



School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Vineyard Alternative School
Address	2253 Fifth Street Livermore, CA 94550
County-District-School (CDS) Code	01-61200-0130393
Principal	Tammy Rankin
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	November 12, 2024
Schoolsite Council (SSC) Approval Date	October 11, 2024
Local Board Approval Date	November 12, 2024

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

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School Vision and Mission

Vineyard Alternative School Vision

Every student will graduate with the skills needed to thrive in a challenging and changing world.

Vineyard Alternative School Mission

Vineyard Alternative School creates an educational experience that empowers students to take control of their learning journey as they develop as independent learners who are capable of creative and critical thinking, self-advocacy, and are college and career ready.

Vineyard Alternative School Schoolwide Learner Outcomes (SLOs)

Vineyard graduates will be:

Critical thinkers and problem solvers

Self-Directed learners

Effective communicators

Adaptable and resilient

College and/or career ready

School Profile

Vineyard Alternative School is located in Livermore, California. Vineyard Alternative School opened in 1987 for students needing an alternative school environment. Vineyard is a school of choice that uses an independent study program model as its primary means for instruction for students from grades kindergarten to twelve. Oftentimes, families in the Livermore community learn about Vineyard Alternative 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.

Students meet with their teachers virtually or in person 1-2 times a week. There are two models of instruction. The first model of instruction incorporates blended learning, in which instruction is supplemented with online learning platforms, promoting self-paced instruction and technology, accompanied by teacher support in a small group format. We also offer small-group instruction to help students achieve positive learning outcomes. In this model, a group of five to fifteen 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 both 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.

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. Students are also able to take classes concurrently through their home school, Tri-Valley Regional Occupational Program (ROP), and/or community college. Each student is assigned a mentor teacher who oversees the educational progress of the student. Student attendance and work completion is closely monitored to ensure that each student is successful.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	2.56%	0.78%	0.91%	5	1	1
African American	3.08%	0.78%	1.82%	6	1	2
Asian	13.33%	7.03%	4.55%	26	9	5
Filipino	3.08%	3.13%	0.91%	6	4	1
Hispanic/Latino	33.33%	39.84%	39.09%	65	51	43
Pacific Islander	%	0%	%		0	
White	34.87%	37.5%	40.00%	68	48	44
Multiple/No Response	9.74%	10.94%	12.73%	19	14	14
	Total Enrollment			195	128	110

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	12	2	
Grade 1	13	3	
Grade 2	17	1	1
Grade 3	13	5	
Grade 4	13	4	1
Grade 5	8	2	3
Grade 6	11	3	3
Grade 7	10	3	4
Grade 8	12	9	4
Grade 9	13	13	9
Grade 10	14	28	21
Grade 11	32	26	37
Grade 12	27	29	27
Total Enrollment	195	128	110

Conclusions based on this data:

1. Vineyard Alternative School enrollment went down during 2023-2024 and 2024-2025. Elementary and middle school enrollment went down significantly. In 2024-2025, there is one elementary student and twelve middle school students.
2. In 2024-2025, there are 91 students attending Vineyard Alternative School.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	8	7	8	2.10%	4.1%	7.3%
Fluent English Proficient (FEP)	39	22	20	16.00%	20.0%	18.2%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. The English Learner population at Vineyard in 2024-2025 is 9% (8 students).
2. No students will reclassify in 2024.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6	*		4	*		4	*		66.7		
Grade 4	14	*	*	9	*	*	9	*	*	64.3		
Grade 5	7	5	4	*	4	4	*	4	4		80.0	100
Grade 6	10	9	*	7	4	*	7	4	*	70.0	44.4	
Grade 7	14	5	6	6	*	5	6	*	5	42.9		83.3
Grade 8	22	8	9	12	6	7	12	6	7	54.5	75.0	77.8
Grade 11	40	24	40	10	10	22	10	10	22	25.0	41.7	55
All Grades	113	57	64	51	32	42	51	32	42	45.1	56.1	65.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2559.	*	*	8.33	*	*	41.67	*	*	25.00	*	*	25.00	*	*
Grade 11	*	*	2603.	*	*	27.27	*	*	36.36	*	*	22.73	*	*	13.64
All Grades	N/A	N/A	N/A	23.53	25.00	19.05	37.25	31.25	35.71	13.73	21.88	21.43	25.49	21.88	23.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	31.37	28.13	33.33	47.06	50.00	52.38	21.57	21.88	14.29

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	17.65	12.50	14.29	56.86	62.50	52.38	25.49	25.00	33.33

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	17.65	15.63	14.29	70.59	78.13	76.19	11.76	6.25	9.52

