

# Clayton Valley Charter High School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Clayton Valley Charter High School
<b>Street</b>	1101 Alberta Way
<b>City, State, Zip</b>	Concord, CA 94521
<b>Phone Number</b>	925-682-7474
<b>Principal</b>	David Fehte
<b>Email Address</b>	Dave.fehte@claytonvalley.org
<b>School Website</b>	<a href="https://www.claytonvalley.org/">https://www.claytonvalley.org/</a>
<b>County-District-School (CDS) Code</b>	07-10074-0731380

## 2021-22 District Contact Information

<b>District Name</b>	Clayton Valley Charter High School
<b>Phone Number</b>	925-524 7100 EXT.
<b>Superintendent</b>	Dave Fehte
<b>Email Address</b>	dave.fehte@claytonvalley.org
<b>District Website Address</b>	www.claytonvalley.org

## 2021-22 School Overview

### 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 a successful conversion charter high school. 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 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 2,330 students.

## 2021-22 School Overview

### About this School

#### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	572
Grade 10	573
Grade 11	578
Grade 12	543
<b>Total Enrollment</b>	<b>2,266</b>

#### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.8
American Indian or Alaska Native	0.3
Asian	6.8
Black or African American	3.8
Filipino	5.7
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	0.7
Two or More Races	10.2
White	41.6
English Learners	2.6
Foster Youth	0.1
Homeless	0.2
Socioeconomically Disadvantaged	20.3
Students with Disabilities	8.2

## 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

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

### 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>	57.3	76.7	161.3	52.9	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	1.3	18.4	6.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	9.0	12.1	69.5	22.8	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.9	3.9	33.7	11.1	12115.8	4.4
<b>Unknown</b>	4.4	6.0	21.9	7.2	18854.3	6.9
<b>Total Teaching Positions</b>	74.8	100.0	305.1	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	1.0
<b>Misassignments</b>	8.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	9.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	2.7
Local Assignment Options	0.1
Total Out-of-Field Teachers	2.9

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.1
<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)	3.9

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

**Year and month in which the data were collected** December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017: Grades 9-11: Houghton Mifflin English Levels 1-3 2019: Grade 12 ERWC Version 3.0 2020 Grades 11- 12 AP English Language & Composition 3rd Addition	Yes	0
<b>Mathematics</b>	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	Yes	0
<b>Science</b>	2019: Biology 2021: Chemistry 2020: Honors Chemistry 2019: Geology 2006: Physiology	Yes	0

	2006: Physics 2017: Astronomy 2014: AP Biology 2012: AP Environmental Science 2018: AP Physics 2014: AP Chemistry 2019: Human Anatomy and Physiology		
<b>History-Social Science</b>	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 2020: Sociology 2016: Psychology	Yes	0
<b>Foreign Language</b>	2022: Vista Higher Learning Spanish 1-3 2019: Vista Higher Learning French 1-3 2014: AP Spanish 2016: AP French 2019: American Sign Language	Yes	0
<b>Health</b>	Nutrition and Wellness for Life 2019	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	All students have access to laboratory equipment in their lab classes.	Yes	0

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

January 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		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.
<b>Interior:</b> Interior Surfaces		X		Attention needs to be paid to peeling paint and peeling wall paper. Some interior walls are in need of new paint. The facility is owned by MDUSD, and that institution is aware of needed structural repairs.

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			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.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		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.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	575	60	10.43	89.57	88.33
<b>Female</b>	266	19	7.14	92.86	100
<b>Male</b>	308	41	13.31	86.69	82.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	30	3	10	90	--
<b>Black or African American</b>	20	1	5	95	--
<b>Filipino</b>	35	3	8.57	91.43	--
<b>Hispanic or Latino</b>	155	13	8.39	91.61	100
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	80	10	12.5	87.5	--
<b>White</b>	251	30	11.95	88.05	90
<b>English Learners</b>	13	0	0	100	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	112	5	4.46	95.54	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	4	8.51	91.49	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	575	4	0.70	99.30	--
Female	266	0	0.00	100.00	--
Male	308	4	1.30	98.70	--
American Indian or Alaska Native	--	--	--	--	--
Asian	30	0	0.00	100.00	--
Black or African American	20	0	0.00	100.00	--
Filipino	35	0	0.00	100.00	--
Hispanic or Latino	155	1	0.65	99.35	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	80	0	0.00	100.00	--
White	251	3	1.20	98.80	--
English Learners	13	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	112	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	1	2.13	97.87	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Growth Reading 6+ Exam Student Groups	NWEA MAP Growth Reading 6+ Exam Total Enrollment	NWEA MAP Growth Reading 6+ Exam Number Tested	NWEA MAP Growth Reading 6+ Exam Percent Tested	NWEA MAP Growth Reading 6+ Exam Percent Not Tested	NWEA MAP Growth Reading 6+ Exam Percent At or Above Grade Level
All Students	589	330	56%	44%	72%
Female	296	154	57%	43%	82%
Male	320	176	55%	45%	63%

