a teacher and the care for the students as well
- Organization
- Strongly Agree on Strongly Agree time with students
- Teachers assess, provide help, and adjust courses to each students needs. Great at helping the individual.

- One thing vineyard does particularly well, from my perspective, is give students all the information they want and/or need on a subject, or as much information is available on the subject.
- Communicate with their students
- Pays attention to students
- Good alternative to a normal high school
- Its flexible hours that the teachers can offer
- Focusing on the student's needs.
- I like that its very independent , but also easy to get help
- Flexible with students
- They stay at the students pace and what is best for them and it help graduation and get more work done.
- Help students
- Gives enough one on one time with students
- Vineyard is very well with the way they construct courses at your own pace
- The Encouragement to students from teachers.
- Provide an alternative way of learning
- One on one teaching
- Fit the learning to the students pace.
- Figuring out the best way to help a student learn
- Makes students feel safe
- Makes students feel safe
- One thing is how flexible teachers can be with students schedules
- Adjust syllabus work for each individuals needs/requests
- I think Vineyard does well is allowing students to take online courses like Aleks
- The staff and teachers readily attend to the needs of individual students.
- Vineyard gives students the tools necessary to thrive after high school. (Job or college.)
- Make their students comfortable
- Works around my work schedule
- Teach
- Teachers are readily available and willing to help students
- The counselor is very understanding.
- The staff at vineyard are all very caring and never make you feel stupid
- Provide students with work information
- Interact well with students.
- Keeping tabs on the students and making sure they are okay
- Flexible education to suit students' needs
- Help their students learn.
- Accommodates with students
- Being very personal
- Understands students
- Giving students a compatible schedule. As well as teachers working with students and being understanding of real life situations.
- TRYING TO HAVE MORE PROGRAMS OR CLASSES
- You can work at your own pace, which is kinda the whole purpose of the school, so that's nice
- They allow the students to have a multitude of options for completing classes.
- Help with work
- Homework
- Less school
- Protect student's well being
- Protect student's well being
- Teaching
- Edgenuity

- I'm not every other person who goes to this school, but for me Vineyard has always excelled in making this a good environment in which I can thrive in.
- Be flexible and understanding to students needs and situation

Parent Answers:

- Not sure
- Teachers work hard to make sure students are learning
- Allows students to learn at their own pace
- Provides students with a solid set of objectives and allows the students to achieve those objectives in their own way.
- Questions are answered promptly.
- Communication with families
- Counselor is always available to speak with students. Vineyard actively tries to accommodate students interested in concurrent enrollment.
- Help students catch up with their work
- Flexible for students/parents. Interested in accommodating life situations
- Have students sit in chairs.
- Assessing students strengths and working with the student in this way.
- Nothing
- Teaches responsibility
- Teach
- Adapting to my student's ability level
- Keeping kids safe from the bully issues that occur at MOST OTHER schools!
- Personal time with teachers and teacher response to emails in under 24 hrs
- Helping their students pass on time.
- Vineyard makes student feel welcome.
- Keeping the school clean
- Flexibility and understanding student specific needs and circumstances
- They encourage and praise my daughters in areas that they are doing well which makes them want to work hard and strive to do their best.
- Communication with parents and students
- Individualize student learning
- Adapt to students needs
- Excellent enrollment process- Coaching for both students and Parents
- Set student up for success in learning.
- Has multiple classroom options to best fit a student's individual needs.
- Offers graduation, etc. For seniors
- Provide an environment where kids can learn at their own pace
- Gives students every opportunity to succeed
- Tailoring each schedule to each student's needs.
- Vineyard does well matching students with teachers
- Vineyard does an exceptional job of adapting to student needs and abilities, rather than using a one-size-fits-all conventional classroom approach.
- Teachers are so very supportive and easy to reach if you need help or have questions.
- Teachers interface with the student one on one and is very supportive.

- They are really there for the student as individual
- Listens
- Individual approach
- Everybody is great at Vineyard
- Providing a supporting environment for learning.
- Vineyard really puts students first. Each student is given individual attention at all grade level. We are fortunate to live in a town that offers a public school with such wonderful experience to our kids.
- One on one teaching
- Adjust to students individual needs.

Staff Answers:

- The flexibility for students to work at their own pace.
- Vineyard gives students one on one attention and meets their individual needs.
- Student support.
- Getting to know and understanding the needs of each individual student that we teach.
- Teacher/Student respectful relationship
- I think that Vineyard gives multiple opportunities for students to complete their work.
- Engages students in their learning
- Vineyard helps students take ownership of their education.
- Vineyard provides individualized, customized instruction.
- Individualized instruction & help
- Differentiation
- We are the square hole for the square pegs.
- Tailor lesson plans for individual students
- Make accommodations to all students.
- Student success
- Encourages all students to meet their goals. No student is left behind or falls through the cracks.
- Cares about students

Question 19: What is one thing that you'd like to change about Vineyard?**Student Answers:**

- The point of independent study is to be independent. I do not like the life science program with multiple students.
- I would like to change the amount of work students get because we get too much work.
- N/a
- Nothing
- More social interaction
- Nothing.
- Setting up appointments with teachers
- I honestly can't think of one thing that i would change.
- Choosing times to meet and more options for classes
- There is nothing i would change about vineyard.
- Nothing.
- I think we should have more social clubs.
- The bathrooms
- Nothing.
- I would like vineyard to be a bigger better school so more kids who struggled with regular school like me can get better education.
- Nothing
- The only thing that i would change about vineyard is that the teachers should be more strict on their students and stop giving them leeway when they don't complete their work.
- Nothing
- More elective options
- Being able to make our own classes with our mentor teachers
- Absolutely nothing, it's a wonderful program.
- Vineyard provides students with the skills needed to contribute and thrive in a changing world.
- I think that everything is fine.
- Nothing
- One thing I'd like to change about vineyard is have more class options.
- Allowing students to leave before the 45 minutes are up if their work and discussion is finished.
- Nothing i think its just right for me
- Course log assignments
- Not sure.
- Honestly nothing i really love this school and it has been very helpful
- Have more classes available, like art and foreign language classes
- Maybe some near desks and computers
- The campus
- Nothing
- I wouldn't change anything, but i would suggest more courses that help with college requirement; having foreign language classes, lab courses, and electives.
- One thing i would like to change about vineyard is the course logs. Often times, a course log is outdated or has far to much work to be considered for strongly disagree hours of work.
- Offer a foreign language
- Bathrooms
- More normal classes with multiple people in them
- Have a gym or workout room for people.
- I would like so see the opportunities that the students get to have for electives. I would also appreciate having more opportunities to explore college options and receive references.

- Nothing
- Homework
- I would make a few more courses.
- Nothing
- Having grades online to check regularly
- I'd like to change the pure homework only way of learning
- Possibly expanding the school
- Nothing really
- How long specific classes last.
- Nothing in particular
- Have flexible schedules
- Have flexible schedules
- More places to do homework
- More challenging and less tedious work
- None
- The poor communication between teachers/staff overall
- Nothing comes to mind.
- The whole campus
- Better bathrooms
- Nothing
- It feels as though once a student starts consistently missing class or homework they are given up on instead of helped.
- I'd like to see teachers give students less busy work and more educational projects that help them more understand topics.
- There should be no tests
- Nothing
- Less work for students that have completed work from another hit school.
- Having a wide variety of classes that students can take
- I don't think I've been here long enough to be able to think of anything to change
- N/a
- Students taking advantage of going here, some people really can't go to normal school and others are lazy and just don't want to get up everyday to go to school
- Put vending machines in
- Having one good source of communication through the school instead of having to go through three or four different programs to communicate.
- Stem program
- I can't really make many friends; there are very few electives
- I'd like to change the quality of the computers at the school. It would be great if they could get more up to date desktops or laptops to use.
- Easier guide for work and better schedule
- Homework
- Nicer teachers maybe ones that actually show up
- More flowers
- More flowers
- Nothing
- Math textbooks for freshmen
- I wish I could change the image that people put on schools like vineyard, people sometimes assume that because it's not a "regular" school that it's not as good.
- Updated textbooks and supplies
- Nothing, it's fine where it's at.
- More visual arts course options.
- Where you put the paper on top of the toilet, put it in the stall

Parent Answers:

- That they follow up on the school's web site
- Wish classes were shorter
- More opportunities to connect with the school and other students
- Broader curriculum
- Require teachers to maintain grades online and accessible to parents
- Website could be updated more frequently.
- Newer computers
- The methods used to teach students. Material and lesson plans are dry, and do not seem to engage different types of learners. It seems like a lot of "busy work". Online social studies course is very frustrating to watch. It's a demonstration of how to put students to sleep, and discourage active learning.
- The campus
- I'm disappointed in the English instruction. It seems below par.
- Allow students to have individualized program, not an "all students have to fit in the same box, same curriculum approach.
- Including more homework based on student interests.
- Nothing
- For office staff to return parent's calls. If not don't even have an answering svc.
- It would be great if the elementary and middle students had opportunities for small group learning, projects, or study sessions
- More student interaction, more class offerings
- More labs like conceptual physics where students can work together and meet
- More A-G accredited higher level and broad course offering
- More small group offerings
- provide a way for parents to see progress
- n/a
- More real-time class-room updates on SchoolLoop.
- More electives
- Daily computer lab access
- Communication
- nothing
- Continue to migrate from paper to more computer-based training, continue to add more STEM opportunities.
- it would be nice if the students had a little more interaction with one another.
- There should be more social activities between the students such as dances or field trips.
- my student just started two months ago i do not feel that anything needs to be changed at this time
- ?
- More ways to present info to students
- I would love to see more activities for students to be involved and interact with each other.
- My daughter hasn't been here long enough to find that out yet.
- Nothing
- Nothing we are very happy with how the program is set up.