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	17.65	15.63	14.29	70.59	78.13	76.19	11.76	6.25	9.52

Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	19.61	25.00	23.81	66.67	53.13	61.90	13.73	21.88	14.29

Conclusions based on this data:

1. The percentage of Vineyard high school students who scored standard met or exceeded in English Language Arts was 64% in 2023-2024. This is an increase of 8%.
2. The percentage of Vineyard high school students who tested in English Language Arts was 55% in 2023-2024. This is an increase of 13%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6	*		*	*		*	*				
Grade 4	14	*	*	8	*	*	8	*	*	57.1		
Grade 5	7	5	4	*	4	4	*	4	4		80.0	100
Grade 6	10	9	*	7	4	*	7	4	*	70.0	44.4	
Grade 7	14	5	6	6	*	5	6	*	5	42.9		83.3
Grade 8	22	8	9	11	6	7	11	6	7	50.0	75.0	77.8
Grade 11	40	24	41	10	8	21	10	7	21	25.0	33.3	51.2
All Grades	113	57	65	47	30	41	47	29	41	41.6	52.6	63.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2471.	*	*	9.09	*	*	9.09	*	*	18.18	*	*	63.64	*	*
Grade 11	*	*	2542.	*	*	19.05	*	*	0.00	*	*	19.05	*	*	61.90
All Grades	N/A	N/A	N/A	14.89	10.34	14.63	14.89	27.59	4.88	25.53	34.48	29.27	44.68	27.59	51.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	19.15	*	14.63	38.30	*	31.71	42.55	*	53.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	12.77	*	12.20	51.06	*	53.66	36.17	*	34.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	14.89	*	4.88	57.45	*	68.29	27.66	*	26.83

Conclusions based on this data:

1. The percentage of Vineyard high school students who scored standard met or exceeded in mathematics was 19% in 2023-2024. This is a decrease of 19%.
2. The percentage of Vineyard high school students who tested in mathematics was 51% in 2023-2024. This is an increase of 18%.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*	0	*	*
All Grades										5	5	5

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. 0% of English Learners progressed at least one ELPAC level in 2023-2024.
2. No students will reclassify from Vineyard in 2024.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2023

Number of Students Tested

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

Physical Fitness Test Results (PFT) 2022

Number of Students Tested

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

Conclusions based on this data:

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

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

<ul style="list-style-type: none"> School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time” 	* %	4.7
<ul style="list-style-type: none"> Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time” 	* %	4.7
<ul style="list-style-type: none"> Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time” 	* %	6.1

- Vineyard Elementary does not have enough student to report data.
- Vineyard will continue to work to ensure that all students feel safe and connected to school.
- Vineyard elementary school students do not come on campus.

Middle Schools Grade 7 and High Schools Grades 9 and 11:

7th or 9th Grade

11th Grade

<ol style="list-style-type: none"> School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree” 	* %	66 %
<ol style="list-style-type: none"> Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe” 	* %	75 %
<ol style="list-style-type: none"> Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true” 	* %	75 %

- In 2024, 60% of Vineyard eleventh grade students report that they feel school connectedness.
- In 2024, Vineyard students did not answer the school safety question on the Healthy Kids Survey.
- In 2024, 81% of Vineyard eleventh grade students report that they have a caring relationship with an adult on campus.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
128	40.6	5.5	0.8
Total Number of Students enrolled in Vineyard Alternative School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	5.5
Foster Youth	1	0.8
Homeless	8	6.3
Socioeconomically Disadvantaged	52	40.6
Students with Disabilities	25	19.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.8
American Indian	1	0.8
Asian	9	7
Filipino	4	3.1
Hispanic	51	39.8
Two or More Races	14	10.9
White	48	37.5

Conclusions based on this data:

1. In 2023-2024, 110 students attended Vineyard Alternative School.

2. In 2023-2024, 36% of Vineyard students were socioeconomically disadvantaged and 30% of Vineyard students were students with disabilities.
3. In 2024-2025, 38% of Vineyard students are Hispanic/Latino and 42% of students are white.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Graduation Rate Orange	Suspension Rate Blue
Mathematics Orange	Chronic Absenteeism Red	
College/Career Very Low		

Conclusions based on this data:

1. Overall, Vineyard's dashboard in 2023 shows low performance in all areas except for suspension rate which was high performance.

