

# Vineyard Alternative School

## 2021-2022 School Accountability Report Card

### (Published During the 2022-2023 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).

##### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

##### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Vineyard Alternative School
<b>Street</b>	1401 Almond Avenue
<b>City, State, Zip</b>	Livermore, CA 94550
<b>Phone Number</b>	(925) 606-4722
<b>Principal</b>	Sara Walke
<b>Email Address</b>	swalke@lvjUSD.org
<b>School Website</b>	<a href="https://www.livermoreschools.org/vineyard">https://www.livermoreschools.org/vineyard</a>
<b>County-District-School (CDS) Code</b>	01-61200-0130393

## 2022-23 District Contact Information

<b>District Name</b>	Livermore Valley Joint Unified School District
<b>Phone Number</b>	(925) 606-3200
<b>Superintendent</b>	Chris Van Schaack
<b>Email Address</b>	cvanschaack@lvjUSD.org
<b>District Website Address</b>	<a href="http://www.livermoreschools.org">www.livermoreschools.org</a>

## 2022-23 School Overview

Vineyard Alternative School provides an independent study program for students in grades K-12. Our school provides an alternative educational option that enables our students to best realize their potential. It offers flexibility to meet individual needs, interests, and styles of learning. All Elementary and Middle School classes are held virtually. High School classes are available either virtually or in-person.

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 students who attend our District's traditional high schools. Our high school students have the opportunity to participate in the 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 offer students opportunities to advance at an accommodating pace. We also 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

## 2022-23 School Overview

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	12
Grade 1	13
Grade 2	17
Grade 3	13
Grade 4	13
Grade 5	8
Grade 6	11
Grade 7	10
Grade 8	12
Grade 9	13
Grade 10	14
Grade 11	32
Grade 12	27
Total Enrollment	195

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.9
Male	43.1
American Indian or Alaska Native	2.6
Asian	13.3
Black or African American	3.1
Filipino	3.1
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.7
White	34.9
English Learners	4.1
Foster Youth	0.5
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	24.1
Students with Disabilities	18.5



### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.20	78.77	546.10	87.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.20	1.48	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.50	4.26	20.40	3.26	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.40	12.70	21.10	3.37	12115.80	4.41
<b>Unknown</b>	0.50	4.26	30.10	4.80	18854.30	6.86
<b>Total Teaching Positions</b>	11.70	100.00	627.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.10	73.48	548.80	86.43	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.50	1.50	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.40	3.18	32.50	5.12	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	3.00	21.97	10.70	1.69	11953.10	4.28
<b>Unknown</b>	0.10	1.30	33.30	5.25	15831.90	5.67
<b>Total Teaching Positions</b>	13.80	100.00	635.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.50	0.40
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	0.40

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	1.40	3.00
<b>Total Out-of-Field Teachers</b>	1.40	3.00

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.10	4.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.00	8.10

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 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.

Our district's selection process includes a committee of teachers, along with parent input. The committee develops evaluation criteria, pilots materials, makes recommendations appropriate to each adoption cycle.

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, elementary science in 2022, grades 6 - 8 science in 2021, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

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

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

Year and month in which the data were collected

10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2018 Study Sync, McGraw-Hill 2019	Yes	0
Mathematics	Investigations 3, Pearson 2016 Algebra Readiness, California Edition; Prentice Hall Mathematics 2008 Big Ideas Algebra I, Big Ideas Learning 2016 Big Ideas Geometry, Big Ideas Learning 2019 Big Ideas Math Algebra 2, Big Ideas Learning 2019 Big Ideas Math: Course 3, Big Ideas Learning 2014 Big Ideas Math: Math Advanced 1, Big Ideas Learning 2014 Big Ideas Math: Advanced 2, Big Ideas Learning 2014 Discovering Advanced Algebra, Key Curriculum Press 2008	Yes	0