Staff Answers:

- Create a more selective system to ensure potential students enrolling at this school are compatible
- The course logs need to be updated
- Need more teaching staff.
- More electives for students to do (less district dictating what we teach)
- More electives!
- I would like to see the culture of the student body changed so that they are not so defeatist, and are more responsible for their obligations.
- More structure
- Increase offerings of elective classes.
- I would like to revise the English curriculum -- working more with novels and current event info & materials, so students develop more critical thinking skills for info important to society.
- Admin placements
- More time with students and less on other things
- Make educational counseling position full time.
- Get alternative school status back
- Have more classroom space
- Security gates like the other school in Livermore
- Nothing at this time.
- Time for teacher collaboration

Question 20: General comments or suggestions:

Student Answers:

- None
- Vineyard is the best school that I have been to.
- My name is Codey Colagross and i would like to thank vineyard for helping me and my fellow classmates.
- All the staff are doing an amazing job!
- Arguably the best school in Livermore :)
- No
- If it wasnt for my amazing teachers being sooo sweet and understanding i probably wouldnt be graduating this year.
- None
- Vineyard is awesome.
- I enjoy vineyard and its wonderful opportunities for students to work at their own pace and around their schedules. I appreciate the one-on-one help that you can acquire from the teachers.
- Great school and program
- I've been here neutral years and its a good place
- The meeting times need to be shortened
- Pretty flexible school
- None
- I am glad I chose to go to vineyard instead of full time school at LHS or GHS.
- No
- No coment
- Good working teachers and good schedules.
- Teachers need to have a better attadude sometimes
- Nothing
- This school has done a lot of good in my life, i don't think i would've made it through a regular high school. Education and learning is important to me, but it's inexplicably hard to be in a regular high school environment. I am very grateful for vineyard.

Parent Answers:

- I would like to see how well my kids are doing on the web site
- Appreciate the voice messages and email updates from the school
- Staff members would be served well to attempt a week of work being assigned to students, in any class. If it's not engaging you, chances are - it's not engaging students. I believe that Vineyard values students, but it does not value learning.
- This is “ independent studies” yet you try and run it like a regular school!!! Students should be able to pick up and drop off work and not have to stay for the allotted time. Why do you think we signed our kids up for this? Because they have health or other issue that keep them from attending regular school.
- I'm glad my daughter is learning alot at your school
- Campus opportunities for community service. Not just district emails
- My daughters have enjoyed working one on one with their teachers and have done high level work in comparison to their previous school.

- We have had an excellent experience with all staff including teachers, office staff and administration. Vineyard is a very warm environment to learn and encouraging.
- Thank you for being so flexible for us last year.
- My student feels empowered and supported
- Vineyard has been a lifeline to our daughter during a particularly difficult time in her life. Thank you.
- Our daughter's stress level has plummeted since starting at Vineyard. She's always been a good student, but is now more

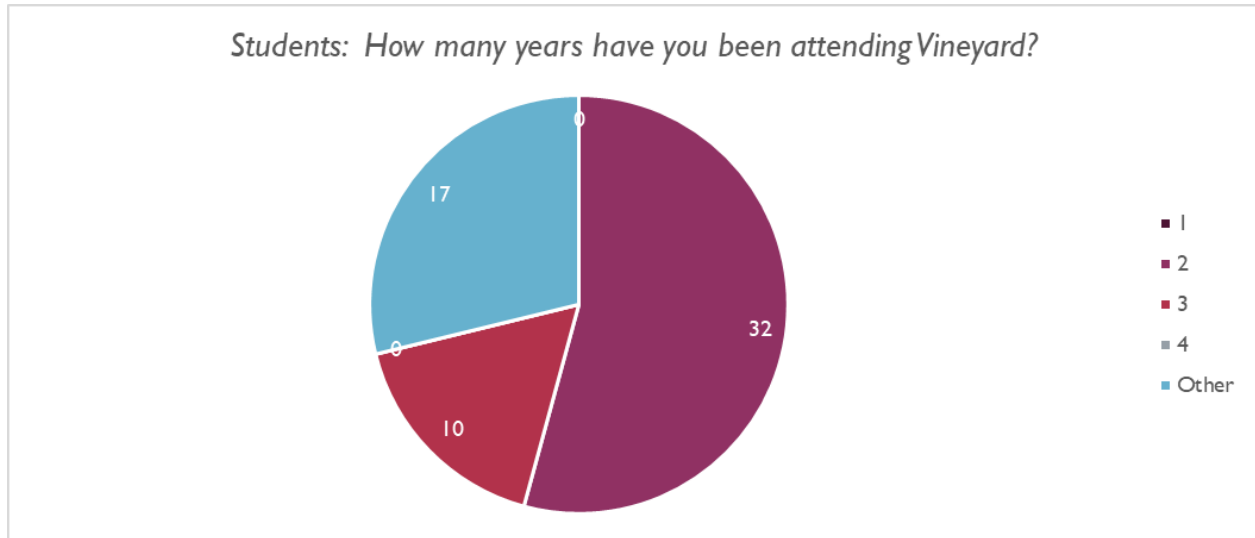
productive and more mature. She's showing an interest in learning, and in her own future, that we have not seen in years.

- I'm so grateful I found this school, it's just what my daughter needed. The teachers are wonderful and supportive. Other than more student interaction, it would be great if a few electives could be offered.
- Best learning environment for my child
- My child will actually have learned something and will graduate on time. I did not think this was going to happen before attending Vineyard.

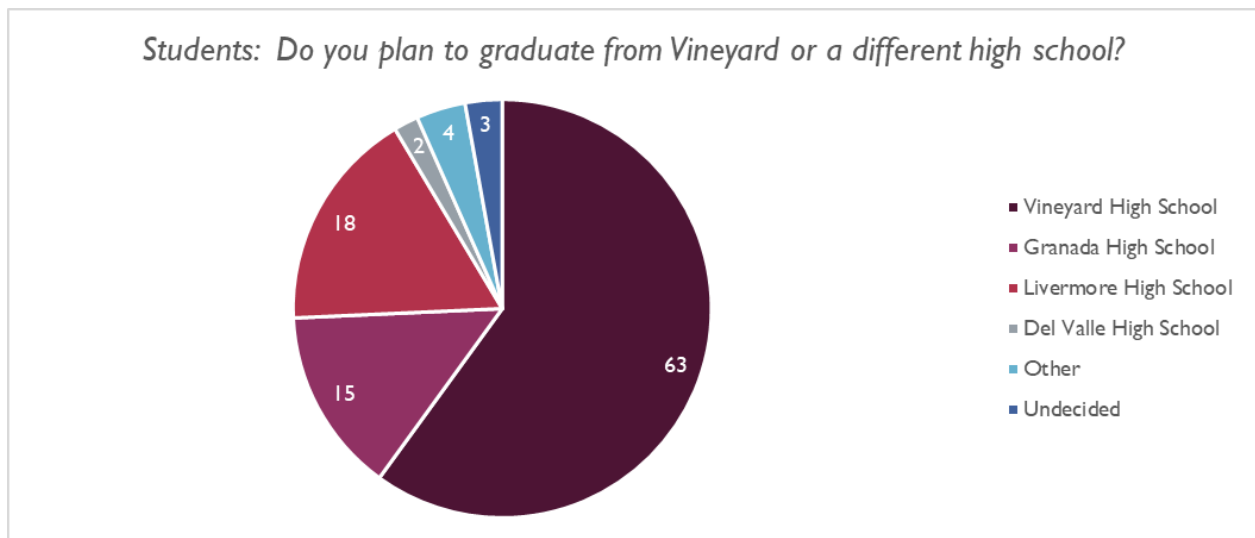
Staff Answers:

- More elective classes in subject areas (like colleges have)
- The greatest change that must be made are the expectations for work, attendance, and attitude by students when they are here at vineyard, and that their parents are ready to enforce those expectations at home.
- I love vineyard
- Create more accountability for students who miss their meetings with teachers.
- Vineyard is a positive, productive learning institution overall. There could be more info given about cultural/ethnic issues and how to prevent or minimize bullying.
- Great school for students needed a different approach to education

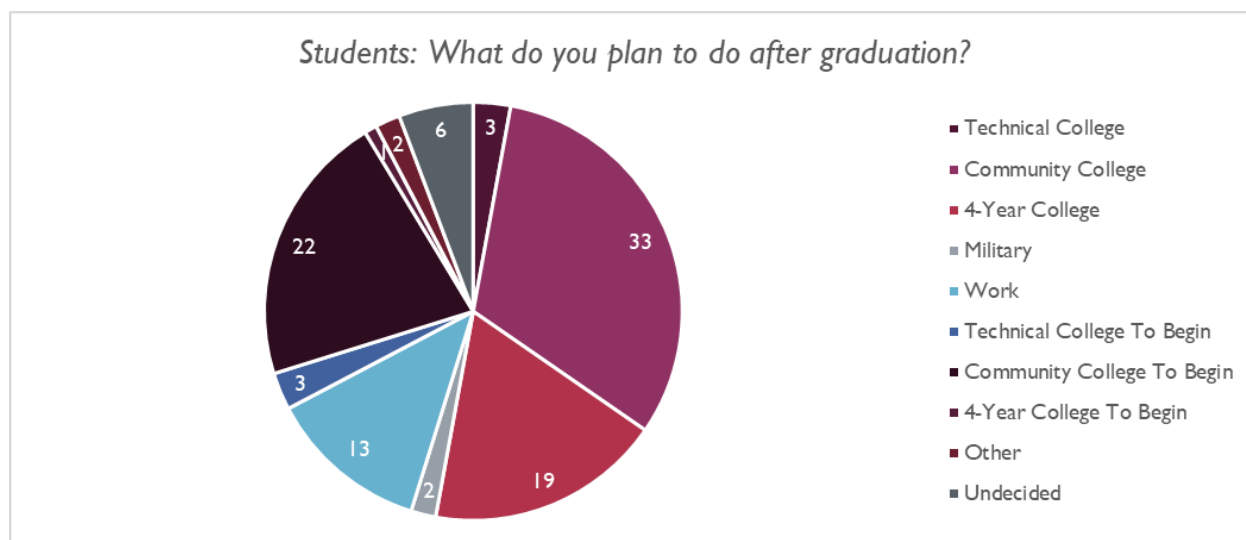
Question 21 (Students Only Question): How many years have you been attending Vineyard?



Question 22 (Students Only Question): Do you plan to graduate from Vineyard or a different high school?



Question 23 (Students Only Question): What do you plan to do after graduation?



Appendix C: California Healthy Kids Survey Vineyard 2017-2018

Link: <http://bit.ly/VineyardCHKS1718>

Appendix D: Daily Schedule 2018-2019

Vineyard Alternative School

2018-2019

School Schedule



Mon., Tues., Thurs., Fri.

All Subject Areas	Period 1	9:00 - 9:45
	Period 2	9:45 - 10:30
	Period 3	10:30 - 11:15
	Period 4	11:15 - 12:00
	Period 5	12:00 - 12:45
	Period 6	12:45 - 1:30
	Period 7	1:30 - 2:15
	Period 8	2:15 - 3:00
	Period 9	3:00 - 3:45
	Period 10	3 :45 - 4:30
	Period 11	4:30 – 5:15

Vineyard Alternative School

2018-2019

School Schedule



Wednesday

All Subject Areas	Period 1	9:00 - 9:45
	Period 2	9:45 - 10:30
	Period 3	10:30 - 11:15
	Period 4	11:15 - 12:00
	Period 5	12:00 - 12:45
	Period 6	12:45 - 1:30
	Period 7	Teacher PD Time
	Period 8	Teacher PD Time
	Period 9	3:00 - 3:45
	Period 10	3 :45 - 4:30
	Period 11	4:30 – 5:15

Student Use

Appendix E: Approved AP Course List

Sign In

AP Course Audit

AP Central Ledger

Vineyard Alternative High School
 1401 Almond Avenue Suite A
 Livermore, CA 945505044

[Return to search results](#)

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Authorized Courses				
Subject	2013-14	2014-15	2015-16	2016-17
English Language and Composition	1	1	1	--
English Literature and Composition	1	--	--	--

Appendix F: UC a-g Approved Course List

Link: <https://hs-articulation.ucop.edu/agcourselist#/list/details/4799/>

A: History / Social Science

Civics 12A
Social Science 9A
Social Science 9A/B (H)
US History 11A/B
World History 10 A/B
World History 10A/B (H)

B: English

Composition 1A/B
English 10 A/B
English 10 A/B (H)
English 11A/B
English 11A/B (H)
English 12 A/B
English 9 A/B
English 9 A/B (H)
Mythology
Shakespeare

C: Mathematics

Algebra 1: B1/B2
Algebra I A/B
Algebra II A/B
Calculus
Geometry A/B
Honors Geometry
PreCalculus A/B
Statistics
Trigonometry

D: Laboratory Science

Biology 1A/B
Conceptual Physics 1A/B
Field Biology

E: Language Other than English

French 1A/B
Spanish 1A/B

F: Visual and Performing Arts

Art 1-2
Digital Photography 1-2

G: College-Preparatory Elective

Business Finance A/B
Consumer Math A/B
Creative Writing
Earth Science 1 A/B
Economics 12B
Health Education
Introduction of Computer Programing
Introduction to Business A/B
Introduction to Sociology
Psychology 1 A/B

Appendix G: Details of School Programs

ALEKS Math: started in the 2015-2016 school year, ALEKS uses computer-adaptive technology to allow students to work in their “zone of proximal development,” optimizing learning.

Art Small Group Instruction: a long-time course offering at Vineyard with a new teacher this year.

Edgenuity Online Instruction: started in December of 2013, and online platform that provides a blended learning opportunity to students.

Freshmen in Transition Small Group Instruction: started in Fall 2018

Friday Support Class: started in Fall 2016. Students who have fallen behind in assignments during the week receive academic help at this time. All students are welcome.

Math Lab: Students work on math with a credentialed math teacher in addition to their weekly math appointment time.

Physical Education Small Group Instruction: started in November 2016

Freshmen

8-10 enrolled

Weekly meeting

Goals: work on fitness, improve scores on State Fitness Test, socialization.

Lessons included

*weekly meeting together

*collection of students logs of weekly fitness

*stretching, practice Fitness Test elements, aerobic run

* nutritional assignment

*Google Earth mapping of mile course for them to use near their home.

Science Small Group Instruction: started in Fall 2016

9th – 12th graders

5-10 per class, 4-6 classes per trimester:

Conceptual Physics

Biology

Field Biology

Earth Science

Life Science

Special Education Program

- **Special Education- Resource Program**

Vineyard Special Education consists of two separate programs- the Resource program, and a Counseling Enriched Special Day Class. Vineyard's Resource Program is for Special Education students that have an IEP and have been identified to need Specialized Academic Instruction in an Academic Skills class. Resource students are mainstreamed for their academic courses. Class periods are 45 minutes, once per week, in line with the scheduled periods for all academic classes in Independent Study. The Academic Skills Class (Resource) supplements instruction and provides opportunities for individual and group support. The Academic Skills Class (Resource) is currently scheduled for Thursdays and the students receive 5 credits per trimester, receiving either a CR or NC grade. The session is overseen by the Resource Specialist, who holds a certificated Mild/Moderate Education Specialist credential, and a full time paraeducator. The Resource Specialist consults with the general education teachers in adjusting the learning environment or modifying the instructional methods needed to support Resource students and uphold the IEP. The Resource Specialist also serves as the student's Special Education case manager.

- **Special Education - Counseling Enriched Special Day Class**

The Counseling Enriched (CE) program at Vineyard Independent Study was designed to help at-risk Special Education students remain in high school while continuing to work towards a diploma in a flexible, supportive, counseling enriched independent study environment. For a student to become enrolled in the CE program, a change of placement IEP is held where the team determines that the student is no longer capable of attending General Education courses, either at the comprehensive high school, or through independent study. Most of the CE students have qualified for Special Education under the criteria of Emotionally Disturbed (ED), with some qualifying under Other Health Impairment (OHI). The CE program is not designed for students with learning disabilities.