School and Student Performance Data

Academic Performance English Language Arts

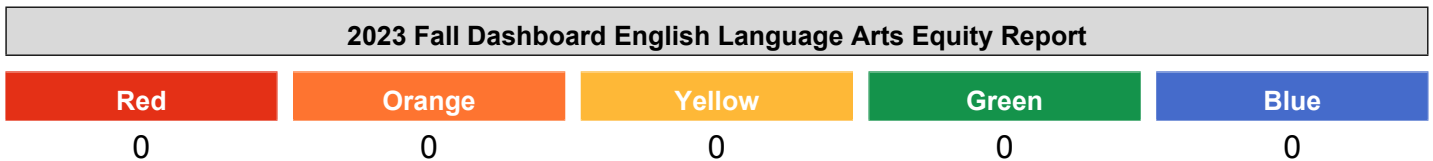
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 170.4 points below standard Increased Significantly +38.8 points 41 Students	English Learners Less than 11 Students 3 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged 244.8 points below standard Increased Significantly +34.1 points 13 Students	Students with Disabilities Less than 11 Students 10 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 10 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	212.4 points below standard Decreased Significantly - 15.7 points 19 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 2 Students	Less than 11 Students 1 Student	186.4 points below standard Increased Significantly +33.6 points 35 Students

Conclusions based on this data:

1. In 2023, Vineyard's academic performance in English language arts is below standard. At the same time, it increased significantly from the previous year when looking at all students on the dashboard.
2. For 2024-2025, Vineyard has a new master schedule with all students attending class twice a week.
3. For 2024-2025, Vineyard students are taking their assessments on campus as a way to ensure that students are learning the information.

School and Student Performance Data

Academic Performance Mathematics

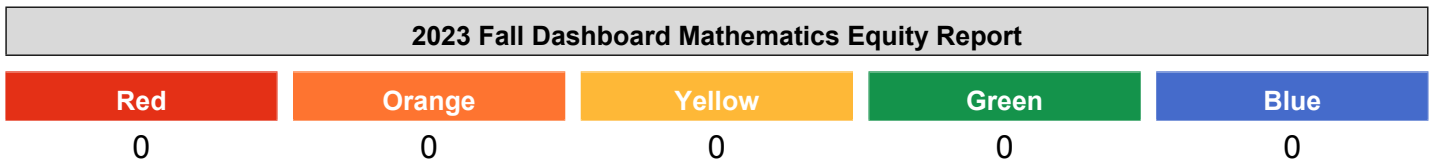
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 208.2 points below standard Increased Significantly +45.4 points 43 Students	English Learners Less than 11 Students 4 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged 268.9 points below standard Increased Significantly +33.6 points 14 Students	Students with Disabilities 253.8 points below standard Increased Significantly +43.9 points 11 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
226.7 points below standard Increased Significantly +35.9 points 11 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	251.1 points below standard Increased Significantly +19.2 points 20 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	Less than 11 Students 1 Student	226.4 points below standard Increased Significantly +43 points 36 Students

Conclusions based on this data:

1. In 2023, Vineyard's academic performance in mathematics is below standard. At the same time, it increased significantly from the previous year when looking at all students on the dashboard.
2. For 2024-2025, Vineyard has a new master schedule with all students attending class twice a week.
3. For 2024-2025, Vineyard students are taking their assessments on campus as a way to ensure that students are learning the information.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 2 Students Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. No data is available.

School and Student Performance Data

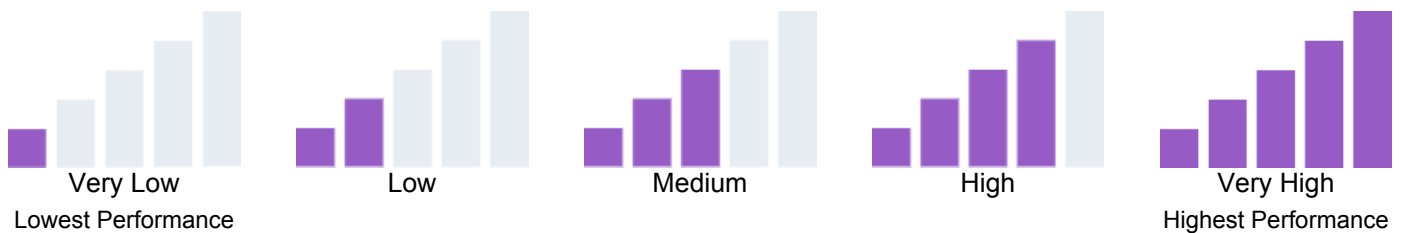
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

