



VINEYARD ALTERNATIVE SCHOOL ACS WASC/CDE MID-CYCLE VISIT SCHOOL PROGRESS REPORT

**1401 Almond Avenue
Livermore, California 94550**

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**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- **Student/community profile that has been updated annually since the last full visit.**
- **From the analysis of the updated student/community profile, include the following:**
 - **An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.**
- **Note: See ACS WASC/CDE Student/Community Profile Guide, of the ACS WASC/CDE Focus on Learning manual.**

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 the easternmost part of the San Francisco Bay Area. Once a small farm and ranching town, Livermore's population has grown steadily over the past few years and is now home to over 90,000 residents. Although the community still reflects its agricultural roots with its burgeoning wineries and annual rodeo, it has gone through some changes because of its increasing industrialization, urbanization, and gentrification. According to the US Census Bureau, in 2019 Livermore's median household income was \$127,452, with its biggest employers being Lawrence Livermore National Laboratory, Stanford Health Care – ValleyCare Medical Center, and the Livermore Valley Joint Unified School District. Although the median household income stands at over \$100,000, there are still a number of Livermore residents who are socioeconomically disadvantaged. According to the most recent US Census Bureau estimates, 4.5% of Livermore's residents live in poverty as defined by the US Federal Government, which does not take geographical difference into account when calculating. This means that about 1 out of every 22 Livermore residents live in poverty by federal standards.

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

Understanding the need to further support our students, Vineyard Alternative School also maintains partnerships with the Tri-Valley Regional Occupational Program, Rotarian Foundations of Livermore, Wente Vineyards, the Lawrence Livermore Laboratory, the Livermore Valley Education Foundation (LVEF), the Livermore Heritage Guild, the Pedrozzi Foundation, and the Livermore Cultural Arts Council. These foundations have been instrumental in supporting the goals of our school through mini-

grants, student recognition programs, and scholarships. They demonstrate their appreciation to students and staff who strive to improve and recognize their outstanding efforts through luncheons, scholarships and grants.

The number of students attending Vineyard School fluctuates throughout the school year. Prior to the pandemic, the number of students enrolled, typically ranged from the low one-hundreds, at the commencement of the school year, to as many as over 160 students towards the end of the school year, with increased enrollment at the beginning of trimester 2 and trimester 3.

Pandemic related enrollment trends have had a significant impact on Vineyard Alternative School and are addressed in *Section II: Significant Changes and Developments*.

The population of Vineyard students is socially, economically, and ethnically diverse. The ethnic makeup of Vineyard's student population mirrors that of the Livermore community. Based on data from the fall of 2020, Vineyard Alternative School student population stood at 94 students. There was a 12% drop in typical enrollment numbers from the previous school year, which could be attributed to schools remaining in distance-learning as a result of the COVID-19 pandemic. Of the total enrollment for the 2020-2021 school year, the following ethnic student groups were represented: 46% White, 37.2% Hispanic/Latino, 8.5% of two or more races, 3.2% African American, 2.1% Asian, 3.2% Filipino, and 0% Indian or Alaska Native. The gender composition of Vineyard students was 63% Female and 37% Male, and over 78% of Vineyard students were in grades 9–12, and 22% were students in grades 1-8. Of the overall students, 81.9% use the English language as the primary language spoken at home, and 18.1% indicated they speak a language other than English at home. However, only 2.1% of Vineyard students were classified as English Language Learners (ELLs), who were in need of English Language Development (ELD). Moreover, 22.3% of Vineyard's student population were students who were socioeconomically disadvantaged. In addition, 17% of Vineyard students were students in the Special Education Program, and 30% were students with 504 Plans.

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

Students in our program work closely with their teachers to receive highly personalized instruction, which offers a high degree of flexibility and individualization. Oftentimes,

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

For the 2020-2021 school year, Vineyard Alternative School began year two of participating in the Positive Behavioral Interventions and Supports (PBIS) system, which is a component of our District's Multi-Tiered System of Support (MTSS). In the 2019-2020 school year, Vineyard was awarded the PBIS Community Cares Award for our efforts in year one of implementation, which included the time of sheltering-in-place as a result of the COVID-19 pandemic. In the 2020-2021 school year, we skipped the "Bronze" level of recognition and earned the "Silver" level of recognition from the state for our PBIS system. We utilize this system to facilitate a positive culture in our school. PBIS has allowed our school to offer a multi-tiered continuum of support to students in their school environment that highlights promoting a caring and productive climate where students can flourish. To help achieve the goals of PBIS, Vineyard has begun to recognize students each month for being Outstanding Ravens and demonstrating 1 of the 3 Raven Values that include: Honesty, Responsibility, and Respect.

Our school also recognized students for their perfect attendance in trimesters 2 and 3 for the 2020-2021 school year. This recognition is a reflection of more than just being physically present for class meetings. It's an acknowledgment that highlights our students' efforts towards academic engagement and achievement since Vineyard's attendance is based on the completion of student work. Therefore, it demonstrates that our students have been able to complete their assigned work, which is equivalent to at least 30 hours of independent work, and submit it on time. So, students earning this recognition are extra proud of their efforts. We look forward to continuing to recognize students as we conclude this school year, and we expect to continue to recognize our outstanding students in the 2021-2022 school year.

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

student is obligated to participate in the independent study program, our District does offer some students who have pending expulsions or students with rehabilitation plans the option to attend Vineyard Alternative School in lieu of attending Hayward Community Day School.

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

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

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

In order for students to make adequate progress toward learning goals established by the California State Standards as well as the graduation requirements, students are assigned a minimum of 30 hours of work per week. However, the workload of assignments is compounded if students neglect to stay current with the completion of their assignments or if they turn in incomplete work. For this reason, the school carefully monitors student attendance (which is determined by the completion of assignments), and stays in constant communication with students and their parents/guardians, in an effort to keep students on track towards attaining their graduation requirements and learning objectives.

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

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

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

- 1 Principal (1.0 FTE)
- 1 Vice Principal (1.0 FTE)

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

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

2020-2021

While there were changes at Vineyard in the 2020-2021 academic year due to diligent work by teachers and staff on the school wide action plan, the pandemic shelter in place order merged with those efforts producing significant changes to both the school and its curricular programs in marked ways. The shelter in place order hindered progress in some areas but hastened progress in others. Overall, this resulted in a more accessible and user-friendly delivery of our programs with an emphasis on clear expectations, regular communication, emotional support, and the gathering of student data for informed responses.

Vineyard fared comparatively well in the sudden switch to online education because Vineyard was already using a distance learning model and transitioning from paper learning materials to digital resources. But, what the pandemic did was hasten that transition to digital lessons, resources, assignments, and assessments. In response to the necessary shift to online classes, LVJUSD purchased and implemented the use of Schoology, a district-wide learning management system. All teachers attended Schoology trainings and drop-in help sessions and proceeded to upload their course logs, learning materials, assignments, and eventually grades to the platform. The impact of this changeover for parents and students has been the ability to access assignments, due dates, teacher feedback, and grades for multiple courses all in one place. The impact for teachers has been that they have one place to post and collect assignments and enter grades. As a result, the ease of academic delivery and monitoring has increased which has helped students to stay more on track with their self-study and work submissions.

2021-2022

Several developments have had a collective impact on Vineyard Alternative School (VAS) during the 2021-2022 school year:

1. A dramatic increase in student enrollment.
2. The change in California Independent Study Educational Code.
3. Two changes in the principalship.

