

Clayton Valley Charter High School

1101 Alberta Way • Concord, CA 94521 • 925-682-7474 • Grades 9-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

Clayton Valley Charter High School

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Jeff Anderson

Principal

Brian Biggs

Director

Jamie Keith

Director

Chalio Medrano

Director

William Morones

Director

Alison Pettit

Director

School Description

MISSION:

Clayton Valley Charter High School will provide a positive, student-centered environment in which all students will be challenged academically and develop the skills and mindsets to graduate as successful, lifelong learners and productive, responsible citizens in a diverse society.

RECOGNITION:

CVCHS is recognized as one of the most successful conversion charter high schools in California. In 2017, CVCHS was awarded the California Gold Ribbon School Award by the California Department of Education (CDE) for its innovative student intervention program. The school achieved a five-year charter renewal in 2019 that authorizes the school through the 2024-25 school year. In addition, CVCHS has been acknowledged by CDE as a high performing charter school based on the most recent state accountability framework. CVCHS is accredited by the Western Association of Schools and Colleges (WASC). The school most recently received a six-year term of accreditation through June of 2026.

SCHOOL INFORMATION:

Clayton Valley Charter High School is located in the San Francisco Bay Area. The campus is in Central Contra Costa County about 35 miles east of San Francisco.

The school serves two communities directly, Concord and Clayton. Concord covers a larger area than Clayton and has other high schools within its borders for students to attend. CVCHS is the only public high school serving the City of Clayton. As a charter high school, Clayton Valley also serves students throughout Contra Costa county and the greater bay area. Clayton Valley Charter High School is located at 1101 Alberta Way in Concord, California. Clayton Valley High School was constructed in 1958. For over 50 years, the school was one of the high schools in the Mt. Diablo Unified School District. Starting with the 2012-13 school year, CVCHS began operating as an independent charter school after going through the charter conversion process. The school currently educates over 2,230 students.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	549
Grade 10	548
Grade 11	556
Grade 12	581
Total Enrollment	2,234

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.3
Asian	6.9
Filipino	6.1
Hispanic or Latino	25.8
Native Hawaiian or Pacific Islander	0.7
White	44.5
Two or More Races	8.3
Socioeconomically Disadvantaged	20.9
English Learners	1.4
Students with Disabilities	7.3
Homeless	0.2

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

Teacher Credentials for Clayton Valley Charter	18-19	19-20	20-21
With Full Credential	81	87	91
Without Full Credential	6	6	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Clayton Valley Charter	18-19	19-20	20-21
With Full Credential	♦	♦	91
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Clayton Valley Charter High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	1	1	1
Total Teacher Misassignments*	2.6	3	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

CVCHS aspires to ensure that staff and students have access to the most rigorous and up to date instructional materials. The school utilizes many resources in addition to traditional hard copy classroom textbooks including digital textbooks and curriculum resources as well as other online platforms. Two of CVCHS' Career & Technical Education (CTE) programs use Project Lead the Way (PLTW) courses. A full list of curriculum resources is included in the table below.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016: Grades 9-11: Houghton Mifflin English Levels 1-3 2019: Grade 12 ERWC Version 2.0 2020 Grades 11- 12 AP English Language & Composition 3rd Addition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015: Grades 9-12: Algebra 1 2015: Grades 9-12: Algebra 2 2015: Grades 9-12: Geometry 2015: Grades 9-12: Pre-calculus 2013: Grades 9-12: Calculus 2013: Grades 9-12: Statistics 2010: AP Statistics 2016: AP Calculus The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2019: Biology 2020: Chemistry 2020: Honors Chemistry 2019: Geology 2006: Physiology 2006: Physics 2017: Astronomy 2014: AP Biology 2012: AP Environmental Science 2018: AP Physics 2014: AP Chemistry The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2019: Grades 11-12: Economics 2019: Grades 11-12: Government 2019: Grades 11-12: AP Government 2020: Grades 11-12: US History 2020: Grades 10-12: World History 2015: AP Economics 2014: AP European History 2014: AP US History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2014: Realidades 1-3 2013: Discovering French 1-3 2014: AP Spanish 2016: AP French 2019: American Sign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Nutrition and Wellness for Life 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	All students have access to laboratory equipment in their lab classes. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