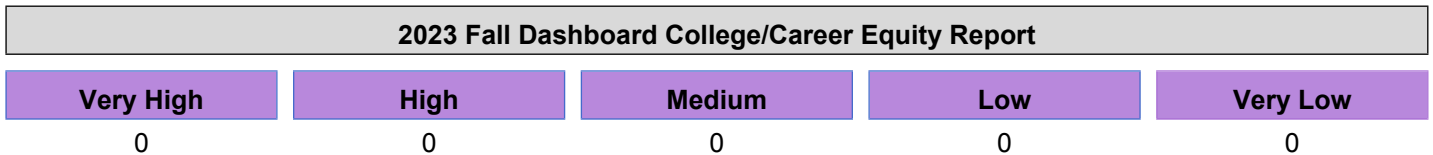
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

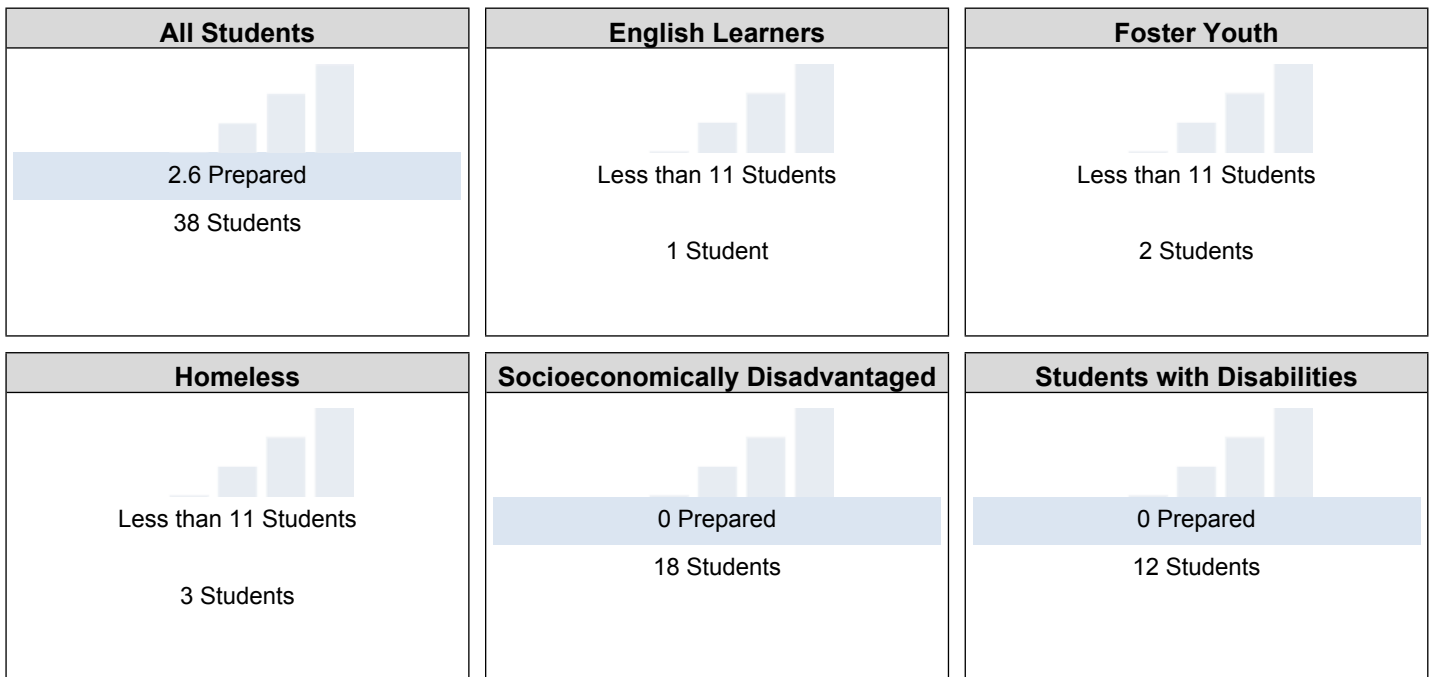


This section provides number of student groups in each level.