During the summer of 2021, VAS's principal moved into a district-level position. In July, a new principal was appointed via internal transfer.

The 2021-2022 school year has been an anomaly in regard to enrollment. Initial enrollment was lower than normal, with 55 returning students. When school was dismissed in June 2021, COVID-19 appeared to be receding, and the California mask mandate was significantly downgraded. The anticipation of a “normal” school year starting in late August was reflected in a lack of interest in distance learning expressed by families in a districtwide survey. Of the 13,000 LVJUSD students, only 40 students indicated an interest in moving forward with distance learning for the 2021-2022 school year.

In July 2021, public sentiment began to shift as the COVID-19 numbers began to rise, mask use was once again recommended by the Alameda County Department of Public Health, followed by the reinstatement of the mask mandate on August 3, 2021.

As the only virtual option for families choosing not to send their children back to the classroom, VAS enrollment numbers began to climb quickly. The staffing plan for the school year had been based on the approximately 60 returning students, with a little wiggle room for growth. By the end of August enrollment reached 146. Enrollment continued to climb to an all-time high of 208, and as of early February 2022, enrollment is hovering around 197.

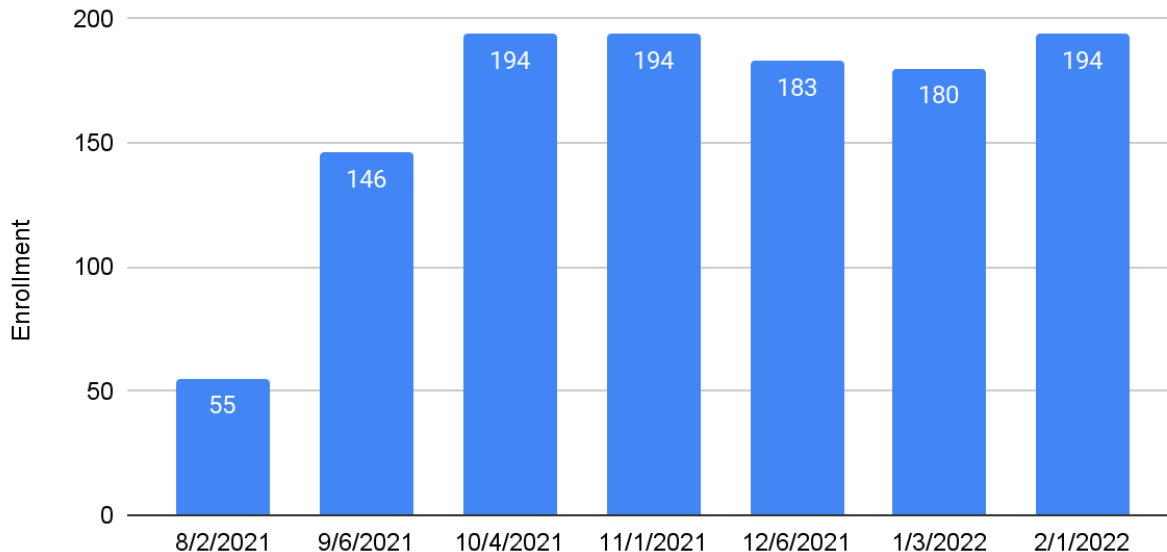
On July 9, 2021, California AB 130 redefined the student-school interaction requirements for independent study. The element of AB 130 that had the greatest impact on VAS was the requirement that all K-8 students have some sort of daily live interaction or synchronous instruction. Prior to AB 130, elementary and middle school students met with their teachers once a week. All items outlined in AB 130 related to high school, such as weekly synchronous teacher meetings, rigorous instruction that is “substantively equal” to traditional classroom instruction, and UC/CSU a-g recognized classes, were already in place.

The increased enrollment, as well as new independent study requirements, necessitated the addition of new teaching staff. Finding qualified hourly teaching staff is always challenging, and was made more so due to the acknowledged shortage of teachers.

In mid-August, the newly appointed principal resigned. The standing vice principal was installed as interim principal and a first-year administrator with no prior knowledge of independent study moved into the position of vice principal.

Vineyard's student population was expected to decline first with the availability of vaccinations for high school students and then again with vaccinations for elementary school students. Many parents had originally stated that when their children were fully vaccinated, they would return to their home school. Perhaps due to the emergence of the Omicron variant, this did not happen, and enrollment numbers have remained high, and are once again rising.

VAS Monthly Enrollment (1st Monday of each month)



August 2, 2021 represents pre-enrollment

Outcomes:

In response to the items listed above, the 2021-2022 school year has brought the following to Vineyard Alternative School:

1. An increase in the number of small group classes
2. A greater than expected ratio of virtual classes to in-person classes
3. An increase in the percentage of high-risk students

To accommodate the increased number of students at all levels, all elementary classes, most middle school classes, and more than half of all high school classes have shifted from one-on-one meetings between student and teacher to small group meetings. More than 75% of these meetings take place virtually.

Before pandemic-induced distance learning, Vineyard Alternative School did not offer virtual learning opportunities. In March of 2020, VAS transitioned to all distance learning. During the second half of the 2020-2021 school year, when students were given the choice to remain in distance learning or attend in person, most VAS students returned to campus. For the most part, those who returned to campus had been VAS students before mandatory distance learning.

In as much as the influx of new Vineyard students for the 2021-2022 school year consisted entirely of students looking for virtual learning, VAS needed to increase the

number of virtual learning opportunities available. As a result, 75% of all classes are held virtually.

Traditionally, Vineyard teachers and students met one-on-one. During the 2018 WASC Accreditation process, the students expressed their desire to interact with their peers in group learning environments. In response to the recommendation of the WASC visiting committee, small group classes were developed, including but not limited to: Field Biology, Green Technology and Innovation, Creative Writing, Art, Spanish 1 and 2. (As a side note, these classes were designed to be UC/CSU a-g aligned, addressing another of the committee's recommendations.) Despite the increased number of small group classes, the majority of Vineyard's classes continued to be individual meetings between a teacher and a student.

Beginning in the fall of 2021, more and more classes began to make the transition to small group classes. Each instructional department met to determine which students should remain in one-on-one instruction, as it best meets the educational and/or social emotional needs of that student, which students would be equally or better served in a small group environment, and to how to best group students according to current course placement.

The number of students coming to Vineyard as a means to address both diagnosed and undiagnosed mental health issues was on the rise ahead of the pandemic. This upward trend continues. Schools across the district are struggling to re-engage those students who are finding it difficult to return to school. Some of these students were identified as at-risk prior to COVID, while others are newly so. Many of these students come to Vineyard with the hope that a non-traditional educational model will facilitate an educational reintegration. For some students this has proven successful; for others, it has not. In recent memory, Vineyard has never had so many difficult-to-reach students. In response, a designated Vineyard teacher has begun home visits with the most disengaged students.

The impact of the change in administrative staff, the dramatic increase in the student population, the realization that distance learning is here to stay at Vineyard, and the increase in the number of difficult-to-reach students has been felt by all members of the school community. The beginning of the 2021-2022 school year was a challenge. Each member of the Vineyard Alternative School community has stepped up and worked outside their comfort zone in a tremendous effort to serve our students.