CVCHS earmarks funds each year for improvements to ensure the campus is safe, clean, secure and up to date. Since converting to a charter in 2012, the school has completed numerous improvements including: extensive technology upgrades in networking, hardware and software; new computer labs; replacing the turf on the athletic field and relocating and improving the weight room, to expand classroom capacity.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: January 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC system is non-existent in key parts of the facility. Although, HVAC was added to the Multi-Purpose Room in 2019. Also, sewer lines need repeated clearing due to intrusion by roots and other debris. The facility is owned by MDUSD, and that institution is aware of needed structural repairs.
Interior: Interior Surfaces	Fair	Attention needs to be payed to peeling paint and peeling wall paper. Some interior walls are in of need new paint. The facility is owned by MDUSD, and that institution is aware of needed structural repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Six student Restroom were upgraded in the summer of 2020. Filtered water stations have been added throughout the campus, including all the main classroom wings, the gymnasium and the multipurpose room.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Some facility buildings show signs of dry rot and stucco repairs are needed. School is owned by MDUSD, and that institution is aware of needed structural repairs. The facility is owned by MDUSD, and that institution is aware of needed structural repairs.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

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, which 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); and

- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	72	N/A	72	N/A	50	N/A
Math	48	N/A	48	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	41	N/A	41	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Since converting to a charter, CVCHS has enjoyed widespread support from parents and the community. CVCHS is fortunate to have many organizations that foster a strong connection with parents, including the Parent Faculty Club (PFC), band boosters, and sports boosters. In addition, the school has strong partnerships with local professional organization such as the Clayton Business and Community Association (CBCA), the City Councils of Concord and Clayton. Furthermore, the CVCHS governing board includes two parent representatives and two community representatives that provide input on the school's governance.

Extensive parent and community involvement has been extremely rewarding for our school. Parents regularly work with staff and students to provide the highest level of support for our programs. Such widespread support is evident at many school functions. Two cornerstone programs supported by parent involvement are the Freshman Transition program and the annual Challenge Days. It should be noted that because of the COVID virus, these two events did not occur, but will be reinstated when conditions permit.

CVCHS engages in broad outreach to publicize school events, activities, and accomplishments. CVCHS utilize social media, online media and print media to reach students, parents, staff and community members. For example, our Executive Director and Principal chronicle key school initiatives and programs in the weekly electronic newsletter and in columns for the local newspaper.

CVCHS facilitates targeted informational meetings and orientations throughout the year to keep parents and students informed and engaged. Under normal conditions, CVCHS holds parent information nights on topics such as registration, academy programs, athletics, interventions, AP/honors, college applications and financial aid. CVCHS assembles New Student / Parent Nights, Back to School Nights, Spring Open House, Senior Awards, and other special events to showcase students' performances and achievements. Under current conditions, we have held ZOOM meetings and drive through events to accomplish these important activities and acknowledgements.

Parents receive an abundance of communication which promotes a high level of engagement. They receive communication through several electronic means; two student information systems, Power School and Dean's List. The latter provides parents with daily updates on grades and attendance via email, phone calls and texts. This allows parents to participate in their child's academic progress in real-time, as opposed to a periodic report card. Frequent communication to all families, including the parents of our most at risk students, is key to achieving academic progress. Additionally, we send home weekly bulletins containing information about school events and activities.

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.

School Safety Plan (School Year 2020-2021)

As set forth in Element 6 of the CVCHS Charter, safety is a primary focus of the school. CVCHS maintains a School Safety, Emergency Preparedness and Crisis Response Plan, (the Plan), to assist CVCHS staff, students, parents and local agencies in organizing resources in a crisis. The Plan pertains to all situations where CVCHS students or staff are involved in school-related activities.

Senior administrative staff review the plan at least annually. It is designed to develop awareness of the diverse emergency situations that may occur on, or near, campus. They can occur before, during and/or after normal school hours. The plan provides staff members with a description of their duties in emergency situations. It details strategies to help students, staff, parents, and local agencies respond to such situations in an appropriate and safe manner. It assists school staff in providing a safe and secure environment for everyone. During the COVID crisis CVCHS reviews protocols and procedures on a weekly basis for staff and students on campus. CVCHS is constantly adapting to be consistent with county and state health directives with regard to the virus.

CVCHS provides a multi-tiered system of support for identifying and providing increasing intervention efforts for students that are struggling as well as those that have been identified as having a disability. Through the efforts of the director over student services, directing the (COST) Coordination of Service Team, reviews of student's data combines with staff recommendations, are used to designate/provide necessary supports along the continuum of intervention. CVCHS has a robust school based mental health program. The school based mental health program consist of a full time Marriage/Family Therapist (MFT), who oversee five MFT interns. Additionally, CVCHS has a school nurse and school psychologist that assist with these intervention efforts as it relates to their area of practice and responding to the needs of the mental health and social emotional well being of students during distance learning.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	3.6	4.1	4.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	41	41	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	372.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	
Nurse	.8
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	10
Other	

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	26	23	44	16	26	20	41	18	27	20	41	24
Mathematics	31	9	17	41	31	8	16	41	29	11	31	32
Science	29	4	31	14	29	6	37	18	29	7	33	18
Social Science	30	7	17	28	31	6	16	35	32	4	18	32

*Number of classes indicates how many classrooms 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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	8	11

CVCHS has expanded the professional development opportunities in number and variety. Over breaks CVCHS strives to offer professional development for teachers. For example, past programming has included Explicit Direct Instruction, Schoology and Illuminate training. Starting in 2020 and continuing into 2020/21, teachers focused on Learning Objectives / Checking for Understanding / Conditions for Learning / Data Driven Instruction. In 2020-21 CVCHS continued to promote and fund instructional coaching to help specific teachers improve in the areas listed above. In addition, CVCHS has been working with our teachers in the area of Distanced Based Learning and how to best serve students and support their success in a online distanced based environment.