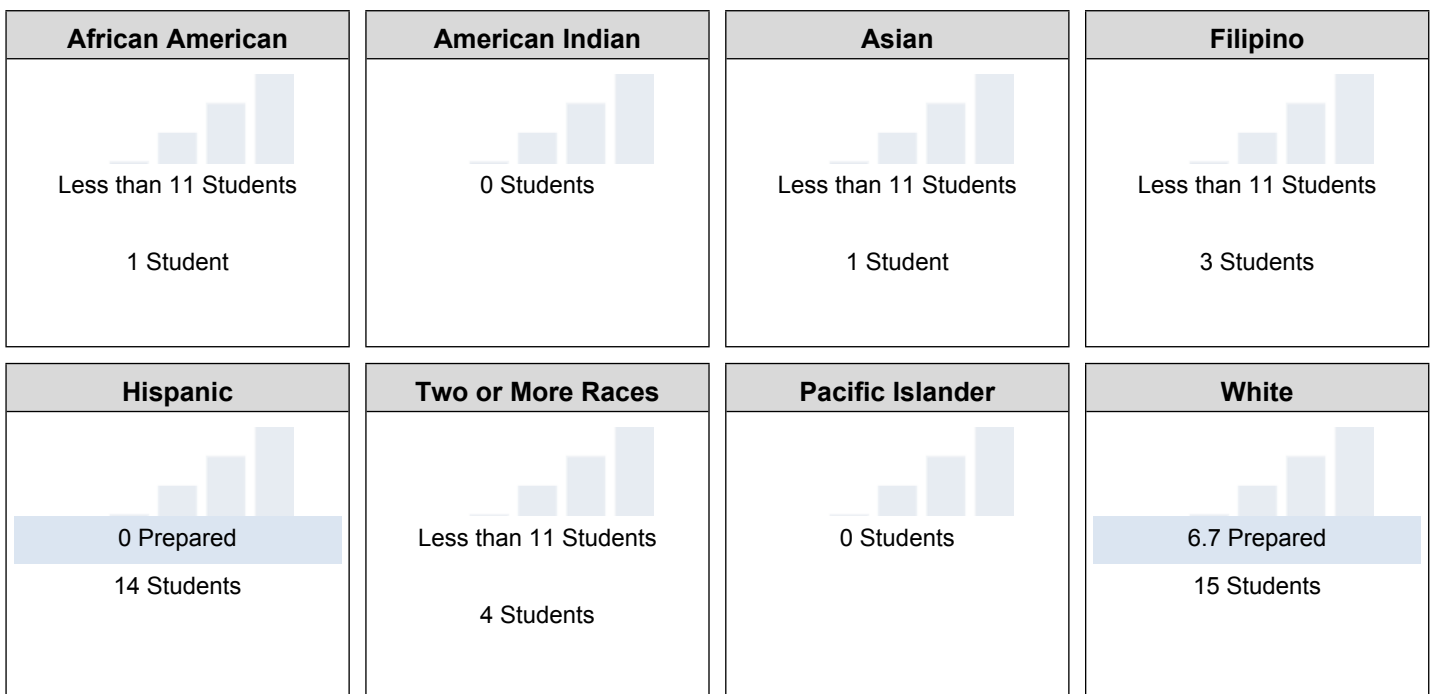


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. The 2023 data shows that students are very low in college and career readiness on the dashboard.
2. For 2024-2025, Vineyard staff is encouraging students to take courses that make them college and career ready.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

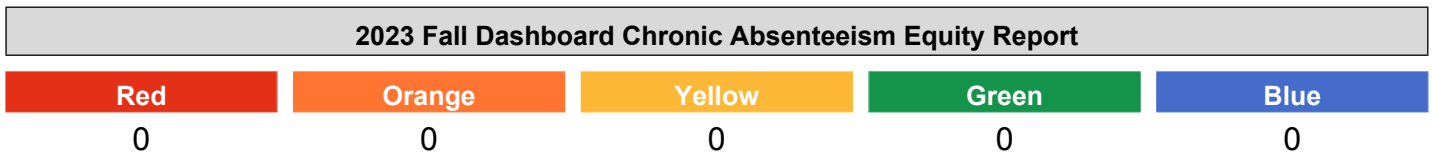
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 66.7% Chronically Absent Increased 23 48 Students	English Learners Less than 11 Students 4 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged 100% Chronically Absent Increased 23.7 18 Students	Students with Disabilities Less than 11 Students 10 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
76.5% Chronically Absent Increased 27.6 17 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	76.9% Chronically Absent Increased 22.4 13 Students

Conclusions based on this data:

1. In 2023, chronic absenteeism at Vineyard for all students has increased on the dashboard.
2. In 2023, Vineyard students are considered chronically absent on the dashboard.