	Precalculus: Graphical, Numerical, Algebraic; Prentice Hall 2008 Calculus, 8th Edition; Houghton Mifflin 2008 Statistics Through Applications, W.H. Freeman 2008 The Practice of Statistics, W.H. Freeman 2008 Mathematics with Business Applications, 6th Edition; McGraw-Hill/Glencoe 2016		
<b>Science</b>	California Edition, Macmillan/McGraw-Hill 2007 Discovery Education, 2021 Earth Science: Geology, the Environment, and the Universe; Glencoe/McGraw-Hill 2007 Life Science: Biology; Holt, Rinehart and Winston 2007 Conceptual Physics, Pearson/Prentice Hall 2007 Biology, Pearson/Prentice Hall 2007 Biology AP Edition, 11th Edition, Pearson Education 2018 Living by Chemistry, WH Freeman and Co. 2015 Chemistry AP Edition, McGraw-Hill Education 2019 Exploring Environmental Science for AP, Cengage/National Geographic Learning 2009 Physics: Principles and Problems, Glencoe/McGraw-Hill 2007 Explorations: An Introduction to Astronomy, McGraw-Hill 2007 Animal Anatomy and Physiology: Applied Animal Reproduction; Scientific Farm Animal Production; Prentice Hall 2007 Chemistry: An Introduction to General, Organic, and Biological Chemistry; Prentice Hall 2013	Yes	0
<b>History-Social Science</b>	History-Social Science for California, Scott Foresman 2006 World History: Ancient Civilizations, McDougal Littell 2005 World History: Medieval and Early Modern Times, McDougal Littell 2005 Creating America: A History of the United States; Creating America: Beginnings Through World War I; McDougal Littell 2005 History Alive! TCI 2005 World Geography, McDougal Littell 2006 Modern World History, McDougal Littell 2006 World Civilizations: The Global Experience, Pearson Longman 2006 The American Vision: Modern Times, Glencoe/McGraw-Hill 2006 Magruder's American Government, Prentice Hall 2006 Economics: New Ways of Thinking, EMC Publishing 2006 American Government, McDougal Littell 2006 College Catalog Economics, McDougal Littell 2006 Understanding Psychology, Glencoe 2006 Myers' Psychology for AP, Worth Publishers 2006 American History: Connecting with the Past Vol. 2, McGraw-Hill Higher Education 2016 Women's America: Refocusing the Past, Oxford University Press 2018	Yes	0
<b>Foreign Language</b>	Discovering French, Nouveau Bleu 1, McDougal Littell 2003;	Yes	0



	<p>Discovering French, Nouveau Blanc 2, McDougal Littell 2004;</p> <p>Discovering French Nouveau Rouge 3, McDougal Littell 2004;</p> <p>Mosaik, Vista Higher Learning 2022</p> <p>Latin for the New Millenium Level 1-3, Bolchazy-Carducci Publishers 2008</p> <p>A Toda Vela, EMC Publishing, Herrera 2011</p> <p>Imagina Espanol Sin Barreras (Spanish 4), Vista Higher Learning 2019</p> <p>Senderos 1, 2, 3 Spanish for a Connected World, Vista Higher Learning 2018</p> <p>Nuevas Vistas Level, Holt, Rinehard and Winston 2008</p>		
<b>Health</b>	Health Education 9 Lifetime Health, Holt, Rinehart and Winston, 2017	Yes	0
<b>Visual and Performing Arts</b>	<p>Theatre: Art in Action, Contemporary Publishing Group 2020;</p> <p>Artforms: An Introduction to the Visual Arts, Harper &amp; Row 2020</p> <p>Television Production &amp; Broadcast Journalism, Goodheart-Wilcox Co. 2014;</p> <p>Elementary Harmony &amp; Workbook, Prentice Hall, 2014</p>	Yes	0

## School Facility Conditions and Planned Improvements

Vineyard Alternative School is located on a school site that was established in 1994 and offers students a quiet and inviting setting to facilitate learning. The school site provides a clean, safe, and pleasant learning environment. The site is accessible to students with disabilities, offers wireless internet access in each classroom, and provides students, parents/guardians with the opportunity to use on-site computers, and provides community use of the buildings seven days per week. The general condition of the school is wonderful with well-maintained cultivated areas of green grass, and buildings that have been thoroughly cared for. The school is cleaned on a daily basis by custodial staff who handle many repairs that are needed. If the need for larger repairs surfaces, the Maintenance Operations and Facilities Department is quick to respond and correct any issues. Our campus is shared with three other community organizations, and the classroom space used by Vineyard Alternative School teachers and students is sufficient to support teaching and learning. In order to ensure student safety as our school accommodates differing student schedules, all students are required to check-in and check-out at the front office as they arrive and leave campus, as well as wear their school identification cards while on the school campus. To further foster a safe school environment, a fence around the perimeter of the classrooms used by Vineyard has been constructed, which was paid for by a facilities bond measure approved by voters. Education is a top priority in the community of Livermore, and maintaining a safe and orderly environment maximizes student learning. The citizens of Livermore have passed three major funding measures targeting school facility needs:

Measure B in 1975, Measure L in 1999, and most recently in June 2016, the generous and supportive Livermore community passed the Measure J Facilities Bond. Measure J funds will be used to:

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

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

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

Year and month of the most recent FIT report

7/25/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None observed
<b>Interior:</b> Interior Surfaces		X		Rm. 7 stained ceiling tile / hole in wall - WO#155174
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			None observed
<b>Electrical</b>	X			None observed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			None observed
<b>Safety:</b> Fire Safety, Hazardous Materials	X			None observed
<b>Structural:</b> Structural Damage, Roofs	X			None observed
<b>External:</b>	X			None observed

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	61	N/A	60	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	30	N/A	47	N/A	33

## 2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	113	51	45.13	54.87	60.78
<b>Female</b>	72	32	44.44	55.56	68.75
<b>Male</b>	41	19	46.34	53.66	47.37
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	43	17	39.53	60.47	52.94
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	11	4	36.36	63.64	--
<b>White</b>	47	23	48.94	51.06	69.57
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	29	11	37.93	62.07	45.45
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	24	10	41.67	58.33	--

## 2021-22 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	113	47	41.59	58.41	29.79
<b>Female</b>	72	31	43.06	56.94	29.03
<b>Male</b>	41	16	39.02	60.98	31.25
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	43	17	39.53	60.47	29.41
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	11	4	36.36	63.64	--
<b>White</b>	47	20	42.55	57.45	20.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	29	10	34.48	65.52	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	24	8	33.33	66.67	--

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)						

## 2021-22 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 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	95	33	34.74	65.26	24.24
<b>Female</b>	59	24	40.68	59.32	16.67
<b>Male</b>	36	9	25	75	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	34	14	41.18	58.82	28.57
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	44	14	31.82	68.18	21.43
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	28	11	39.29	60.71	18.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	10	45.45	54.55	--



## 2021-22 Career Technical Education Programs

Vineyard Alternative School has designed an independent study program where students achieve their high school educational goals as they become college and career ready. Our school provides students with a challenging academic experience while integrating the teaching of skills that are needed to be successful in the workforce. Students are always encouraged to take a variety of courses that not only meet college entrance requirements but also focus on workforce preparation that is of high interest to them. Vineyard Alternative School offers students the opportunity to gain access to Career Technical Education (CTE) classes on our campus, or by concurrently enrolling at one of the other high schools in our District, or by participating in the Tri-Valley Regional Occupation Program (TVROP). On our campus, students can take the following CTE courses:

- Business Computer Applications
- Business Finance
- Computer Programming Principles
- Exploring Computer Science
- Intro to Business
- Intro to Computer Programming
- Innovations in Green Technology

Throughout the school year, TVROP has a strong presence in our District and at Vineyard Alternative School to encourage participation in Regional Occupation Program (ROP) classes. It offers students courses and career pathways through practical hands-on classes in several areas on high school campuses throughout the Tri-Valley, which include campuses in the cities of Livermore, Pleasanton, and Dublin. The courses offered fall under the following career pathways:

- Arts, Media, and Entertainment
- Education, Child Development & Family Services
- Energy and Utilities
- Engineering & Architecture
- Health Services and Medical Technology
- Information and Communications Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.70
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	3.85

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	43%	43%	43%	43%	43%
Grade 7	31%	25%	25%	25%	25%
Grade 9	50%	46%	46%	50%	50%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states: "The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home."