Students are scheduled based on the amount of time detailed in their IEPs, and typically come to school 1-3 days per week for about 60 minutes per session. All students are enrolled in classes leading to a diploma and all Livermore Valley Joint Unified school district regulations pertaining to degree requirements and curriculum are followed. The Counseling Enriched program is categorized as a Special Day Class (SDC), meaning that the student is in a full-time special education class, with a credentialed Special Education teacher. There is also a full time Paraeducator. Though the coursework leads to a diploma, the courses are not A-G, and do not count as college prep. Students who are on UC/CSU college track should not enroll in the SDC/CE independent study program. Because students will earn a high school diploma, youths planning on entering a community college, vocational training school or the military will be prepared for this path.

In addition to classroom support, each student receives about 45 minutes per week of school-based counseling, depending on the student's IEP. Counseling sessions are conducted by Vineyard's School Psychologist. Students in the CE program are provided transportation services. The program SDC Teacher serves as the student's Special Education case manager.

Student Leadership Class: initiated as a group in the 2017-2018 school year, student leadership is now an official class.

Work Experience Education Small Group Instruction: Based on the California Career Readiness Standards.

Appendix H: California School Dashboard Performance Indicators



Vineyard Alternative - Livermore Valley Joint Unified

Fall 2017 Dashboard Report

<https://caschooldashboard.org/#/Details/01612000130393/3/EquityReport>

Equity Report

Vineyard Alternative - Alameda County

Enrollment: 131 Socioeconomically Disadvantaged: 22.9% English Learners: 2.3% Foster Youth: 0% Dashboard Release: Fall 2017

Grade Span: 1-12 Charter School: No

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		3	0
English Learner Progress (1-12)		N/A	N/A
Graduation Rate (9-12)		0	0
College/Career (9-12) <u>Select for one year of available data</u>	N/A	N/A	N/A
English Language Arts (3-8)		N/A	N/A
Mathematics (3-8)		N/A	N/A

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Vineyard Alternative - Alameda County

Enrollment: 131 Socioeconomically Disadvantaged: 22.9% English Learners: 2.3% Foster Youth: 0% Dashboard Release: Fall 2017

Grade Span: 1-12 Charter School: No

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		*	*
Graduation Rate (9-12)		Low 76.3%	Declined -11.7%
College/Career (9-12) <u>Select for one year of available data</u>	N/A	Very Low 5.3%	N/A
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

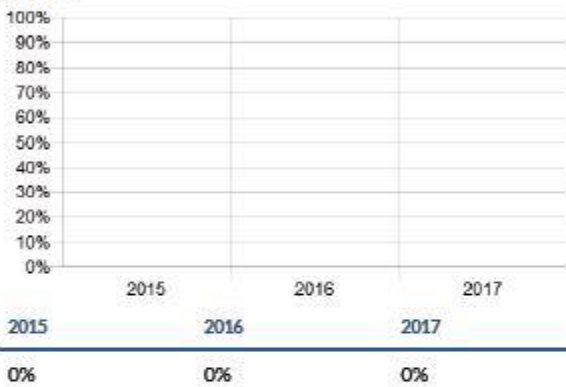
Vineyard Alternative - Alameda County

Enrollment: 131 Socioeconomically Disadvantaged: 22.9% English Learners: 2.3% Foster Youth: 0% Dashboard Release: Fall 2017
 Grade Span: 1-12 Charter School: No

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

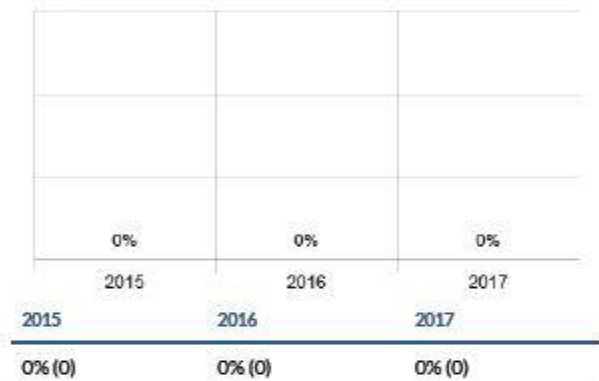
State Indicators

English Learner Progress Indicator (Grades K-12)



The percent of English Learners who made progress towards English proficiency.

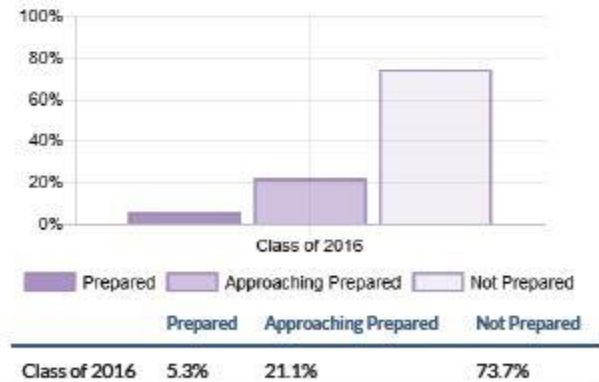
Suspension



Graduation



College/Career Indicator



For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cmi/>.

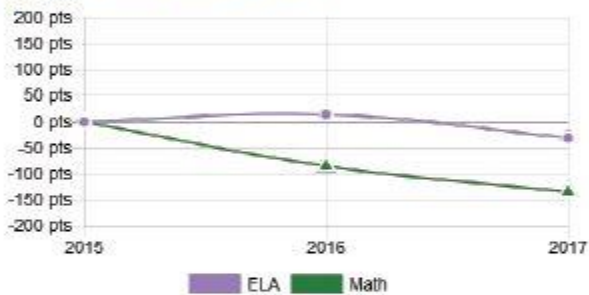
Academic Indicators (Grades 3-8): Distance from Level 3



	2015	2016	2017
ELA	0 pts	0 pts	0 pts
Math	0 pts	0 pts	0 pts

Other State Measures

Assessment Performance Results for Grade 11: Distance from Level 3



	2015	2016	2017
ELA	0 pts	13.4 pts	-31 pts
Math	0 pts	-86.4 pts	-137.1 pts

Student Group Report

Vineyard Alternative - Alameda County

Enrollment: 131 Socioeconomically Disadvantaged: 22.9% English Learners: 2.3% Foster Youth: 0% Grade Span: 1-12 Charter School: No

Dashboard Release:
Fall 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism ↗	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)		*	*	*		*	*	*	*	*		*	*	
English Learner Progress (1-12)	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)		*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Arts (3-8)	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics (3-8)	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

Vineyard Alternative - Alameda County

Enrollment: 131 Socioeconomically Disadvantaged: 22.9% English Learners: 2.3% Foster Youth: 0% Dashboard Release: Fall 2017

Grade Span: 1-12 Charter School: No

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		241	Very Low 0%	Maintained 0%
English Learners		8	*	*
Foster Youth		1	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		57	Very Low 0%	Maintained 0%
Students with Disabilities		23	Very Low 0%	Maintained 0%
African American		9	*	*
American Indian		3	*	*
Asian		6	*	*
Filipino		1	*	*
Hispanic		74	Very Low 0%	Maintained 0%
Pacific Islander		1	*	*
Two or More Races		20	Very Low 0%	Maintained 0%
White		127	Very Low 0%	Maintained 0%

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

Vineyard Alternative - Alameda County

Enrollment: 131 Socioeconomically Disadvantaged: 22.9% English Learners: 2.3% Foster Youth: 0% Dashboard Release: Fall 2017
 Grade Span: 1-12 Charter School: No

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		38	Low 76.3%	Declined -11.7%
English Learners		2	*	*
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		19	Low 73.7%	Declined Significantly -7.4%
Students with Disabilities		5	*	*
African American		0	*	*
American Indian		0	*	*
Asian		0	*	*
Filipino		1	*	*
Hispanic		12	Very Low 66.7%	Declined Significantly -5.6%
Pacific Islander		0	*	*
Two or More Races		3	*	*
White		22	Low 81.8%	Declined Significantly -11.8%

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

Vineyard Alternative - Alameda County

Enrollment: 131 Socioeconomically Disadvantaged: 22.9% English Learners: 2.3% Foster Youth: 0% Dashboard Release: Fall 2017
 Grade Span: 1-12 Charter School: No