III: Engagement of Stakeholders in Ongoing School Improvement

- Describe the process for developing, implementing, and monitoring the school wide action plan/SPSA and preparing the progress report.
 - How were stakeholders involved in developing the school wide action plan/SPSA?
 - How were stakeholders involved in implementing and monitoring the school wide action plan/SPSA?
 - How were stakeholders involved in the preparation of the progress report?

Developing, implementing and monitoring the Single Plan for School Achievement (SPSA) is a continual process that starts at the district level. For each LCAP cycle, district wide goals are established.

Faculty and Staff

Prior to the beginning of each school year, all Livermore Valley Joint Unified School District administrators and Instructional Leadership Team (ILT) members gather and receive LVJUSD Local Control and Accountability Plan (LCAP) updates and training. The principal, vice principal and ILT meet monthly for the remainder of the school year. These meetings are used to determine Vineyard's position in relation to the district goals, to develop and monitor site level goals in support of the district-wide LCAP goals. ILT information is shared with the entire staff during monthly staff meetings. The work of the ILT addresses the academic success of VAS students, and is incorporated into and reflected by the SPSA (Goal 1). The Instructional Leadership Team is made up of the school administrators and five teachers who receive a stipend for participating.

Vineyard is in the third year of Positive Behavioral Interventions & Supports (PBIS) implementation. The work of PBIS supports student social and emotional health through the definition by establishing a well-defined set of behavior expectations, disseminating those expectations to students, and providing tools for students to realize these expectations. Each year, the PBIS team attends district-wide training and receives coaching on its progress toward PBIS implementation fidelity. Both the Tier 1 PBIS team, focused on universal implementation, and the Tier 2 PBIS team, focused on the 5% - 10% of students who would benefit from additional support, meet monthly to design strategies for implementation and develop resources and professional development. PBIS work reflects the SPSA (Goal 2) and is incorporated into the Schoolwide Action plan. The PBIS Tier 1 team membership includes administrators, teachers, the school counselor, and a member of the office team, with an advisory student and parent. The PBIS Tier 2 team membership includes administrators, the special education teacher, the school counselor, school psychologist, and child welfare advocate.

Quarterly, the office staff, the teachers (and VAS's one paraprofessional) and the administrators are given a designated opportunity to reflect on recent activities that are

in alignment with the SPSA goals, and are asked to log them on a shared spreadsheet. This ensures that information is gathered from across the school.

Parents

Historically, Vineyard has struggled with low levels of parent involvement. This continues to be an issue. Parent input regarding SPSA related items is solicited in a variety of ways. The School Site Council (SSC) remains very small but meets regularly. It is through SSC that parents can offer direct input on the SPSA. A more elevated level of parent input is provided by Vineyard's representative on the LVJUSD LCAP Parent Advisory Committee. All LVJUSD parents and students have been given several opportunities to participate in the district's Listening Campaign. And each year, Vineyard conducts a local parent survey regarding issues related to the SPSA (Goal 1)(Goal 2)(Goal 3).

Students

Each time a student meets with their teacher, they are asked to complete a "Raven Report." This is an opportunity for the student to reflect on their behavior as it relates to school work as well as their current social/emotional aspect. In addition, twice a year students are asked to complete a social/emotional and school climate survey via the Panorama Education platform. Panorama collects student responses from across the country and provides comparative data across populations and time. The information gathered via the Raven Report and Panorama Education is utilized by the administrative team, the ILT, and the PBIS team to inform their work, which then informs all aspects of the SPSA. Students' also complete the California Healthy Kids Survey that addresses the physical and mental health of students. Students have also been given the opportunity to participate in the district's Listening Campaign. Following the 2018 WASC Accreditation Report, Vineyard established an Associated Student Body (ASB), which has become a venue through which students are invited to provide feedback to the administrative team.

	Developing SPSA	Implementation/Monitoring	Report Preparation
Admin	Annual District Level LCAP Training Data Analysis • CAASPP • California Healthy Kids Survey Panorama Survey • Panorama Survey • DataQuest • Raven Report (PBIS)	Instructional Leadership Team Local Professional Development PBIS Data Sharing • PBIS • CAASPP • Panorama • PBIS PBIS Tier 1 Team PBIS Tier 2 Team	Data Gathering Report Writing

	PBIS Tier 1 Team PBIS Tier 2 Team		
Office Staff	Weekly Office Staff Meetings PBIS	Weekly Office Staff Meetings PBIS	Report review and dissemination Staff Input through data collection spreadsheet
Teachers & Counselor	Instructional Leadership Team: Annual District Level LCAP Training PBIS Tier 1 Team Data Analysis - Staff Meetings - Department Meetings/PLC's	Instructional Leadership Team: Monthly School Level Meetings PBIS Tier 1 Team Data-Based Conversations - Staff Meetings - Department Meetings/PLC's	Staff Input through data collection spreadsheet Report Writing (WASC Committee Lead) Report Review (WASC Committee Members)
Parents	LCAP Parent Advisory Committee participation School Site Council Participation District Listening Campaign Local Parent Survey PBIS Advisory	School Site Council Participation Independent Learning Contract	N/A
Students	Raven Report District Listening Campaign Panorama Survey California Healthy Kids Survey PBIS Advisory (ASB)	ASB Meeting Agenda Items	N/A

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.
- Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.
- Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.
- Note: If any recommended growth areas were not included in the school's schoolwide action plan/SPSA, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.

Implementation

The 2019 WASC action plan catalyzed staff efforts in three areas: academic improvement, social and emotional support and family communication.

Academic Improvement

In the area of [academic improvement](#), Vineyard staff identified 5 student learner needs to be addressed: clearly stated learning outcomes in every course log, congruence between skills taught and academic standards, common formative and summative assessments between courses, the use of proven practice to inform curricular design, and the development of a holistic approach to education with existing student goals in mind.

Because Vineyard uses an independent study format, condenses most of its courses into 9 week time frames and has each teacher instructing multiple courses and course levels in a day, prewritten course logs are used to offer congruence and clarity for students and teachers alike. While the concept of a prewritten course log is necessary for Vineyard's educational format, it has been clear that Vineyard course logs which were written years ago have been in need of improvements. The first identified area of [improvement to the course logs](#) has been the addition of clearly stated learning outcomes for each learning objective on every course log. In the past, course logs had a list of assignments for students to complete but did not clearly state the purpose for those assignments. Teachers at Vineyard have made significant progress toward the addition of clearly stated learning outcomes to all Vineyard course logs. This revision process has helped teachers to pinpoint the most suitable assignments and eliminate or revise those that don't support progress toward intended objectives. In addition, [clearly stated outcomes](#) have helped students to understand how the work they complete fits into a path toward a relevant end goal with a definable skill.

Besides the addition of learning objectives, the congruence between the skills taught

and the adopted California academic standards has been documented weekly in Vineyard course logs. In revising the course logs, teachers have been ensuring that their assignments are meeting increasingly more challenging DOK (depth of knowledge) levels with the use of scaffolding as students progress from basic recall to [synthesis of mastered skills](#) through original designs. Additionally, teachers have analyzed their assignments and documented at the beginning of each week the [California Common Core Standards](#) which they meet. Finally, teachers are also assuring that the materials they use support the [SLO's](#) (student learning outcomes) set forth by the LVJUSD Board of Education for high school graduation and include facilitating [cultural awareness](#), higher thinking skills, independence, community involvement and a personal philosophy of life. Embedded in these other standards are the College and Career Readiness standards which are also being met by Vineyard's Holistic approach to education which will be discussed shortly. By aligning the assignments to the academic standards and documenting it on the course logs, students are encouraged to use metacognition as they engage in activities that move up the DOK levels.