CVCHS offers on-going staff development three Wednesday a month at department meetings. In these meetings, teachers gather in common subject teams to develop and refine common lessons and assessments. They review data from assessments to gauge levels of student mastery. The conclusions are used to reteach and provide interventions for students not mastering the standards. Teachers also work on common assessments and benchmark exams that are administered within subject level teams. Teachers also attend data days during the school year where they review state and local testing data and student grades to identify trends and areas of congruence and divergence. The ultimate goal is to improve student achievement through consistency of assessments and grading to ensure equitable measures for all students.

In addition, due to the COVID virus the school has moved to distance learning for 90% of the students. Consequently, we have provided multiple day for teachers to receive training on various online platforms and resource including, but not restricted to, Power-School / Schoology / Ed-Puzzle / Performance Matters / Edgenuity We have also funded a Teacher on Special Assignment position to assist with Educational Technology issues.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,895	
Mid-Range Teacher Salary	\$71,443	
Highest Teacher Salary	\$98,725	
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)	\$142,827	
Superintendent Salary	\$175,000	

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28.3	
Administrative Salaries	3.9	

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Additional instructional strategies will be employed in order to maintain a high level of support for low-achieving students. Students struggling with foundational skills to succeed in their courses will participate in interventions best fitting their individual needs as determined by all the available student achievement data. As needed, students will be enrolled in classes better aligned to their ability levels and, where needed, in intervention or acceleration programs simultaneously with their ongoing course schedule, or in intervention/acceleration options outside of CVCHS. Students may also be expected to meet with an older student, adult mentor or adult tutor at regular intervals to assess and monitor their academic progress, time management, organizational and study skills along with any other necessary skills shown as an area of weakness for a student.

CVCHS offers a wide range of courses and subjects to ensure all students may access courses to effectively prepare them for college or careers post-high school. These include Honors and AP courses, CTE and PLTW courses. We also offer courses affiliated with local Junior colleges for credit. Beyond academic programs, CVCHS has many extra-curricular programs connected with the school's Visual and Performing Arts programs, Leadership program (ASB), clubs and athletics. In short, CVCHS does everything it can to ensure that each student has the academic and personal support they need alongside many opportunities to pursue areas of individual interest.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,692.80	\$1,527.85	\$8,164.90	\$72,500
District	N/A	N/A	n/a	
State	N/A	N/A	\$7,750	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	n/a	n/a
School Site/ State	5.2	n/a

Note: Cells with N/A values do not require data.

In terms of college preparedness, CVCHS has sponsored college visits for all 9th graders and will resume so when practicable. The school sponsors the practice ACT and PSAT for all tenth and eleventh graders respectively. All students are trained in the full suite of Naviance tools that serve on their college preparation. CVCHS also offers generous financial aid for students seeking to take AP exams and taking ACT and SAT preparation courses. Obviously, during this year, with COVID, we have suspended or truncated the ways the school can make these opportunities available to students.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Clayton Valley Charter High	2016-17	2017-18	2018-19
Dropout Rate	0.2	1.3	1.1
Graduation Rate	97.1	97.3	97.7

Rate for Clayton Valley Charter High	2016-17	2017-18	2018-19
Dropout Rate	.02	1.3	1.1
Graduation Rate	97.1	97.3	97.7

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	983
% of pupils completing a CTE program and earning a high school diploma	50
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	1.8

Career Technical Education Programs

CVCHS offers a variety of CTE program options including ROP courses, Career Pathways and Academies. One of the school outcomes, expressed the CVCHS Charter is a focus on college/career readiness. As such, we provide options and opportunities to our student body as we prepare them to attend college when they leave CVCHS.

Current ROP / CTE course sequences offered at CVCHS include:

- Game Design 1 & 2
- Art and Animation 1 & 2
- Video Production 1 & 2
- Principals of Engineering / Computer Integrated Manufacturing
- Principals of Design / Architecture
- Principals of Computer Science / AP Computer Science
- Foods 1 & International Cuisine
- Automotive Technician / Auto Engineering
- Sports Medicine

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.6
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	66.24

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	5	N/A
All courses	21	39

*Where there are student course enrollments of at least one student.

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.