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	38	Very Low 5.3%	N/A
English Learners	N/A	2	*	N/A
Foster Youth	N/A	0	*	N/A
Homeless	N/A	0	*	N/A
Socioeconomically Disadvantaged	N/A	19	Very Low 0%	N/A
Students with Disabilities	N/A	5	*	N/A
African American	N/A	0	*	N/A
American Indian	N/A	0	*	N/A
Asian	N/A	0	*	N/A
Filipino	N/A	1	*	N/A
Hispanic	N/A	12	Very Low 0%	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	3	*	N/A
White	N/A	22	Very Low 4.5%	N/A

Assessment Performance Results	Number of Students	Status	Change
English Language Arts (Grade 11)	19	31 points below level 3	-44.4 points
Mathematics (Grade 11)	17	137.1 points below level 3	-50.7 points

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Livermore Valley Joint Unified School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name ^	Suspension Rate +	English Learner Progress +	English Language Arts +	Mathematics +	Graduation Rate +
Livermore Valley Joint Unified					
Altamont Creek Elementary					
Andrew N. Christensen Middle					
Arroyo Seco Elementary					
Del Valle Continuation High					
East Avenue Middle					
Emma C. Smith Elementary					
Granada High					
Jackson Avenue Elementary					
Joe Mitchell					
Junction K-8					
Leo R. Croce Elementary					
Livermore High					
Marylin Avenue Elementary					
Rancho Las Positas Elementary					
Sunset Elementary					
Vineyard Alternative					
William Mendenhall Middle					

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Appendix I: School Accountability Report Card (SARC)

Link: <https://www.livermoreschools.org/Page/7105>



Vineyard Alternative School

Carla Estrada-Hidalgo • Principal
cestrada@lvjUSD.k12.ca.us

1401 Almond Avenue • Livermore, CA 94550
(925) 606-4722 • www.vineyard.schoolloop.com

Grades 1-12
CDS Code 01-61200-0130393



Livermore Valley JUSD

Livermore Valley Joint Unified School District • 685 East Jack London Boulevard • Livermore, CA 94551 • www.livermoreschools.com

Kelly Bowers, Superintendent • kbowers@lvjUSD.k12.ca.us • (925) 606-3200

SARC

Vineyard Alternative School

2

School Accountability Report Card

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



Principal's Message

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

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

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

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

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

School Mission Statement

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

School Vision Statement

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

School Safety

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

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2017.



District Mission and Vision Statements

Building A Bright Future

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



District Non-Negotiable Goals

Non-Negotiable goals are goals set in areas of student achievement and classroom instruction that all staff members must act upon in order for our students, schools and district to reach achievement targets.

- All staff will expect and support active student engagement in the learning process.
- Everyone will respect and protect instructional time.
- All teachers will base instruction on essential standards.
- All staff will use results from assessments to guide instruction and measure student learning.
- All staff will actively participate in collaboration focused on student achievement.

District Goals

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

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

Goal 3: Enhance parent and community engagement and communication.

Governing Board

Craig Bueno

Chuck Rogge

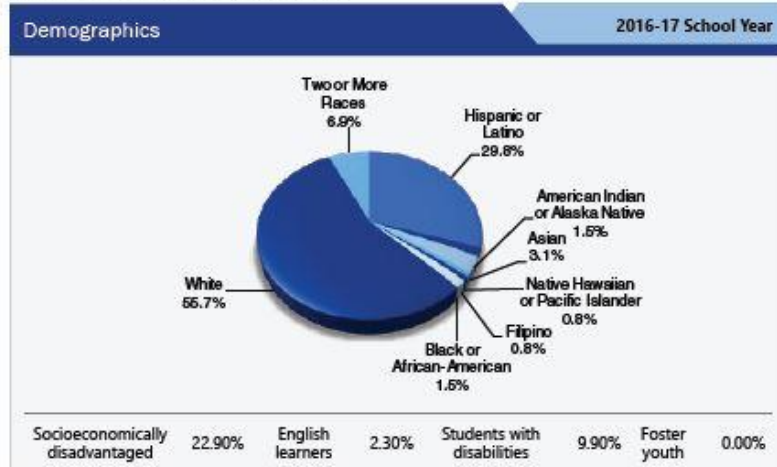
Kate Runyon

Chris Wenzel

Anne White

Enrollment by Student Group

The total enrollment at the school was 131 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



Average Class Size and Class Size Distribution

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

Parental Involvement

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

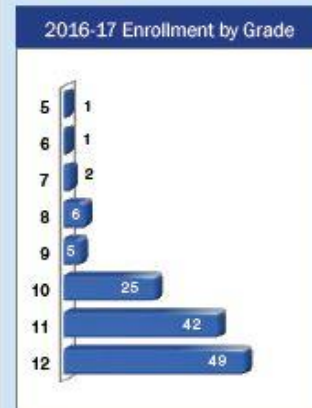
"The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall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

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

Vineyard encourages parent and guardian involvement through several avenues. We have an active School Site Council that meets quarterly to support the vision of the school. Parents and guardians volunteer time as tutors, guest speakers, chaperones for field trips, and are active in the planning process and execution of our small, intimate graduation ceremony. For more information, please contact Principal Carla Estrada-Hidalgo at (925) 606-4722 or cestrada@hjusd.k12.ca.us.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



Suspensions and Expulsions

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

Suspension and Expulsion Rates			
Vineyard Alternative			
	14-15	15-16	16-17
Suspension rates	0.0%	0.0%	2.0%
Expulsion rates	0.0%	0.0%	0.0%
Livermore Valley JUSD			
	14-15	15-16	16-17
Suspension rates	2.7%	2.6%	3.4%
Expulsion rates	0.1%	0.0%	0.0%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Types of Services Funded

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

District-level advisory committees, such as the District Advisory Committee (DAC), District English Learner Advisory Council (DELAC), GATE Advisory Committee, Career Technical Education (CTE) Advisory Committee, Technology Committee, Math Leadership Committee, K-12 Writing Committees and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met.

The following categorical programs provide the following services:

Categorical Program Funding Sources and Services:

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

California Physical Fitness Test

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

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

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

California Physical Fitness Test		2016-17 School Year		
Percentage of Students Meeting Fitness Standards	Vineyard Alternative			
	Grade 5	Grade 7	Grade 9	
Four of six standards	♦	♦	8.3%	
Five of six standards	♦	♦	16.7%	
Six of six standards	♦	♦	8.3%	



Public Internet Access

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



Positive Learning Environment

Vineyard promotes a positive school environment conducive to learning. This is accomplished through the one-on-one support available to students and parents or guardians. The school participates in the President's Education Awards Program and recognizes students who achieve honor roll. At the end of each school year, graduates are honored at a graduation ceremony, and eighth graders participate in a promotion event.

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

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

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	Vineyard Alternative		Livermore Valley JUSD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	43%	39%	75%	73%	56%	54%

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

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Vineyard Alternative		Livermore Valley JUSD		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	59%	54%	61%	61%	48%	48%
Mathematics	17%	15%	48%	49%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	Vineyard Alternative	Livermore Valley JUSD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2010-2011
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement		2
Percentage of schools currently in Program Improvement		66.70%

◇ Not applicable. The school is not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

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

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

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



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

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

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

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

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

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	85	52	61.18%	53.85%
Male	30	19	63.33%	47.37%
Female	55	33	60.00%	57.58%
Black or African-American	♦	♦	♦	♦
American Indian or Alaska Native	♦	♦	♦	♦
Asian	♦	♦	♦	♦
Filipino	♦	♦	♦	♦
Hispanic or Latino	26	14	53.85%	42.86%
Native Hawaiian or Pacific Islander	♦	♦	♦	♦
White	44	27	61.36%	48.15%
Two or more races	11	9	81.82%	77.78%
Socioeconomically disadvantaged	15	10	66.67%	30.00%
English learners	♦	♦	♦	♦
Students with disabilities	♦	♦	♦	♦
Students receiving Migrant Education services	♦	♦	♦	♦
Foster youth	♦	♦	♦	♦
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	85	46	54.12%	15.22%
Male	30	17	56.67%	23.53%
Female	55	29	52.73%	10.34%
Black or African-American	♦	♦	♦	♦
American Indian or Alaska Native	♦	♦	♦	♦
Asian	♦	♦	♦	♦
Filipino	♦	♦	♦	♦
Hispanic or Latino	26	12	46.15%	0.00%
Native Hawaiian or Pacific Islander	♦	♦	♦	♦
White	44	23	52.27%	17.39%
Two or more races	11	9	81.82%	11.11%
Socioeconomically disadvantaged	15	8	53.33%	0.00%
English learners	♦	♦	♦	♦
Students with disabilities	♦	♦	♦	♦
Students receiving Migrant Education services	♦	♦	♦	♦
Foster youth	♦	♦	♦	♦