Another area of improvement in the Vineyard course logs in aiding student needs has been the clear documentation of [formative and summative assessments](#) used to assess students' progress toward and mastery of the learning objectives. The course logs have been revised to have clearly posted formative assessments in the "Check for Understanding" sections after each objective, summative assessments at the end and/or middle of each course log, and instructional activities leading up to the assessments. This change has made the assessment process more integrated into the progression of the courses and given students and teachers a clear overview of the steps in place to support student success on assessments.

The last main improvement in the area of academics is the specific focus at Vineyard on a more holistic approach to education. One of the most significant changes at Vineyard in this area has been the implementation of the FuN ([Future Now](#)) program designed to make the education at Vineyard more tailored to specific career pathways. Currently, 12 eleventh or twelfth grade students, who were nominated by teachers and staff, are enrolled in small group cohorts of 4-6 based on their career interests. Each cohort is assigned an Advisor who teaches career-oriented curriculum during a two-day-a-week advisory period that coincides with one of their core academic classes. Students in the cohorts earn high school credit by interning twice a week with community mentors in their field choices to gain workplace skills and explore career choices. The program has been successful in fulfilling its intended purpose of engaging students in more meaningful and personally relevant ways.

Vineyard Alternative School, is part of the second of three LVJUSD cohorts to implement [Positive Behavioral Interventions & Supports \(PBIS\)](#), a system of "regular, proactive support [aimed at] preventing unwanted behaviors." Although PBIS is a behavior-based program, it has a significant positive impact on academic performance by ensuring that students are aware of and receive coaching on school-appropriate behaviors, thus reducing the amount of student time off task and the amount of staff time involved in discipline. This reclamation of time of task, increases the amount of

time devoted to learning, and ultimately, improving student achievement. During the 2019-2020 school year, Vineyard was on track to be awarded Silver Recognition, very rare for the first year of implementation. Unfortunately, the traditional recognition program was put on hold in response to the pandemic. Instead, qualifying schools, including Vineyard, were awarded the Community Cares Recognition. For the 2020-2021 award cycle, Vineyard was awarded Silver Recognition.



Besides holistic educational approaches, Vineyard has also adopted a holistic approach in its intake and ongoing assessment of students from feeder schools. Administrators and appropriate support staff, such as counselors and psychologists, from both Vineyard and the school of origin, collaborate to discuss the individual needs of each incoming student in order to provide them with the best-suited support systems. Vineyard has the advantage of offering small group or one-to-one academic support, along with support systems for students with social, emotional, or learning challenges. It is also able to offer opportunities for previously homeschooled students or students who must attend school online for various reasons. By taking into account all of the factors that affect each student's ability to be successful at school, Vineyard teachers and staff have focused on working together more efficiently to meet each student where they are with the appropriate scaffolding to progress academically.

Social and Emotional Support

The next area targeted for improvement on the 2019 WASC action plan was the social and emotional support of students and their families. Because Vineyard is an alternative self-study school, its population is unique. Out of our population of 181 students, 34 students have IEPs, 16 of which are due to emotional or behavioral issues, and 33 students have 504 plans, many of which are also related to emotional and anxiety issues. As a result, it has been necessary at Vineyard to put structures in place to support the unique needs of our students and their families. The most basic intervention has been to increase communication with students and their families about students' attendance and academic progress. An independent study school is not always the best format for students with the above concerns, therefore a common occurrence at

Vineyard is for students to be challenged by the ability to manage their workload independently. In response to this, Vineyard implemented a teacher-monitored study hall, called "[Congress of Ravens](#)" (COR) that meets for three class periods every Wednesday and Friday. If students fail to submit an assignment in any class, teachers can refer them to COR by using a google form. A spreadsheet of referred students generated by the google form is used by a secretary in the front office to contact guardians to let them know that their student is assigned to a study hall on a particular day and time in order for them to complete their unfinished work in a particular class. The teacher monitoring COR then sends a report back to the referring teachers letting them know whether or not their student attended or whether they completed their work. This process both informs parents when their students have not completed work on time and also creates a place and time for students to get help from a teacher outside of class.

Vineyard has also successfully implemented the [COST](#) (Coordination of Services Team) program which allows anyone in a school community to refer students most in need of additional support to a centralized committee. It provides a framework for school staff, administrators, and school-based providers to discuss the needs of referred students and track their progress to tailor their interventions. A COST is essentially a step beyond an SST in that it involves resource allocation by the administration and regular follow-up. Vineyard implemented monthly COST meetings to review and manage caseload on a regular basis. The result has been that more students get the specific support they need in a quicker time frame, whether it be emotional or academic, and are therefore less likely to get behind or stop attending.

To foster a cohesive school culture and a sense of belonging by students, the 2018 WASC Accreditation report recommended the development of a communal space for student use. Beginning in spring 2018, the large professional development and meeting room located behind the front office, formerly known as the Almond Room, was transformed into the Student Hub.

The Student Hub is a space where students can study, socialize, have something to eat, or just hang out between classes. Comfortable furniture, student friendly decor, a large screen TV and a Wii, with some "E" rated video games, were brought in. This year, a phone charging station was added. By fall of 2019, an electronic vending machine, managed by Child Nutrition Services, began providing free or reduced lunch options as well as snacks for purchase. A hot beverage station as well as a popcorn machine were used daily.

During mandatory distance learning, LVJUSD began providing free lunch to all students. Free lunch for all students has continued since campus reopened in spring 2021, and beginning in fall 2022, free breakfast will be available as well. Child Nutrition Services has placed an industrial refrigerator in the Student Hub, from which free meals are distributed.

Once students returned to campus, the ASB team and the TUPE (Tobacco Use and Prevention) team began to further enhance the role of the Student Hub to promote

student wellness by adding a white noise machine and an essential oil diffuser.

The Student Hub continues to develop with the addition of a student library that was opened just before 2021 Winter Break. The library contains a collection of high interest fiction and non-fiction books, including a special collection purchased with local grant funds that highlight diverse characters and authors.

Another addition to the social and emotional support systems at Vineyard has been the [Leadership Class](#) implemented in 2019 based upon Hillary Roberts' "[Peer Advocates](#)" program, which gives students the skills to provide specific services to other same-aged individuals. The leadership instructors facilitated the leadership class in completing this training which covered communication, self-awareness and decision making, along with predesigned step-by-step guides to use for particular peer issues. This type of program provides social-emotional support, prevention education, intervention, mediation, and referral to community services. This has been particularly helpful during the pandemic as it has provided a sounding board for students dealing with its effects.

Beyond working through the peer advocates program, the leadership class has focused on timely teen issues such as self-care, mental health, stereotypes, challenges faced by minority groups, and [how to flourish during the pandemic](#). Additionally, it has supported the ASB (Associated Student Body) in [community-building activities](#) such as [collection drives](#) for particular causes and student/teacher recognitions. Students in this program have reported feeling more involved, engaged, heard, and supported in the school community.