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

## 2022-23 Opportunities for Parental Involvement

Vineyard encourages parent/guardian involvement through several avenues. We have an active School Site Council (SSC) that meets five to six times per school year to support the vision and mission of the school. On an annual basis, parents/guardians are asked to offer feedback about our school through a survey. Its results are used as a guide to facilitate our efforts toward continuous improvement. Vineyard parents/guardians also participate in the Parent Club Information Council (PCIC) as well as the Local Control Accountability Plan (LCAP) Advisory Committee. Parents/guardians also volunteer as tutors, guest speakers, and chaperones for field trips, and are active in the planning process and execution of our small, intimate graduation ceremony.

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		12.5	3.4		2.8	1		8.9	7.8
Graduation Rate		80	93.1		94.6	96.8		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	29	27	93.1
<b>Female</b>	17	17	100.0
<b>Male</b>	12	10	83.3
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	13	12	92.3
<b>English Learners</b>	0	0	0.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	12	11	91.7
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	305	280	148	52.9
Female	176	166	92	55.4
Male	129	114	56	49.1
American Indian or Alaska Native	1	1	1	100.0
Asian	28	28	6	21.4
Black or African American	10	10	5	50.0
Filipino	8	8	4	50.0
Hispanic or Latino	113	102	57	55.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	28	26	13	50.0
White	117	105	62	59.0
English Learners	17	14	9	64.3
Foster Youth	2	2	2	100.0
Homeless	8	7	5	71.4
Socioeconomically Disadvantaged	98	86	61	70.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	48	27	56.3

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	2.30	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.00	0.05	2.64	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 School Safety Plan

The School Safety Plan is reviewed and updated annually, and a copy of the plan is provided to all staff and organizations that hold programs at the site. Additional copies may be obtained from our district office. The Plan identifies procedures, staff responsibilities, and coordination of safety issues with other organizations holding programs during the day or night. The plan covers preparedness response for earthquakes, fires, and intruders. The site follows our district drill plan for the practice of each type of major safety concern, and all organizations at the site participate in the practice drills. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September 2022.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	2	9		
Other	2	1		

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1	1	2		
2	1	1		
3	1	1		
4				
5	3	2		
6	3	14		
Other	6	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1		
1				
2	17	1		
3	13	1		
4	13	2		
5	8	1		
6	11	6		
Other	13	1		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	28		
Mathematics	3	29		
Science	5	12		
Social Science	4	28		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	21		
Mathematics	3	24		
Science	7	7		1
Social Science	3	20		



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	16		
Mathematics	5	19		
Science	7	11		
Social Science	4	19		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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	Ratio
Pupils to Academic Counselor	243.75

## 2021-22 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	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20,583.76	\$1,896.36	\$18,697.41	\$94,205.71
District	N/A	N/A	\$8,528.74,	\$88,368
Percent Difference - School Site and District	N/A	N/A	74.7	6.4
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	39.5	6.4

## 2021-22 Types of Services Funded

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

District-level advisory committees such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), Career Technical Education (CTE) Advisory Committee, Technology Committee, Elementary Math Leads, Algebra Task Force, and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our District is implementing the LVJUSD Framework for Success. The framework includes Multi-Tiered Systems of Support (MTSS) for students' academic, behavioral, and social-emotional needs.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

- After School Education and Safety (ASES) funds support the Livermore ASES (BELIEVES) program at Marilyn Avenue Elementary and Junction Avenue K-8 Schools by providing enrichment opportunities, homework support, and an emotionally and physically safe environment for students.
- Carl D. Perkins Career and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing, including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development, and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training, and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education, professional development, supplemental instructional materials, and support staff to ensure quality programs for English Learner students.
- Title IV: Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- Title VI: American Indian funds are used for staffing to support parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,467	\$54,370
Mid-Range Teacher Salary	\$85,590	\$82,681
Highest Teacher Salary	\$107,094	\$106,610
Average Principal Salary (Elementary)	\$134,484	\$135,283
Average Principal Salary (Middle)	\$139,600	\$141,244
Average Principal Salary (High)	\$146,374	\$152,955
Superintendent Salary	\$340,184	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	5%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

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

During the 2022-2023 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 Interventions and Supports (PBIS), student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, International Baccalaureate, Advancement Via Individual Determination (AVID), and Advanced Placement programs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3