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

Completion of High School Graduation Requirements

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

Completion of High School Graduation Requirements		Graduating Class of 2016	
Group	Vineyard Alternative	Livermore Valley JUSD	California
All students	100.00%	96.93%	87.11%
Black or African-American	✧	87.50%	79.19%
American Indian or Alaska Native	✧	100.00%	80.17%
Asian	✧	97.14%	94.42%
Filipino	✧	97.30%	93.76%
Hispanic or Latino	88.89%	92.83%	84.58%
Native Hawaiian or Pacific Islander	✧	100.00%	86.57%
White	100.00%	98.98%	90.99%
Two or more races	100.00%	97.22%	90.59%
Socioeconomically disadvantaged	100.00%	100.00%	85.45%
English learners	✧	77.50%	55.44%
Students with disabilities	100.00%	85.57%	63.90%
Foster youth	✧	✧	✧

Graduation and Dropout Rates

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

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	13-14	14-15	15-16	13-14	14-15	15-16
Vineyard Alternative	86.79%	91.11%	76.32%	7.50%	8.90%	13.20%
Livermore Valley JUSD	90.03%	91.42%	93.65%	5.90%	5.90%	4.20%
California	80.95%	82.27%	83.77%	11.50%	10.70%	9.70%

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

✧ Information is not available at this time.

Admission Requirements for California's Public Universities

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

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

Course Enrollment for UC/CSU Admission

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

UC/CSU Admission	
Vineyard Alternative	
2015-16 and 2016-17 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2016-17	39.85%
Percentage of graduates who completed all courses required for UC/CSU admission in 2015-16	0.00%



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



Textbooks and Instructional Materials

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

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

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

The final book selection is based on input from a district committee and the community. Staff development is provided for all new textbook adoptions. Districtwide adoptions include English language arts in 2003-04, history/social science in 2005-06, science in 2006-07, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

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

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

Elementary School Textbooks and Instructional Materials

Textbooks and Instructional Materials List			2017-18 School Year
Subject	Textbook	Adopted	
Reading/language arts	<i>Open Court Reading, SRA</i>	2003	
Mathematics	<i>Investigations 3, Pearson</i>	2016	
Science	<i>California Edition, Macmillan/McGraw-Hill</i>	2007	
History/social science	<i>History-Social Science for California, Scott Foresman</i>	2006	

Advanced Placement Courses

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



Career Technical Education Programs

Students in grades 11-12 participate in the Work Experience program and receive specific instruction in résumé writing, job applications and interviewing techniques. All students have access to computer technology. Vineyard High School students can concurrently enroll in up to two classes at the traditional high schools, providing an opportunity for them to take courses in Career Technical Education that are not offered through Vineyard. Included in these two classes are courses through the Regional Occupational Program (ROP). Students may also enroll in the local community college for both academic and vocational classes. Individual program plans are set up for each student. Students are encouraged to attend Career Night workshops offered in the district and field trips to the local community college.

Career Technical Education Participation

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

Career Technical Education Data	
Vineyard Alternative	
2016-17 Participation	
Number of pupils participating in a CTE program	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

Middle School Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Timeless Voices, Timeless Themes</i> ; Prentice Hall	2003
Mathematics	<i>Big Ideas Math: Course 1</i> ; Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Course 2</i> ; Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Course 3</i> ; Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Math Advanced 1</i> ; Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Math Advanced 2</i> ; Big Ideas Learning	2014
Mathematics	<i>Big Ideas Algebra 1</i> ; Big Ideas Learning	2016
Mathematics	<i>Geometry</i> ; Holt	2008
Science	<i>Focus on Earth Science</i> ; Pearson/Prentice Hall	2007
Science	<i>Focus on Life Science</i> ; Pearson/Prentice Hall	2007
Science	<i>Focus on Physical Science</i> ; Pearson/Prentice Hall	2007
History/social science	<i>World History: Ancient Civilizations</i> ; McDougal Littell	2006
History/social science	<i>World History: Medieval and Early Modern Times</i> ; McDougal Littell	2006
History/social science	<i>Creating America: A History of the United States; Creating America: Beginnings Through World War I</i> ; McDougal Littell	2006
History/social science	<i>History Alive!</i> ; TCI	2006

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

High School Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Timeless Voices, Timeless Themes</i> ; Prentice Hall	2003
Mathematics	<i>Algebra Readiness</i> ; California Edition; Prentice Hall Mathematics	2008
Mathematics	<i>Big Ideas Algebra 1</i> ; Big Ideas Learning	2016
Mathematics	<i>Geometry</i> ; Holt	2008
Mathematics	<i>Algebra 2</i> ; Holt	2008
Mathematics	<i>Discovering Advanced Algebra</i> ; Key Curriculum Press	2008
Mathematics	<i>Precalculus: Graphical, Numerical, Algebraic</i> ; Prentice Hall	2008
Mathematics	<i>Calculus</i> , 7th Edition; Houghton Mifflin	2008
Mathematics	<i>Statistics Through Applications</i> ; W.H. Freeman	2008
Mathematics	<i>The Practice of Statistics</i> ; W.H. Freeman	2008
Mathematics	<i>Mathematics with Business Applications</i> , 6th Edition; McGraw-Hill/Glencoe	2016
Mathematics	<i>Mathematical Studies for the Standard Level</i> ; Oxford University Press	2016
Science	<i>Earth Science: Geology, the Environment, and the Universe</i> ; Glencoe/McGraw-Hill	2007
Science	<i>Life Science: Biology</i> ; Holt, Rinehart and Winston	2007

Continued on page 10

Currency of Textbooks

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

Currency of Textbooks	
2017-18 School Year	
Data collection date	10/3/2017



High School Textbooks and Instructional Materials - Continued from page 9

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Science	<i>Forensic Science: Coordinated Science 1, Coordinated Science 2</i> ; The Press Syndicate of the University of Cambridge	2007
Science	<i>Conceptual Physics</i> , Pearson/Prentice Hall	2007
Science	<i>Biology</i> , Pearson/Prentice Hall	2007
Science	<i>Living by Chemistry</i> , WH Freeman and Co.	2015
Science	<i>Chemistry (Honors)</i> , McDougal Littell	2007
Science	<i>Environmental Science: Working with the Earth</i> , by G.T. Miller	2007
Science	<i>Physics: Principles and Problems</i> , Glencoe/McGraw-Hill	2007
Science	<i>Biology, AP Edition</i> ; Pearson/Prentice Hall	2007
Science	<i>Chemistry: The Central Science, AP Edition</i> ; Prentice Hall	2007
Science	<i>Explorations: An Introduction to Astronomy</i> , McGraw-Hill	2007
Science	<i>Global Science</i> , Sixth Edition; Kendall/Hunt	2007
Science	<i>Integrated Science: Science Spectrum: A Balanced Approach</i> ; Holt, Rinehart and Winston	2007
Science	<i>Animal Anatomy and Physiology: Applied Animal Reproduction</i> ; Scientific Farm Animal Production; Prentice Hall	2007
Science	<i>Chemistry: An Introduction to General, Organic, and Biological Chemistry</i> ; Prentice Hall	2013
Science	<i>Oxford IB Diploma Programme: Biology</i> ; Oxford University Press	2016
Science	<i>Oxford IB Diploma Programme: Chemistry, Standard and Higher Level</i> ; Oxford University Press	2016
Science	<i>Physics for the IB Diploma</i> , 6th Edition; Cambridge University Press	2016
History/social science	<i>World Geography</i> , McDougal Littell	2006
History/social science	<i>Modern World History</i> , McDougal Littell	2006
History/social science	<i>World History</i> , McDougal Littell	2006
History/social science	<i>The Western Heritage</i> , McDougal Littell	2006
History/social science	<i>World Civilizations</i> , McDougal Littell	2006
History/social science	<i>The Americans; American Vision; American Pageant</i> ; McDougal Littell	2006
History/social science	<i>Magruder's American Government</i> , Prentice Hall	2006
History/social science	<i>New Ways of Thinking</i> , McDougal Littell	2006
History/social science	<i>American Government</i> , McDougal Littell	2006
History/social science	<i>College Catalog Economics</i> , McDougal Littell	2006
History/social science	<i>Understanding Psychology</i> , Glencoe	2006
History/social science	<i>Myers' Psychology for AP</i> , Worth Publishers	2006
History/social science	<i>American History: Connecting with the Past Vol. 2</i> , McGraw-Hill Higher Education	2016

Quality of Textbooks

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

Quality of Textbooks	
2017-18 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Teacher Evaluations

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

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

School Facility Good Repair Status

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

School Facility Good Repair Status		2017-18 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		9/21/2017
Date of the most recent completion of the inspection form		9/21/2017

Deficiencies and Repairs

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

Deficiencies and Repairs			2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned		Date of Action
Electrical	There was a light out in the principal's office. Custodian changed the bulb.		9/22/2017

Substitute Teachers

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

School Facilities

Vineyard Alternative School is located on a school site that was established in 1994, and offers students a quiet and inviting setting to facilitate learning. The school site provides a clean, safe and pleasant learning environment. The site is accessible to students with disabilities, offers wireless internet access in each classroom, provides students and parents and guardians with the opportunity to use on-site computers and provides community use of the building seven days a week.