The Associated Student Body ([ASB](#)) was an addition made in 2019 with the goal of improving the student experience at Vineyard. Membership is open to all Vineyard students, not just those enrolled in the Leadership Class. Administrators and teachers meet with [ASB](#) students monthly to propose activities to enhance Vineyard's social atmosphere. Many community building events and activities have been implemented, as a result. For example, once a month the ASB does crafts such as [decorating pumpkins](#), creating quilt squares, making ornaments, and weaving friendship bracelets. To help students manage anxiety, the ASB began monthly meditation sessions, called "Meditation with Maryana," which guides students through a series of breathing and mental focus techniques for relaxation. ASB advertises monthly spirit weeks involving opportunities to dress up in Halloween costumes, pajamas, ugly sweaters, and twin costumes as a means of engendering a sense of school community. The ASB has been central in providing opportunities for students to develop social connections and interactive skills.

Individual teachers promote community building activities by sponsoring out of the classroom learning opportunities such as Red Ribbon Week, Poetry Out Loud and Literature Month. For the past two years, students and staff have planted trees with [Point Blue](#) and Alameda County Resource Conservation District ([2020](#), [2021](#)). The

program is called STRAW (Students and Teachers Restoring a Watershed). Students gained a sense of community and of accomplishment as they worked to restore a local creek to better health by planting trees.

Since 2018, the health teacher at Vineyard has organized an annual 3-day event for Red Ribbon Week which includes anti-tobacco games such as “Jeopardy,” “Kahoot!” and “Wheel of Fortune.” There is also a “Drunk Goggle” demonstration to simulate trying to function while under the influence. Red Ribbon Week is the nation’s largest drug prevention program and has the goal of celebrating a drug free campus. The activities for this week help students learn science-based facts about the effect of mood altering products like nicotine or alcohol on health and safety. Students can win candy, lanyards, gift cards and other prizes for participating.

Additionally, an English teacher at Vineyard organizes the participation of Vineyard students in “[Poetry Out Loud](#),” a national arts education program that encourages the study of great poetry. It was held in-person in 2020, and virtually in 2021. Participating students analyze and memorize a poem and are judged on their recitation of it. This event helps build confidence and public speaking skills, and creates a literature-based community. . Because “Poetry Out Loud” has been such a success, Vineyard began its first annual [Literature Month](#) this year with speakers, authors and poets in addition to the “Poetry Out Loud” recitation contest. Events like these further serve to create meaningful and memorable bonds between Vineyard students and staff that create the foundation for trust and investment in our learning community.

Since 2020, a social-emotional support measure that has been initiated to counteract the isolating effects of the quarantine on Vineyard students has been mandatory “[Mentee Meetings](#) .” Every student at Vineyard has a mentor who is responsible for keeping track of their attendance and work submission. Mentors assist students with graduation requirements and any other support they may need to succeed at school. Prior to the pandemic, mentors and mentees did not meet according to a regular schedule. Now, each teacher conducts a weekly group Mentee Meeting. This allows them to regularly check the status and progress of their mentees face to face. The grouping of each teacher’s mentees all together in one class was designed to provide an opportunity for [social interaction](#) between Mentee students who would otherwise rarely interact with fellow students.

In 2019, the LVJUSD Board of Education passed a resolution adopting the [Choose Love](#) curriculum for Social Emotional Learning. Staff received training and each teacher was asked to integrate the Choose Love principals of Courage, Gratitude, Forgiveness and Compassion in Action into their classrooms. As with most initiatives, teachers complied with a varying degree of fidelity. One of the requirements of mandated distance learning in the spring of 2020, was to track “Student Engagement” in distance learning. Vineyard used the weekly group [Mentee Meetings](#) as a tool to increase student engagement. In addition to monitoring student progress and providing social

interaction for students, Mentee Meetings were used to support College and Career Readiness and the implementation of Choose Love.

Communication

Communication with students and their families is the final area of the 2019 WASC action plan that Vineyard has addressed. Many efforts have increased in this category from phone calls to parents by teachers to parent newsletters. One of the most basic forms of communication from Vineyard to home is attendance emails. Unlike a traditional school, Vineyard doesn't have automated attendance phone calls generated by teacher's daily entries in attendance software. Teachers must enter weekly attendance in a [spreadsheet](#) based on the percentage of weekly work students completed at home. Once weekly attendance is entered by teachers, the office generates emails to families to report student absences. Parents are made aware of Vineyard's system of attendance based on assignment completion, at a mandatory virtual meeting that takes place during the enrollment process. As an additional incentive, Vineyard staff also started sending out monthly perfect attendance certificates to honor those students who have completed 100% of their independent study work commitment.

Even with this system in place, it has become clear in Student Study Team (SST) and Coordination of Services Team (COST) meetings that some parents are still not aware when their students are not attending or turning in work. In an attempt to catch students who fall out sooner, teachers have begun [phone calling and emailing](#) one or more parents every time a student misses class or fails to turn in work. This strategy has been successful in quickly bringing to light impediments that may be interfering with student attendance or work completion.

In the 2019-2020 school year, administration and teachers began an even more concerted effort to [call an SST](#) meeting as soon as possible when attendance does not improve following teacher contact. It was agreed upon that any teacher or administrator can and should call an SST meeting if they notice a need and shouldn't wait for another staff member to take the lead. This helps to avoid assumptions and oversights. Often these meetings are successful because they bring all stakeholders: student, parent(s), teachers, school counselor and an administrator, together. This allows for all parties to communicate and commonly agree on a success plan, taking into account a student's unique needs. Once the elements of the plan are put into place, follow-up meetings are scheduled to evaluate how well the plan is working and adjustments are made if necessary. These meetings are ultimately the most successful forms of communication in the most challenging cases.

If during the follow up SST meeting, it is clear that progress is not being made, the student is referred to the COST team via a formal [COST referral form](#). This team is made up of the Special Education teacher, the school counselor, the school psychologist, the school nurse, the vice principal and the principal. The COST team determines what additional and/or outside support might be needed and makes all

necessary referrals and communicates with parents.

When the pandemic occurred and remote learning became necessary, the Livermore Valley Joint Unified School District responded expeditiously by purchasing and implementing Schoology, a learning management system designed as a platform for students' and parents to locate their classes, assignments and grades all in one place. Vineyard teachers followed suit by spending many hours attending Schoology trainings and publishing their assignments and grades on the platform. The goal is to create continuity between classes for the posting of assignments and grades and for the submission of student work. Teacher use of Schoology continues to develop, each teacher is in a different place along the learning path. At a minimum, all teachers are contractually required to keep their gradebook current within a two week window. Teachers have been encouraged to think of Schoology, especially the gradebook, as a means of communication, rather than just a digital storage space. Vineyard teachers have made a concerted effort to keep their gradebooks current so that students and parents can log on at any time to check on a student's status in any of their classes. Additionally, teachers began sending out mid-trimester progress reports in emails for those parents who don't access Schoology.

The Blackboard messaging system is [used regularly](#) by the principal, vice principal and executive assistant to send school activity updates to [parents](#), students and staff. Blackboard is the district's preferred parent and family communication system as all communication is housed in one location, and can be accessed as needed. Teachers have access to Blackboard and are encouraged, but not required, to use it for all communication with parents and students.

Not only has Vineyard focused on the improvement of communications to students and families but it has also created a method of communication from students, called the "[Raven Report](#)" in which students are asked to report on their weekly engagement prior to beginning each class. In the questionnaire, students are asked if they were on time to class, if their assignments were fully, partially or not completed, and which "Raven Values" they are displaying: honesty, responsibility or respect and why. Example responses might be, "I am displaying honesty because I am being honest about why I didn't complete my work." or "I am displaying respect and responsibility because I arrived at class on time with all of my work complete." By prompting students to write about the extent to which they fulfilled their responsibilities for independent study and the reasons why, the survey gives students the opportunity to take ownership of and be forthcoming about their choices in a formal way.

