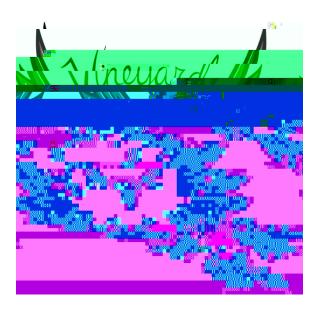
Vineyard Alternative School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

2023-24 School Description and Mission Statement

Both the elementary and middle school programs are designed to assist parents/guardians who wish to instruct their children using a homeschool model while guided by a credentialed teacher. Our team of educators assists parents to reach a common educational goal as we adhere to the Livermore Valley Joint Unified School District (LVJUSD) curriculum guidelines and the California State Standards while encouraging parents/guardians to foster a creative learning environment at home. The high school program affords students the opportunity to work with various teachers as they take differing courses. Together, they approach the curriculum in an individualistic manner to help meet the needs and interests of students. Flexibility within the curriculum is an integral part of the program, and Vineyard staff strives to be creative and supportive to both students and parents/guardians. The high school program is accredited through the Accrediting Commission for Schools: Western Association of Schools and Colleges (ACS WASC), and high school students meet the same graduation requirements as

Tri-Valley Regional Occupational Program (TVROP), the Middle College Program, and may concurrently enroll in classes at one of our traditional high schools or at the local community college. Vineyard high school students concurrently enrolled at their high school of residence also have the opportunity to participate in sports and other extracurricular activities.

As a school, we understand the best learning takes place when a student learns because of their desire to learn, which is why our program is flexible and allows us to focus on the individual needs of each student. We maximize our connections with students to develop the positive values of self-reliance, initiative, kindness, resourcefulness, creativity, and responsibility.

School Mission Statement

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

School Vision Statement

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

About this School

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	62.5%

020-21 Teacher Preparation and Pla	acement		
	l		

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.40
Vacant Positions	0.00	0.00

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials The LVJUSD has adopted the Next Generation Science Standards and the California State Standards in the following content areas: English/language arts and literacy in history/social science, science and technical subjects, and mathematics. Our district has also adopted the State content standards for history/social science, English language development (ELD), physical education, visual and performing arts, and career technical education. Our district adheres to State curricular guidelines for health and foreign language. The LVJUSD Board of Education has approved and adopted instructional materials in all content areas, aligned to State and district-adopted standards. Our district reviews and adopts textbooks based on State and district standards. Our district instructional materials are selected and adopted in accordance with board policy and Board Regulation 6161.1 for Selection and Evaluation of Instructional Materials. Supplementary materials, including core literature and state-approved intervention materials are selected and used to increase access to standards-based instruction.

	Discovering French, Nouveau Blanc 2, McDougal Littell 2004; Discovering French Nouveau Rouge 3, McDougal Littell 2004; Mosaik, Vista Higher Learning 2022 Latin for the New Millenium Level 1-3, Bolchazy-Carducci Publishers 2008 A Toda Vela, EMC Publishing, Herrera 2011 Imagina Espanol Sin Barreras (Spanish 4), Vista Higher Learning 2019 Senderos 1, 2, 3 Spanish for a Connected World, Vista Higher Learning 2018 Nuevas Vistas Level, Holt, Rinehard and Winston 2008		
Health	Health Education 9 Lifetime Health, Holt, Rinehart and Winston, 2017	Yes	0

School Facility Conditions and Planned Improvements						
Electrical	Χ	None observed				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Х	MPR Boys R/R first stall toilet leaks when flushed - submitted work order for repair				
Safety: Fire Safety, Hazardous Materials	Х	None observed				
Structural: Structural Damage, Roofs	Х	None observed				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Х	None observed				

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however,

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
Science (grades 5, 8 and high school)	24.24	29.17	44.31	45.77	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the 4 reW*nnle

2023-24 Opportunities for Parental Involvement

Vineyard encourages parents/guardians to be involved with their child's education. Families are expected to support their children through their learning and are in constant contact with teachers and the school. There is a Newsletter that is sent out

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	193	184	124	67.4
Female	124	117	78	66.7
Male	69	67	46	68.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	11	11	4	36.4
Black or African American	7	5	5	100.0
Filipino	9	9	8	88.9
ino	72	67	45	



2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title

Professional Development

During the 2023-2024 school year, relevant and timely professional development will be available and delivered to employees. Three designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

As part of the process used in annually updating our District Professional Development Plan, staff reviewed student academic and Social-Emotional Learning data; as well as reviewed feedback/input from staff from the previous years' PD opportunities. Professional development will primarily focus on effective Tier-I instruction; Tier-II support programs; Positive Behavioral