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

Measure J funds will be used to:

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

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

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

SARC

Vineyard Alternative School

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Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	Livermore Valley JUSD	Vineyard Alternative		
Teachers	17-18	15-16	16-17	17-18
With a full credential	653	18	21	21
Without a full credential	26	0	1	0
Teaching outside subject area of competence (with full credential)	8	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Vineyard Alternative		
Teachers		15-16	16-17	17-18
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

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

During the 2017-18 school year, relevant and timely professional development will be available and delivered to employees. In addition, the two designated professional development days and the flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Professional development will primarily focus on implementation of the California State Standards; student and staff safety; customer service; meeting the needs of special-education students; effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, Project Lead the Way, International Baccalaureate and Advanced Placement programs.

Professional Development Days		Three-Year Data		
		2015-16	2016-17	2017-18
Vineyard Alternative		3 days	3 days	3 days

School Support Staff

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

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.80
Average number of students per academic counselor	130
Support Staff	
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.06
Psychologist	0.70
Social worker	0.00
Nurse	0.10
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00

SARC

Vineyard Alternative School

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Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data			2015-16 Fiscal Year
	Livermore Valley JUSD	Similar Sized District	
Beginning teacher salary	\$39,765	\$48,522	
Midrange teacher salary	\$73,248	\$75,065	
Highest teacher salary	\$89,392	\$94,688	
Average elementary school principal salary	\$121,681	\$119,876	
Average middle school principal salary	\$118,429	\$126,749	
Average high school principal salary	\$128,879	\$135,830	
Superintendent salary	\$221,000	\$232,390	
Teacher salaries: percentage of budget	38%	37%	
Administrative salaries: percentage of budget	6%	5%	

Financial Data Comparison

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

Financial Data Comparison			2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Vineyard Alternative	\$8,806	\$75,023	
Livermore Valley JUSD	\$6,731	\$71,463	
California	\$6,574	\$77,824	
School and district: percentage difference	+30.8%	+5.0%	
School and California: percentage difference	+34.0%	-3.6%	

School Financial Data

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

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$9,484
Expenditures per pupil from restricted sources	\$677
Expenditures per pupil from unrestricted sources	\$8,806
Annual average teacher salary	\$75,023



Expenditures Per Pupil

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

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35258, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of November 2017.

School Accountability Report Card

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Appendix J: CALPADS School Information



1.1 Enrollment - Primary Status by Subgroup									
Academic Year: 2017-2018			LEA: Livermore Valley Joint Unified			User ID: gfk			
View: Snapshot			School Type: ALL			Create Date: 1/23/2018 11:24:12 PM			
			School: ALL			Print Date: 1/24/2018 9:13:42 AM			
School Code	School Name	Primary Enrollments	Transitional Kindergarten	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	Socio-Economically Disadvantaged
6117543	Altamont Creek Elementary	595	26	82	18	36	2	79	116
6085773	Andrew N. Christensen Middle	717	0	47	3	67	5	120	150
6071906	Arroyo Seco Elementary	664	20	80	9	41	10	83	155
0132670	Del Valle Continuation High	115	0	24	0	1	0	32	71
6001242	East Avenue Middle	648	0	54	6	70	5	81	195
6001259	Emma C. Smith Elementary	738	23	67	23	70	4	74	62
0133397	Granada High	2261	0	121	40	193	44	194	470
6001283	Jackson Avenue Elementary	552	21	143	16	19	7	77	228
6001291	Joe Michell	799	22	97	15	43	14	122	188
6001234	Junction K-8	888	13	360	25	23	69	124	594
0135376	Lawrence Elementary	321	18	36	5	17	0	23	37
6110332	Leo R. Croce Elementary	610	22	79	18	24	0	70	149
0134536	Livermore High	1936	0	126	25	172	20	221	489
6001317	Marilyn Avenue Elementary	416	22	249	31	2	46	76	328
0000001	NPS School Group for Livermore Valley Joint Unified	19	0	2	0	0	0	19	2
6089338	Rancho Las Positas Elementary	602	24	83	10	20	0	93	138
6097661	Sunset Elementary	776	23	43	14	59	0	70	59
0130393	Vineyard Alternative	133	0	5	1	4	0	16	32
6001341	William Mendenhall Middle	975	0	31	14	124	4	108	114
TOTAL-Selected Schools		13765	234	1729	273	985	230	1682	3577
Grade: 01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-			Ethnicity/Race: ALL			Gender: ALL			



1.9 Completers and Dropouts - Count

Academic Year:	2017-2018	LEA:	Livermore Valley Joint Unified	User ID:	gfk
View:	Snapshot	School Type:	ALL	Create Date:	1/23/2018 11:24:12 PM
		School:	ALL	Print Date:	1/24/2018 9:23:05 AM

School Code	School Name	Graduate Completers						Non-Graduate Completers				Dropouts
		Graduates Meeting UC/C/SU Requirements	Graduates Not Meeting UC/C/SU Requirements	Golden State Seal Merit Diploma	Seal of Biliteracy	CTE Completer	Total Graduate Completers	GED	Special Ed Certificate	CTE Completer	Total Non-Graduate Completers	
6117543	Altamont Creek Elementary	0	0	0	0	0	0	0	0	0	0	0
6085773	Andrew N. Christensen Middle	0	0	0	0	0	0	0	0	0	0	0
6071906	Arroyo Seco Elementary	0	0	0	0	0	0	0	0	0	0	0
0132670	Del Valle Continuation High	0	59	0	0	5	59	0	0	0	0	26
6001242	East Avenue Middle	0	0	0	0	0	0	0	0	0	0	0
6001259	Emma C. Smith Elementary	0	0	0	0	0	0	0	0	0	0	0
0133397	Granada High	227	242	209	67	91	469	0	13	0	13	4
6001283	Jackson Avenue Elementary	0	0	0	0	0	0	0	0	0	0	0
6001291	Joe Michell	0	0	0	0	0	0	0	0	0	0	0
6001234	Junction K-8	0	0	0	0	0	0	0	0	0	0	0
0135376	Lawrence Elementary	0	0	0	0	0	0	0	0	0	0	0
6110332	Leo R. Croce Elementary	0	0	0	0	0	0	0	0	0	0	0
0134536	Livermore High	218	178	165	55	98	396	0	0	0	0	3
6001317	Marvin Avenue Elementary	0	0	0	0	0	0	0	0	0	0	0
0000001	NPS School Group for Livermore Valley Joint Unified	0	0	0	0	0	0	0	1	0	1	0
6089338	Rancho Las Positas Elementary	0	0	0	0	0	0	0	0	0	0	0
6097661	Sunset Elementary	0	0	0	0	0	0	0	0	0	0	0
0130393	Vineyard Alternative	5	42	4	0	0	47	0	0	0	0	9
6001341	William Mendenhall Middle	0	0	0	0	0	0	0	0	0	0	0
TOTAL - Selected Schools		450	521	378	122	194	971	0	14	0	14	42
Grade: ALL			Ethnicity/Race: ALL						Gender: ALL			

Appendix K: Graduation Requirements

Social Science & History

35 Units

- 1 trimester Social Science 9
- 2 trimesters World History 10
- 2 trimesters U.S. History 11
- 1 trimester Civics 12
- 1 trimester Economics 12

English

40 Units

- 2 trimesters English 9A/B
- 2 trimesters English 10A/B
- 2 trimesters English 11A/B
- 2 trimesters English 12/Core Options

Mathematics

20 Units

- Must include completion of Algebra I

Science

20 Units

- 2 trimesters of Physical Science
- 2 trimesters of Biology
- May be lab or non-lab sciences

Career Technical Education

World Language

Visual & Performing Arts

30 Units in at least two of these three categories

Physical Education

20 Units

- 2 trimesters PE 1A/1B
- 2 trimesters PE 2A/2B

Health

5 Units

- 1 trimester Health

Electives

70 Units

- 14 trimesters of additional electives

Appendix L: Independent Study Master Enrollment Agreement

Vineyard Alternative School Independent Study Agreement

Student Name:	Student #:	Grade Level:
Street Address:	Age:	Birth Date:
Parent/Guardian Phone #:	City:	Zip Code:
Parent/Guardian email:	Begin Date:	End Date:

Objectives, Methods of Study, Methods of Evaluation, and Resources:

The student is to complete the courses listed below. Course objectives reflect the curriculum adopted by LVJUSD's school board and are consistent with district standards as outlined in the LVJUSD course descriptions. The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement will be described in the course contracts, which are part of this agreement. Any subsidiary agreements are also part of this agreement.