Impact & Conclusions

Academic Performance

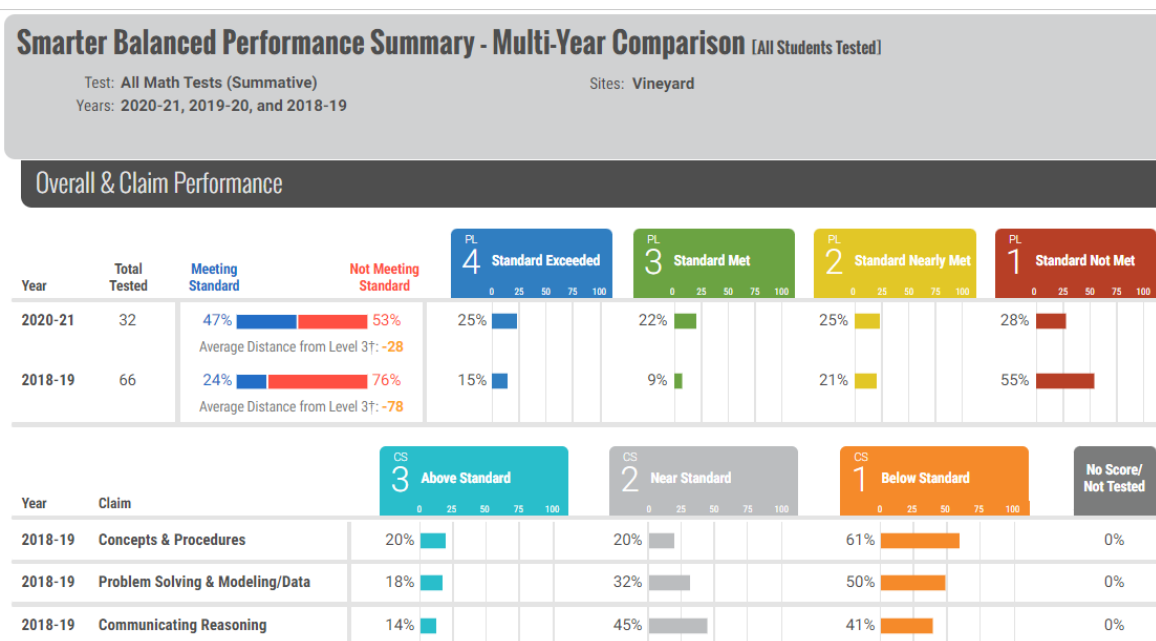
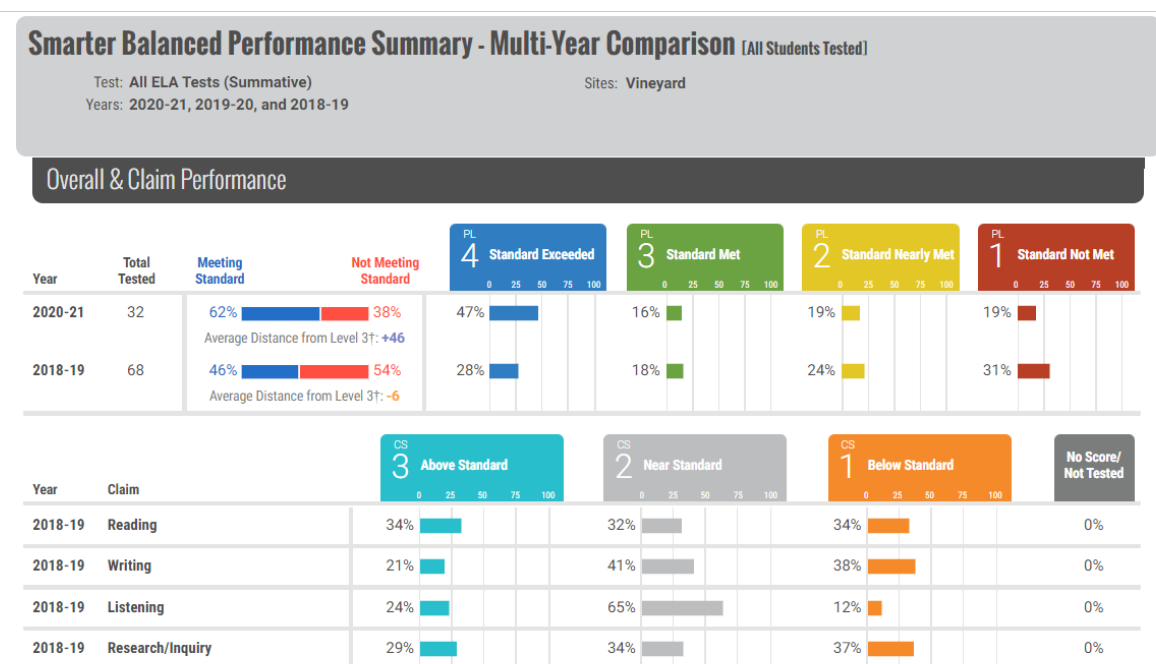
California uses the Smarter Balanced Assessment Consortium (SBAC) assessments, but rebrands it as California Assessment of Student Performance and Progress or CAASPP. LVJUSD uses [Illuminate Education](#) as a third-party data management and reporting system. As Illuminate works with school districts across the county, CAASPP reports generated through Illuminate are labeled “Smarter Balanced.”

The pandemic interrupted standardized testing. There was no CAASPP testing during the 2019-2020 school year and reduced CAASPP testing in the 2020-2021 school year.

For the school as a whole, and for all student populations, the percentage of students who qualified as Standard Met or Standard Exceeded increased in both ELA and Math. A closer look at the data, highlights the issue that a significantly lower number of students participated in the 2020-2021 CAASPP testing than in 2018-2019 testing. Participation in 2020-2021 was at 65% down from 89% in 2018-2019.

It is difficult to know how much of the improved student performance was due to the systematic improvement efforts made by staff and how much is due to the group of self-selected students who made the extra effort to participate in the 2020-2021 CAASPP testing.

With the increased number of students at promise who have transferred to Vineyard in the 2021-2022 school year, an equally dramatic swing in the other direction would not be unexpected.

Figure 1 CASSPP Math Results 2018-2019 & 2020-2021

Figure 2 CAASPP ELA Results 2018-2019 & 2020-2021


Social Emotional Learning

LVJUSD contracts with [Panorama Education](#) to administer “research-backed surveys” and produce “actionable data reports” around issues of social-emotional learning.

Student Support & Environment

The three questions under the category *Student Support & Environment* highlight issues of belonging, relationships, and inclusion.

Early indications seemed to indicate that the work done to support student social and emotional needs had a positive impact on school climate. From the 2019-2020 school year to fall of 2020, reporting a sense of belonging increased from 53% to 58%. The long second year of COVID took a toll on everyone, and the percentage of students reporting a sense of belonging dropped to 46%. The uptick reported in fall of 2021, brought the percentage back to 53%, the 2019-2020 level.

Since the baseline rating 2019-2020 of 78%, the number of students reporting a positive relationship with their teachers increased to 85% in the spring of 2021, dropping one percentage point to 84% in fall of 2021. This would indicate that efforts in 2019-2020 and 2020-2021 had a positive impact on teacher-student relationships that remain intact.