School and Student Performance Data

Academic Engagement Graduation Rate

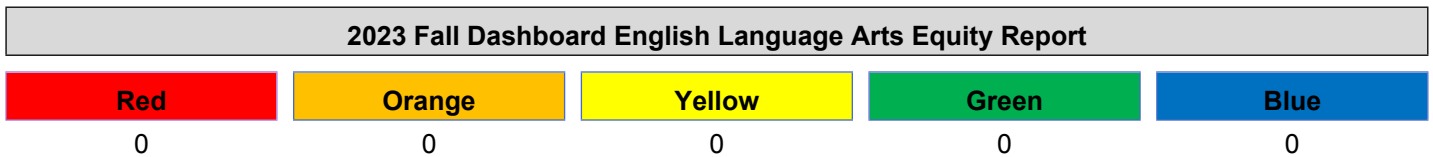
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Orange 89.5% graduated Decreased -3.9 38 Students	English Learners Less than 11 Students 1 Student	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged 94.4% graduated Increased 2.8 18 Students	Students with Disabilities 83.3% graduated 12 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
92.9% graduated 14 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	93.3% graduated Maintained 0.5 15 Students

Conclusions based on this data:

1. In 2023, Vineyard's graduation rate has decreased on the dashboard.
2. In 2023, 89.5% of Vineyard students graduated.

School and Student Performance Data

Conditions & Climate Suspension Rate

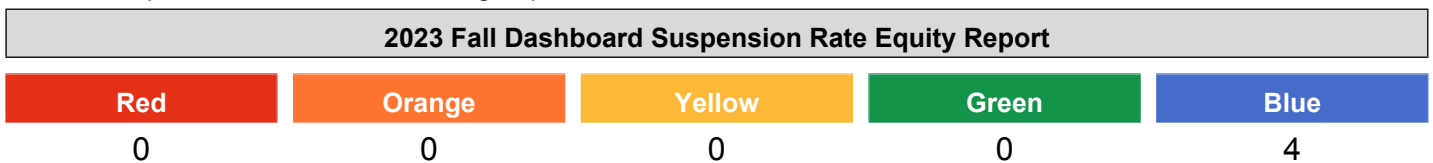
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0% suspended at least one day Maintained 0 193 Students	0% suspended at least one day Maintained 0 12 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day 11 Students	 Blue 0% suspended at least one day Maintained 0 74 Students	 Blue 0% suspended at least one day Maintained 0 43 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 11 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 72 Students	0% suspended at least one day Maintained 0 19 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 74 Students

Conclusions based on this data:

1. In 2023, Vineyard's suspension rate is maintained on the dashboard.
2. In 2023-2024, two Vineyard students were suspended.
3. In 2024-2025, Vineyard will continue PBIS implementation.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Participation Rate CAASPP ELA/Literacy Summative Assessment results CAASPP Mathematics Summative Assessment results Completion of UC/CSU A-G requirements Graduation rates	The percentage of students who take the CAASPP assessments in ELA and Mathematics in 23-24 will be 95%. The percentage of students scoring standard met or exceeded in ELA will be 75% in 23-24. The percentage of students scoring standard met or exceeded in mathematics will be 50% in 23-24. 50% of graduates will be UC a-g eligible when they graduate in 2024. 100% of students will graduate in 2024.	The percentage of students who took the 23-24 CAASPP assessments in ELA was 85% and mathematics was 78%. The percentage of high school students scoring standard met or exceeded on CAASPP ELA was 64% in 23-24. The percentage of high school students scoring standard met or exceeded on CAASPP mathematics was 19% in 23-24. 0 graduates were UC a-g eligible when they graduated in 2024. The graduation rate is not available for 23-24.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA-Literacy/Reading/Writing Comprehension and Mathematics Professional Learning Communities Essential Standards Common Assessments College Counseling/Guidance Congress of Ravens	ELA-Literacy/Reading/Writing Comprehension and Mathematics Vineyard staff worked on professional learning communities, essential standards, common assessments, and college counseling/guidance.	Books 4000-4999: Books And Supplies LCFF - Supplemental 200.51	Books 4000-4999: Books And Supplies LCFF - Supplemental 200.51
		Gizmos 4000-4999: Books And Supplies LCFF - Supplemental 920	Gizmos 4000-4999: Books And Supplies LCFF - Supplemental 920
			Classroom Materials and Supplies 4000-4999: Books And Supplies LCFF - Supplemental 4,821
		Library Support 2000-2999: Classified Personnel Salaries	Library Support 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF - Supplemental 2,643.60	LCFF - Supplemental 1,471.79
Articulation Collaboration Counselor -graduation guidance College Counseling Career Counseling COST Weekly Newsletter Congress of Ravens	Articulation Vineyard staff collaborated, the counselor worked with students on graduation, college, and career guidance, staff participated in COST, and there was a weekly newsletter.	Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,968	Teacher Collaboration 1000-1999: Certificated Personnel Salaries 0

Analysis

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

All strategies except for the Congress of Ravens were followed with fidelity in 2023-2024.

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

Teacher collaboration, student guidance, and communication increased significantly in 2023-2024.

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

The 2023-2024 budget was adjusted through the year to meet the site needs of classroom materials. Teacher collaboration funds were not needed.