Courses Enrolled:

Course	Credits	Course	Credits

Reporting:

Students are required to report weekly and in-person to their teacher(s) as scheduled (first teacher listed is mentor):

Teacher	Subject	Time(s)	Day(s)	Room

Assignments:

The maximum length of time allowed between the assignment and the date the assignment is due is four (4) weeks unless a prior exception is made in accordance with district policy. After three (3) missed assignments in any trimester, an evaluation will be made to determine whether independent study is an appropriate strategy for this student. (A missed assignment is defined as less than a full week of attendance.)

Voluntary Statement:

Independent study is an optional educational alternative that students voluntarily select. All students who choose independent study must have the continuing option of returning to the classroom.

Equitable Provision of Resources and Services:

The independent study option is to be substantially equivalent in quality and quantity to classroom instruction, and students who choose to engage in independent study are to have equality of rights and privileges with students in the regular school program.

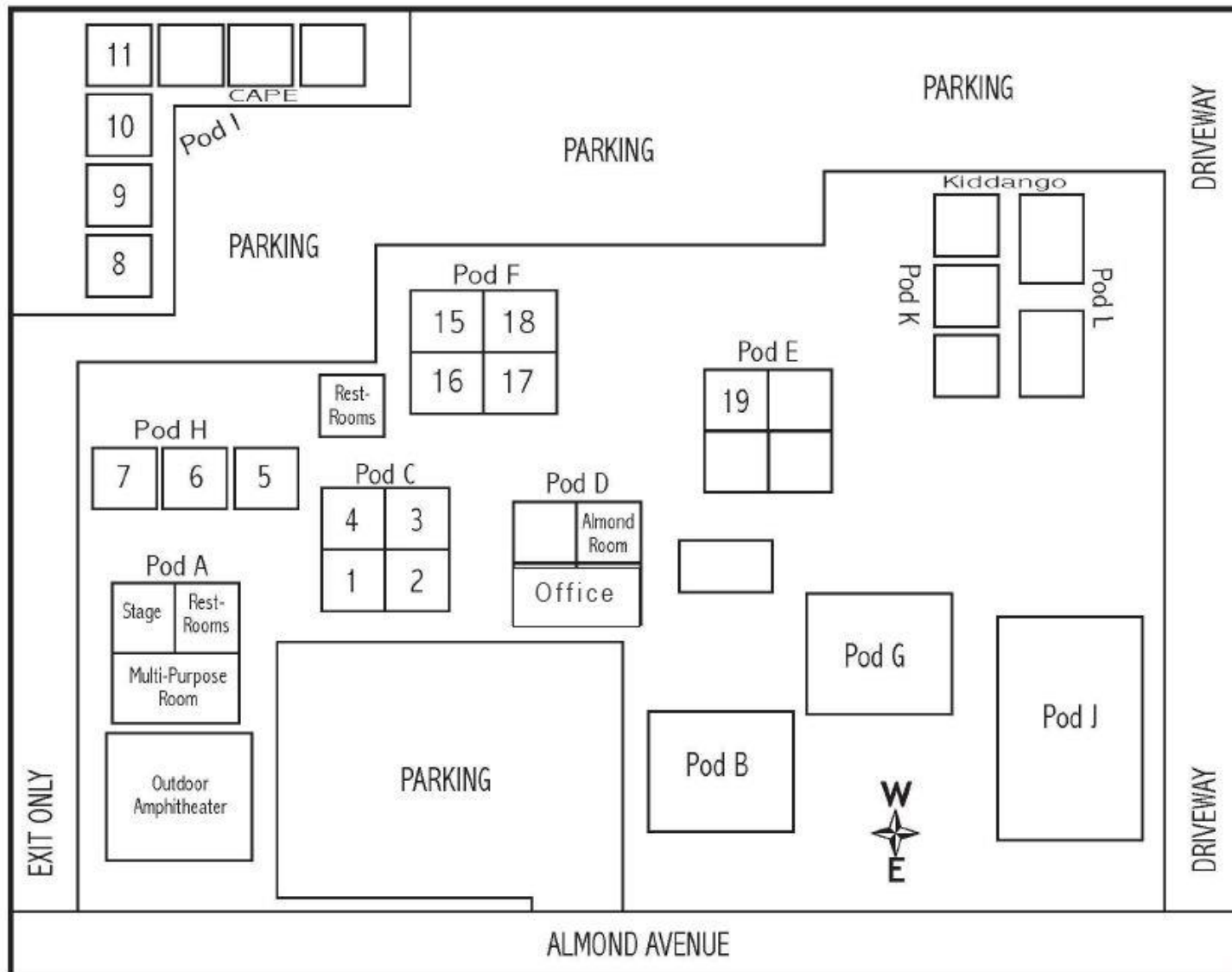
Signatures and Dates:

I have read and understand the terms of this agreement and agree to all the provisions set forth.

Student:	Date:
Parent/Guardian:	Date:
Principal/Staff:	Date:

Agreement must be signed prior to or on the begin date of independent study.

Appendix M: Campus Map



Appendix N: Glossary of Terms Unique to the School

ALEKS: Online math program published by McGraw Hill: https://www.aleks.com/about_us.

Blackboard: Our website publisher.

Choose Love: Social-Emotional Enrichment Curriculum

Course Logs: Detailed curriculum and assignments for each course that guide students' weekly independent study.

Curricular Groups: Social Science, ELA, Math and Science. PE, Elective and SPED.

Edgenuity: Online education platform: <https://www.edgenuity.com/>.

Illuminate: Our student data and assessment system: <https://www.illuminateed.com/>.

ILT: Instructional Leadership Team

Mentor Teacher: Each Vineyard student has one Mentor Teacher. The Mentor Teacher supervises the student's overall academic progress. The mentor teacher checks weekly records of completed work reported by the student's other teachers. The Mentor Teacher uses these records to compute and report the student's weekly independent study attendance hours.

MTSS: Multi-Tiered System of Supports: Academic, Social/Emotional, and Behavioral

PBIS: Positive Behavioral Interventions and Supports

PLC: Professional Learning Community

PowerSchool: Our student records system.

School Loop: Our grade reporting system.

SST: Student Success Team

Subject Teacher: Most Vineyard students have several Subject Teachers. The Subject Teachers make weekly records of each student's completed work. The Subject Teachers post these records on an online Google Sheet. Mentor Teachers use these records of work completed to compute weekly attendance for each student.

Appendix O: Vineyard Vision, Mission, and School-wide Learner Outcomes

Mission Statement

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

Vision Statement

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

School-wide Learner Outcomes (SLOs)

VINEYARD GRADUATES WILL BE:

People Developing and Continually Revising a Philosophy of Life, who:

- Develop an educational and life management plan
- Develop a mechanism for identifying goals and priorities
- Realistically evaluate personal strengths and limitations

People Exercising the Higher Thinking and Decision-Making Skills, who:

- Reason logically to solve problems
- Think critically and articulate defensible positions
- Use appropriate mathematical concepts to solve practical problems and reach appropriate decisions
- Use technological systems/are computer literate
- Learn new skills as advancing technology requires

People Culturally and Ethically Aware, who:

- Develop tolerance and compassion for a pluralistic social environment
- Develop an awareness of global problems

- Are aware of and sensitive to environmental issues
- Appreciate the arts and other cultural achievements

People Committed and Active on Behalf of the Community, who:

- Understand and exercise citizenship rights, privileges, and responsibilities
- Work effectively both as an individual and as a team member
- Contribute services to the community by completing specific projects
- Communicate ideas effectively both orally and in writing

People Able to Take Care of Themselves, who:

- Demonstrate understanding of relevant skills necessary for independent living
- Establish a healthy lifestyle
- Are college/career ready individuals
- Prepare a personal resume and portfolio
- Interview effectively
- Are informed consumers and money managers