For the fall of 2021 administration of the Panorama Survey, LVJSUD added a question regarding diversity and inclusion. Seventy-nine percent of students gave a favorable response.

Despite some variation, the climate at Vineyard is considered to be one of inclusion (79%), where students and teachers have positive working relationships (84%). The outlier in this group of data, is that of a sense of belonging (53%).

Figure 3 Favorable Report of Sense of Belonging

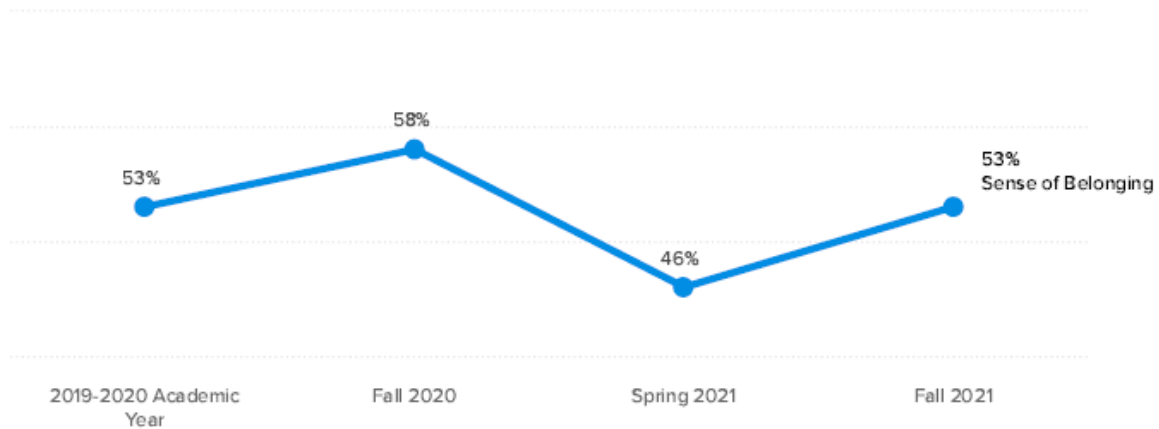


Figure 4 Favorable Report of Teacher-Student Relationship

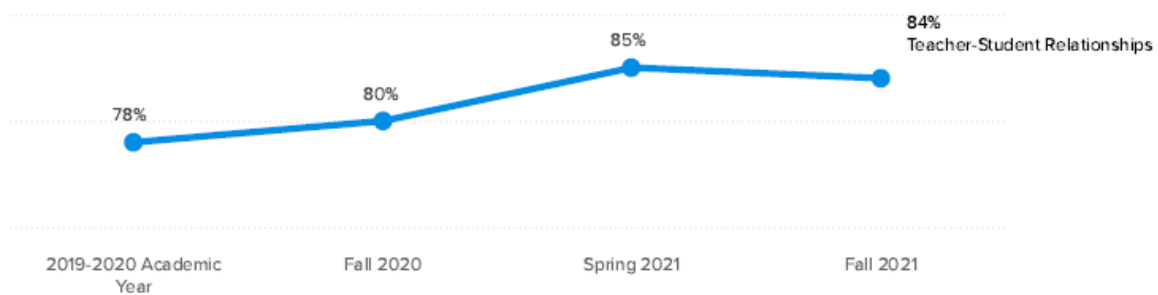


Figure 5 Favorable Report of Diversity and Equity

Diversity and Inclusion

Based on **47** responses

How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures

What are the results for this topic?

79 %
responded favorably



Student Social Emotional Competency & Well-Being Measurement

The three questions under the category of Student Social-Emotional Competency & Well-Being, highlight issues of self-management, growth mindset, and emotional regulation. All three of these areas showed a decline.

The 2019-2020 baseline for self-management was 79% of students responding favorably. The lowest point was spring 2021 at 72% which recovered somewhat to 76% in fall of 2021.

Growth-mindset had a baseline reporting of 59%. There was a noticeable increase in fall 2020 with 65% of students reporting favorably about growth-mindset. From the peak at 65%, the number declined for the next two reporting periods, ended in fall 2021 at 53%.

Emotional regulation followed the same pattern as growth-mindset. From a baseline score of 49%, there was a peak in fall of 2020 at 62%, followed by two periods of decline ending at 44% of students reporting favorably about their ability to regulate their own emotions.

An issue of concern is the relatively low scores in the area of growth-mindset (53%), emotional regulation (44%), and sense of belonging (53%). These numbers are embodied in the increase in difficult-to-reach-students at Vineyard, and reflective of the widespread decline teen mental health due to the pandemic. This information brings into focus the importance of social-emotional learning and guided practice.