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

The Congress of Ravens activities were completed by individual teachers in their classrooms in 2023-2024.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance-engagement PBIS Recognition Panorama Data	Engagement Attendance in 2023-2024 will be 90%. Vineyard will be awarded the Gold Medal of recognition by the California PBIS Coalition in 2024. The Panorama Survey indicates that 85% of students have strong teacher-student relationships in 2023.	Engagement Attendance is not available. Vineyard was awarded a Silver Medal of recognition by the California PBIS Coalition in 2024. The Panorama Survey indicated that 77% of students have strong teacher-student relationships in 2024. This was an improvement.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Attendance and engagement monitored and supported High School classes (FIT, Academic Prep, LIFE) support students Mentor Teachers will support students with attendance and engagement Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented COST team will continue to meet to support students Counselor will work to support struggling students (academic and SEL)	Attendance and engagement was monitored and supported High School classes (FIT, Academic Prep, LIFE) supported students, mentor teachers supported students with attendance and engagement, positive behavioral interventions and supports (PBIS) continued to be implemented, the COST team continued to meet to support students, and the counselor worked to support struggling students (academic and SEL).		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Attendance and engagement monitored and supported Mentor Teachers will support students with attendance and engagement	Attendance and engagement was monitored and supported and mentor teachers supported students with attendance and engagement.	California Consortium for Independent Study Conference and Webinars 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3,517.89	California Consortium for Independent Study Conference and Webinars 0
High School classes (FIT, Academic Prep, LIFE) support students Mentor Teachers will support students with attendance and engagement Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented COST team will continue to meet to support students Counselor will work to support struggling students (academic and SEL)	High School classes (FIT, Academic Prep, LIFE) supported students, mentor teachers supported students with attendance and engagement, positive Behavioral Interventions and Supports (PBIS) continued to be implemented, the COST team continued to meet to support students, and the counselor worked to support struggling students (academic and SEL).	California Consortium for Independent Study Conference and Webinars 5800: Professional/Consulting Services And Operating Expenditures Title II Part A: Improving Teacher Quality 2,500	California Consortium for Independent Study Conference and Webinars 0

Analysis

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

In 2023-2024, the strategies set were followed with fidelity.

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

In 2023-2024, the strategies helped to make improvements.

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

The 2023-2024 budget was adjusted through the year to meet the site needs of classroom materials. We did not attend the conference.

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

In 2023-2024, the goals did not change.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Weekly Newsletter Count Families orientation attendance Student Attendance-ADA (work completion)-showing that families are ensuring that their child is completing their work per Independent Study Agreement	In 2023-2024, a newsletter will be sent out weekly. In 2023-2024, 100% of families will attend orientation. The average daily attendance (ASA)-work completion for 23-24 is 85%.	In 2023-2024, a newsletter was sent out weekly. In 2023-2024, 100% of families attended orientation. The average daily attendance (ASA)-work completion for 23-24 was 78%. This was improvement.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Communication The principal will send a weekly Vineyard Update to families 3 positive contacts weekly	Communication The principal sent a weekly Vineyard Update to families Staff sent 3 positive contacts weekly		
Independent Study Orientation will be attended by all students and parents/guardians. Family Independent Study Agreement will be signed. Families will bring their children to school-ADA attendance, per the Independent Study Agreement.	Independent Study Orientation was attended by all students and parents/guardians, family Independent Study Agreements were signed, and families brought their students to school-ADA attendance, per the Independent Study Agreement.	Translation 2000-2999: Classified Personnel Salaries LCFF - Supplemental 500	Translation 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 In 2023-2024, the strategies were followed with fidelity.

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

In 2023-2024, the strategies helped to make improvements.

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

Funds were not needed for translation outside of the school day in 2023-2024.

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

In 2023-2024, the goals did not change.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

Increase the percentage of students who have the skills and knowledge to graduate from high school prepared for success in college and/or career.

Basis for this Goal

CAASPP Assessments
Dashboard

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Participation Rate CAASPP ELA/Literacy Summative Assessment results CAASPP Mathematics Summative Assessment results Completion of UC/CSU A-G requirements Graduation rates	The percentage of students who took the 23-24 CAASPP assessments in ELA was 85% and mathematics was 78%. The percentage of students scoring standard met or exceeded on CAASPP ELA is 64% in 23-24. The percentage of students scoring standard met or exceeded on CAASPP mathematics was 19% in 23-24. 0% of graduates are UC a-g eligible in 23-24.	The percentage of students who take the CAASPP assessments in ELA and mathematics in 24-25 will be 95%. The percentage of high school students scoring standard met or exceeded in ELA will be 70% in 24-25. The percentage of high school students scoring standard met or exceeded in mathematics will be 50% in 24-25. 10% of graduates will be UC a-g eligible when they graduate in 2025.