<b>American Indian or Alaska Native</b>	1	0	0	100%	0
<b>Asian</b>	23	12	52%	48%	75%
<b>Black or African American</b>	18	7	39%	61%	57%
<b>Filipino</b>	32	19	59%	41%	68%
<b>Hispanic or Latino</b>	142	83	58%	42%	63%
<b>Native Hawaiian or Pacific Islander</b>	1	0	0	100%	0
<b>Two or More Races</b>	69	35	50%	50%	80%
<b>White</b>	247	175	60%	40%	78%
<b>English Learners</b>	14	7	50%	50%	0%
<b>Socioeconomically Disadvantaged</b>	110	48	44%	56%	60%
<b>Students with Disabilities</b>	53	24	45%	55%	29%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Growth Reading 6+ Exam Student Groups</b>	<b>NWEA MAP Growth Reading 6+ Exam Total Enrollment</b>	<b>NWEA MAP Growth Reading 6+ Exam Number Tested</b>	<b>NWEA MAP Growth Reading 6+ Exam Percent Tested</b>	<b>NWEA MAP Growth Reading 6+ Exam Percent Not Tested</b>	<b>NWEA MAP Growth Reading 6+ Exam Percent At or Above Grade Level</b>
<b>All Students</b>	588	424	72%	28%	63%
<b>Female</b>	268	320	75%	25%	68%
<b>Male</b>	320	224	70%	30%	60%
<b>American Indian or Alaska Native</b>	1	1	100%	0	100%
<b>Asian</b>	23	14	60%	30%	43%
<b>Black or African American</b>	18	9	50%	50%	56%
<b>Filipino</b>	32	31	99%	1%	71%
<b>Hispanic or Latino</b>	142	109	77%	23%	57%
<b>Native Hawaiian or Pacific Islander</b>	1	0	0	100%	0
<b>Two or More Races</b>	69	51	74%	26%	69%
<b>White</b>	247	174	70%	30%	68%
<b>English Learners</b>	14	7	50%	50%	0%
<b>Socioeconomically Disadvantaged</b>	110	65	59%	41%	52%
<b>Students with Disabilities</b>	53	31	58%	42%	10%

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	523	NT	NT	NT	NT
<b>Female</b>	274	NT	NT	NT	NT
<b>Male</b>	249	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	47	NT	NT	NT	NT
<b>Black or African American</b>	22	NT	NT	NT	NT
<b>Filipino</b>	26	NT	NT	NT	NT
<b>Hispanic or Latino</b>	136	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	72	NT	NT	NT	NT
<b>White</b>	216	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	123	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	NT	NT	NT	NT

## 2020-21 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 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

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	927
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	74.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	2.1

## 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.07
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	73.13

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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 parent and 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.. It should be noted that because of the COVID virus, this extensive involvement has been put on hold but we expect a robust return when conditions allow.

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 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; student information systems, Schoology, 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

## 2021-22 Opportunities for Parental Involvement

containing information about school events and activities.

### 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.1	1.0	0.6	9.6	8.9	5.4	9.0	8.9	9.4
Graduation Rate	97.7	95.6	96.1	85.1	84.0	87.9	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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
All Students	536	515	96.1
Female	279	272	97.5
Male	257	243	94.6
American Indian or Alaska Native	--	--	--
Asian	47	47	100.0
Black or African American	22	22	100.0
Filipino	32	32	100.0
Hispanic or Latino	139	132	95.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	49	46	93.9
White	224	214	95.5
English Learners	20	19	95.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	171	162	94.7



<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	56	46	82.1

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	2298	2281	162	7.1
<b>Female</b>	1152	1147	72	6.3
<b>Male</b>	1145	1133	90	7.9
<b>American Indian or Alaska Native</b>	6	6	2	33.3
<b>Asian</b>	155	154	4	2.6
<b>Black or African American</b>	88	86	5	5.8
<b>Filipino</b>	130	129	8	6.2
<b>Hispanic or Latino</b>	627	623	58	9.3
<b>Native Hawaiian or Pacific Islander</b>	15	15	1	6.7
<b>Two or More Races</b>	238	237	17	7.2
<b>White</b>	950	943	64	6.8
<b>English Learners</b>	60	60	9	15.0
<b>Foster Youth</b>	4	4	2	50.0
<b>Homeless</b>	6	6	3	50.0
<b>Socioeconomically Disadvantaged</b>	492	486	64	13.2
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	204	201	36	17.9

## 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.64	0.22	4.66	0.11	3.47	0.20
<b>Expulsions</b>	0.00	0.09	0.03	0.03	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.66	2.96	2.45
<b>Expulsions</b>	0.00	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.22	0.09
<b>Female</b>	0.00	0.00
<b>Male</b>	0.44	0.17
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	1.14	1.14
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.16	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.42	0.42
<b>White</b>	0.21	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>	0.41	0.20
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.98	0.00

## 2021-22 School Safety Plan

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 regular basis. 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, SSTs are schedule to review a student's data along with staff recommendations, are used to designate/provide necessary supports along the continuum of intervention. CVCHS has a robust school based mental health program. 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	26	20	41	18
Mathematics	31	8	16	41
Science	29	6	37	18
Social Science	31	6	16	35

## 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	27	20	41	24
Mathematics	29	11	31	32
Science	29	7	33	18
Social Science	32	4	18	32

## 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	26	18	30	16
Mathematics	29	10	22	27
Science	29	4	44	7
Social Science	32	6	17	32

## 2020-21 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	323.7

## 2020-21 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)	7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3.1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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
<b>School Site</b>	\$9,692.80	\$1,527.85	\$8,164.90	\$72,500
<b>District</b>	N/A	N/A	n/a	
<b>Percent Difference - School Site and District</b>	N/A	N/A	n/a	n/a
<b>State</b>			\$8,444	
<b>Percent Difference - School Site and State</b>	N/A	N/A	5.2	n/a

## 2020-21 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.

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.

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. During COVID, we have suspended or truncated the ways the school can make these opportunities available to students.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	30.0
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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	5
Fine and Performing Arts	5
Foreign Language	2
Mathematics	0
Science	9
Social Science	16
<b>Total AP Courses Offered</b>	<b>37</b>

## Professional Development

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 and Performance Matters Assessment System. 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 using Schoology Learning Management System.

CVCHS offers on-going staff development three Thursdays 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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	11	5