Figure 6 Favorable Report of Self-Management

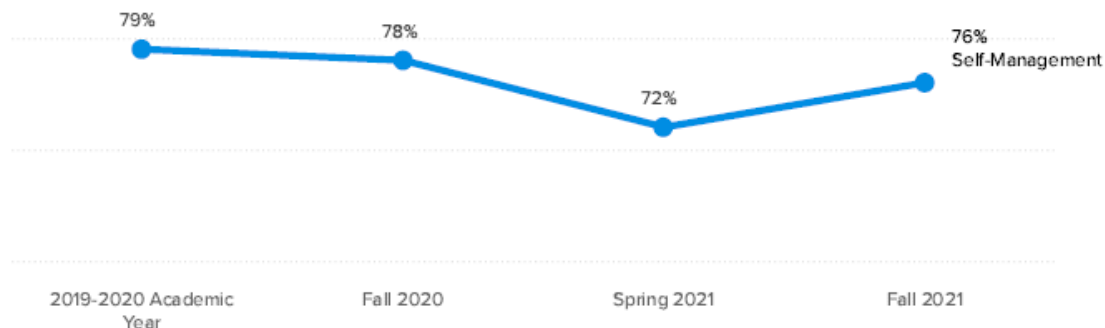


Figure 7 Favorable Report of Growth Mindset

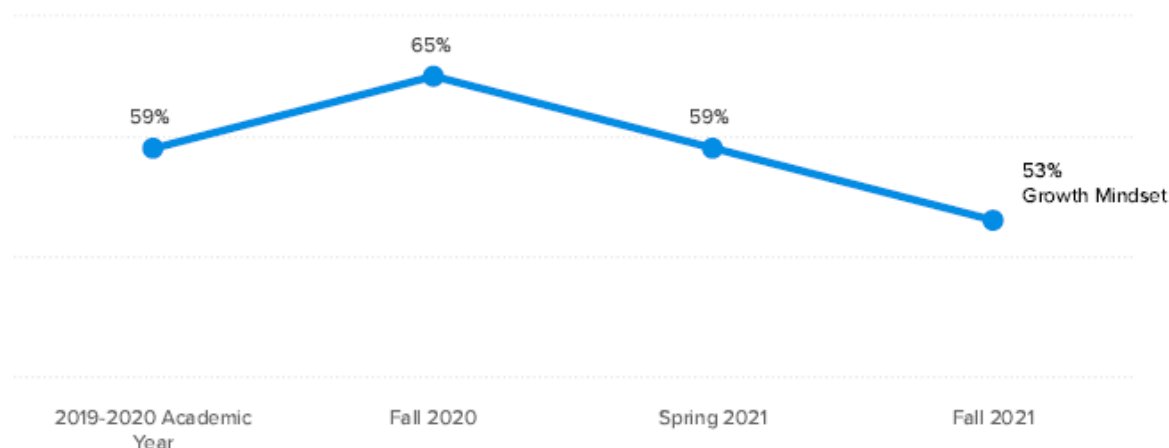
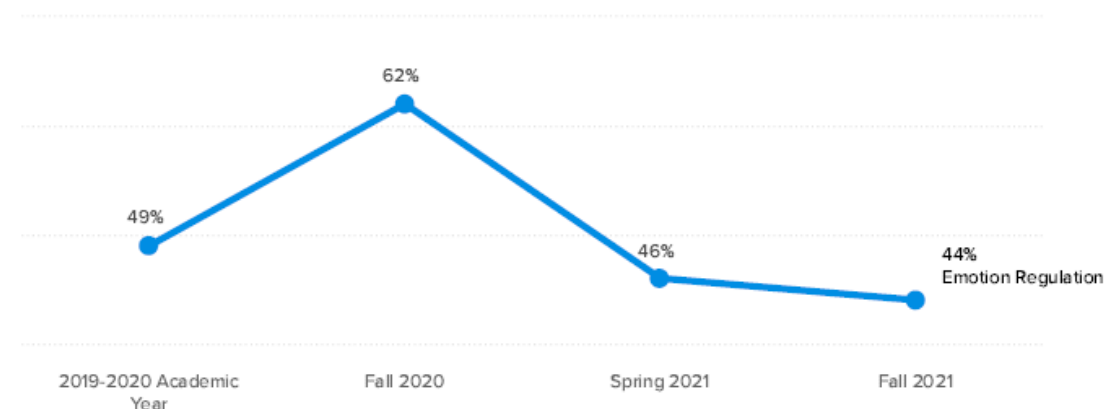


Figure 8 Favorable Report of Emotional Regulation



Communication

In spring 2019, LVJUSD switched to Blackboard to host its website. Included in the platform was Blackboard Communication. In fall of 2019, the district began to use Blackboard for large scale district communication and encouraging school administration and instructional staff to use Blackboard for parent and family communication. As part of an “easy entry” plan, training for Blackboard was voluntary and using Blackboard was “encouraged” but not required.

When distance learning was put into place in early 2020, training for Blackboard was set aside, as teachers and administrators skilled up to provide effective virtual learning.

In all three reports below, the number of teacher accounts is 31. This does not represent an exact number of active accounts, rather it is a placeholder. Over the last few years, Vineyard has had an average of approximately 25 teachers. As of February 2022, Vineyard has 30 active teachers.

During the 2019-2020 school year, 11 Vineyard teachers logged into Blackboard Communication. During 2020-2021, 6 teachers logged into Blackboard and as of February 2022, 10 teachers have logged into Blackboard during the 2021-2022 school year.

Without the use of a program such as Blackboard, it is difficult to comprehensively track family communication.

Figure 9 Blackboard Teacher Login Report 2019-2020

Login Report

School: Vineyard Alternative School

Role: Teacher

Date Range: Jul 1, 2019 through Jun 30, 2020

Generate Report

Number of Teacher accounts:	31
Number of Teacher accounts that have logged in:	11/31 (35.5%)
Total Teacher sessions:	171

Figure 10 Blackboard Teacher Login Report 2020-2021

Login Report

School: Vineyard Alternative School

Role: Teacher

Date Range: Jul 1, 2020 through Jun 30, 2021

Generate Report

Number of Teacher accounts:	31
Number of Teacher accounts that have logged in:	6/31 (19.4%)
Total Teacher sessions:	151

Figure 11 Blackboard Teacher Login Report 2021-2022

Login Report

School: Vineyard Alternative School

Role: Teacher

Date Range: Jul 1, 2021 through Jan 8, 2022

Generate Report

Number of Teacher accounts:	31
Number of Teacher accounts that have logged in:	10/31 (32.3%)
Total Teacher sessions:	113

V: Schoolwide Action Plan/SPSA Refinements

- Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school's most recent schoolwide action plan/SPSA.

Action Plan Refinement

The 2018-2019 Schoolwide Action Plan remains a relevant document, outlining areas of growth and development. Some items have been completed, but remain in the plan for historical purposes.

Four notable additions to the SPSA/School Action Plan for 2021 are:

- The use of the [Atlas Looking at Data Protocol](#) across areas of study. The use of a standard, repeatable process for data analysis develops staff members facility in the data analysis process, and creates avenues for deeper learning.
- The development and initiation of a Schoolwide [Advancement Via Individual Determination \(AVID\)](#) program implementation plan. AVID complements the work of PBIS, in that PBIS offers direct instruction in success building social behaviors, AVID provides direct instruction in success building academic behaviors. The development of social and academic success behaviors leads, not only to student achievement but also the improvement of student mental health by providing a roadmap for student agency.
- A campaign to develop awareness and understanding graduation requirements for all stakeholders. In order to increase the graduation rate, students and parent

must have a solid understanding of the requirements for graduation and a recommended timeline. This campaign will include professional development for staff members, workshops for families, and access to a “live” graduation plan document.

4. Expanded use of Schoology and Blackboard by both administrative and instructional staff to improve systemization and documentation of family communication.

2021 Vineyard Alternative School SPSA

2018-2019 Action Plan: Revised 2020 and 2021*

*additions to the 2021 SPSA/Schoolwide Action Plan are underlined

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
 - i. Use the Atlas Looking At Data Protocol to analyze student performance
 - ii. Develop and initiate a Schoolwide AVID Implementation Plan
 - c. Increase awareness and understanding of graduation requirements for all stakeholders.
 - i. Continue to formalize and systemize the Graduation Plan monitoring system
 - ii. Provide Graduation Planning workshops for parents/guardians and students twice a year
 - iii. Include additional graduation information on the school website
 - iv. Provide Professional Development for all Mentor Teacher staff on graduation requirements and planning
 - v. Share "live" graduation plan with high school students via Schoology
 - d. 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
Use follow-up studies of graduates and others to learn about the effectiveness of the curricular program
 - ii. Expand course offerings
 - iii. Develop technology integration plan
 - iv. Develop and initiate a Schoolwide AVID Implementation Plan
2. Social and Emotional Support
 - a. Increase social and emotional support
 1. Implement Choose Love
 2. Utilize Student Success Teams

3. Coordinate with Horizons Family Services
4. Initiate Parent Support Group
- ii. Increase sense of safety on campus
 1. Install campus perimeter fencing
 2. Introduce Positive Behavioral Interventions and Supports
 3. Utilize the Atlas Looking at Data Protocol to review PBIS data
 4. Develop a plan to integrate the messaging of SLO's PBIS, and Choose Love
 5. Complete PBIS Tier II Implementation
 6. Improve PBIS Tier I Implementation
3. Communication Improvement
 - a. Improve schoolwide and parent communication in assessing student progress
- i. Use district adopted online gradebooks schoolwide
- ii. Launch and expand new Vineyard Alternative School website
- iii. Access PowerSchool tools
- iv. Employ Blackboard Messaging
 - v. Expand teacher use of Schoology
 - vi. Expand teacher use of Blackboard
- vii. Distribute Vineyard Newsletter (3 times a year) beyond the immediate school community
- viii. Send Bi-weekly Vineyard Family Update via Blackboard.
- ix. Plan and implement a schoolwide "Positive Phone Call/Email/Letter" strategy
- x. Promote Livermore Learns offerings via Newsletter and Family Updates