Planned Strategies/Activities

Strategy/Activity 1

ELA-Literacy/Reading/Writing Comprehension and Mathematics
Professional Learning Communities
Essential Standards
Common Assessments

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024 – 5/2025

Person(s) Responsible

Principal, Vice Principal, Teachers, Counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Articulation
Collaboration
Counselor -graduation guidance
College Counseling
Career Counseling
LIFE Class
COST
Weekly Newsletter

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024 – 5/2025

Person(s) Responsible

Principal, Vice Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance PBIS Recognition Core SEL	Vineyard's average daily attendance in 2023-2024 was 77.5%. Vineyard was awarded the Silver Medal of recognition by the California PBIS Coalition in 2024. Panorama indicates that 77% of students have strong teacher-student relationships in 2024.	Vineyard's average daily attendance in 2024-2025 will be 80%. Vineyard will be awarded the Gold Medal of recognition by the California PBIS Coalition in 2025. Core SEL will indicate that 80% of students have strong teacher-student relationships in 2025.

Planned Strategies/Activities

Strategy/Activity 1

Attendance and engagement monitored and supported
Attendance Flow Chart will be followed and monitored
Mentor Teachers will support students with attendance and engagement

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024-5/2025

Person(s) Responsible

Principal/VP/Teachers/Counselor/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented
PBIS collaboration with Del Valle
Alternative Education leadership classes will have site-wide activities

Students to be Served by this Strategy/Activity

All students

Timeline

9/2024-5/2025

Person(s) Responsible

Principal/Vice Principal/Counselor/Teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

COST team will continue to meet to support students
Counselor will work to support struggling students (academic and SEL)

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2024-5/2025

Person(s) Responsible

Principal/Vice Principal/Counselor/Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Weekly Newsletter Count Orientation attendance/Study Agreement	In 2023-2024, a newsletter was sent to families weekly. 100% of families attended orientation in 2023-2024.	In 2024-2025, a newsletter will be sent out weekly. In 2024-2025, 100% of families will attend orientation.

Planned Strategies/Activities

Strategy/Activity 1

Communication
The principal will send a weekly Vineyard Update to families

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024–5/2025

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Independent Study Orientation will be attended by all students and parents/guardians.
Family Independent Study Agreement will be signed.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2024–5/2025

Person(s) Responsible

Principal/Vice Principal

Proposed Expenditures for this Strategy/Activity

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$2,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary	\$18,300	18,300.00
Title II Part A: Improving Teacher Quality	\$2,500	2,500.00
Other	\$1,890	1,890.00

Expenditures by Funding Source

Funding Source

Amount

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role
Tammy Rankin	Principal
Nancy Ortiz	Other School Staff
Arturo Colmenero	Classroom Teacher
Eileen Weed	Classroom Teacher
Keri Menges	Parent or Community Member
Ronald Dalapit	Parent or Community Member
Lylah Selbach	Secondary Student
Anthony Cisneros	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/17/2023.

Attested:



Principal, Tammy Rankin on 10-11-24



SSC Chairperson, Eileen Weed on 10-11-24

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2024-2025 State and Federally – Funded Categorical Programs

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

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

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students.*
- **Supporting our District SPSA Goals.**
- \$84,562

Title II, Part A, Supporting Effective Instruction:

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

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$92,858

Title III, Language Instruction for English Learners (EL):

Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.

- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- *Supplemental materials to support immigrant and EL students.*
- \$153,655

Title III, Language Instruction for Immigrant Students

Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth.

Supplemental materials to support immigrant and EL students.

- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- \$32,434

Title IV, Part A, Student Support and Academic Enrichment:

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

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$66,107

Appendix D: Programs Included in this Plan

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

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,500
Total amount of federal categorical funds allocated to this school		\$2,500

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$18,300
	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$
Total amount of federal categorical funds allocated to this school		\$2,500

Local Funding		
X	Technology Funds – Local Parcel Tax	\$2,700

Appendix H

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

PROGRAM DESCRIPTION:

During the 24-25 school year, technology will be used to enhance student learning and teacher instruction. Funding for technology will be used to maintain and update the current computers, chromebooks, and printers, which are used by students and teachers.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2024-25

Elementary School Name: Vineyard Alternative School Date English Learner Liaison:

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

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

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

Appendix J

2024-25 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

PROGRAM DESCRIPTION:

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

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

<p>What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p>What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p>How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

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