

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

A focus on curriculum, instruction, and assessment around Common Core State Standards, College & Career Readiness, and the 21st Century Skills Framework.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, Course Access, Pupil Outcomes

Local Priorities: Rigor and Relevance within our Instructional Program

## Annual Measurable Outcomes

Expected Local Metric	Actual
<p><b>Literacy:</b> CVCHS students will demonstrate an average increase of 25 points from their base Lexile level (P-4)</p>	<p><b>Literacy:</b> CVCHS students achieved an average increase of 22 Lexile level points from their base Lexile level as measured by Achieve3000. In 2019-20 students only completed a Fall and Winter assessment with Achieve3000 due to distance learning being implemented in March, 2020. It is believed that the growth goal of 25 points would have been met without this external factor impacting both instruction and the ability to administer assessments.</p> <p><b>NOT MET</b></p>
<p><b>Program attendance rate:</b> 30% of CVCHS teachers and the administrative team will attend the Curriculum Institute. (P-2)</p>	<p><b>Program attendance rate:</b> Over 30% of CVCHS teachers and the administrative team attended the Curriculum Institute. <b>MET</b></p>
<p><b>Program attendance rate:</b> 30% of CVCHS teachers and the administrative team will attend the EdTech Symposium. (P-2)</p>	<p><b>Program attendance rate:</b> EdTech Symposium was not held. <b>NOT MET</b></p>
Expected State Metric	Actual
<p><b>Performance on standardized tests:</b> CVCHS students will meet or exceed the state average performance on the CAASPP. (P-2)</p>	<p><b>Performance on standardized tests:</b> CVCHS students met and exceeded the state average performance on the CAASPP according to 2018-2019 results.</p>
<p><b>A-G eligibility:</b> At least 60% of students will meet the UC/CSU A-G requirements (P-4)</p>	<p><b>A-G eligibility:</b> In 2019-20 8-19 67% of our students met UC/CSU A-G requirements <b>MET</b></p>
<p><b>AP Enrollment:</b> State Metric Percentage of students enrolled in AP courses will increase by 2%. (P-4)</p>	<p><b>AP Enrollment:</b> The enrollment in AP classes increased from 1092 (20187-20198) to 1423 (20198-202019); a 23.25% increase <b>MET</b></p>
<p><b>EAP preparedness:</b> Students determined prepared for college by the Early Assessment Program: CVCHS students will demonstrate an increase. (P-2)</p>	<p><b>EAP preparedness:</b> Students determined prepared for college by the Early Assessment Program: <b>ELA (increase to 37%) Math (increased to 21%) MET</b></p>
<p><b>Rate of teacher mis-assignment:</b> CVCHS will maintain a 0% mis-assignment rate. (P-1)</p>	<p><b>Rate of teacher mis-assignment:</b> CVCHS had three teachers who obtained waivers to correct initial mis-assignments. They will take and pass required tests to update their credentials for 2019-20 <b>Not Met</b></p>
<p><b>Student access to standards-aligned instructional materials:</b> CVCHS will continue to implement CCSS English and CCSS Math instructional materials. (P-1)</p>	<p><b>Student access to standards-aligned instructional materials:</b> CVCHS implemented CCSS English and CCSS Math instructional materials. <b>MET</b></p>

<b>Implementation of SBE academic and performance content standards for all students, including EL:</b> CVCHS will implement instructional guides and benchmark assessments based on the CCSS as well as ELD standards for EL students. (P-2)	<b>Implementation of SBE academic and performance content standards for all students, including EL:</b> CVCHS implemented instructional guides and benchmark assessments based on the CCSS as well as ELD standards for EL students. <b>MET</b>
<b>Student access and enrollment in all required areas of study:</b> All CVCHS students will meet with counselors for graduation checks and course selection. (P-5)	<b>Student access and enrollment in all required areas of study:</b> All CVCHS students met with counselors for graduation checks and course selection. <b>MET</b>

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Support literacy development for all students.	Renew Achieve3000 contract: \$30,000	Renewed Achieve3000 contract: \$27,994.00
Support CCSS implementation.	Curriculum Institute professional development: \$154,000	Curriculum Institute professional development: \$39,000
Integrate educational technology to increase learning and engagement.	CVCHS EdTech Institute professional development and stipends: \$30,000	CVCHS EdTech support seminar was held in march of 2020: \$1,675

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

CVCHS offered Education Technology professional development opportunities in the summer of 2019. CVCHS anticipated other conference expenses that did not get spent. We did expand more on staffing than was initially budgeted but that was due to high student interest in new Digital tech courses and the need for additional sections.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

CVCHS state assessment scores put us well above the state average and make us competitive with similar schools in our immediate area. However, we are constantly working to improve on past success. While we are meeting the needs of students in some areas, we want to get better and work to improve results for all students. We have redoubled our efforts to scrutinize our approach to entry level math and language arts classes. With regard to CTE, we expanded our section offerings to allow more students access to computer

application and game design courses, as well as upgrading our foods pathway courses which is one of CVCHS' CTE sequences. We continued to support our five academy options to ensure that students had as much choice as possible to access those programs.

## Goal 2

Closing the achievement gap for our high-risk and lower performing student populations.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, Course Access, Pupil Outcomes  
Local Priorities: Close Achievement Gap

### Annual Measurable Outcomes

Expected Local Metric	Actual
<b>Interventions:</b> Students who attend the Credit Recovery Program will demonstrate increase in the number of passing grades. (P-7)	<b>Interventions:</b> 75% of the students who attended the Credit Recovery Program experienced grade improvement of at least 10%. Decrease from 86% in 2017/18. <b>NOT MET</b>
Expected State Metric	Actual
<b>English Language Learner Proficiency:</b> English Language Learners will increase proficiency as demonstrated by making progress through performance levels. (P-4)	<b>English Language Learner Proficiency:</b> English Language Learners increased proficiency by 21.5% as demonstrated by making progress through performance levels (2017-18). <b>MET</b>
<b>Performance on standardized tests:</b> At least 60% of student subgroups will improve their percentage of meeting or exceeding standards on the CAASPP assessment by 2%. (P-4)	<b>Performance on standardized tests:</b> State Metric Performance on the 2018-2019 CAASPP assessment remained steady at 56% on the ELA exam and increased by 2% on Math. <b>NOT MET</b>
<b>English learner reclassification rate:</b> CVCHS English learner reclassification rate will increase by 1%. (P-4)	<b>English learner reclassification rate:</b> CVCHS English learner reclassification was 38.5% for 2019-20. <b>MET</b>
<b>High school graduation rate:</b> CVCHS will maintain a graduation rate of 95% or higher (P-5)	<b>High school graduation rate:</b> CVCHS achieved a graduation rate of 95.7% for the 2019-2020 school year. <b>MET</b>

<b>High school dropout rate:</b> CVCHS will maintain a dropout rate of 4% or lower (P-5)	<b>High school dropout rate:</b> CVCHS achieved a dropout rate of <1.1% for the 2018-2019 school year. <b>MET</b>
<b>Middle school dropout rate:</b> N/A (CVCHS serves grades 9-12)	<b>Middle school dropout rate:</b> N/A (CVCHS serves grades 9-12)

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Credit Recovery Program	Provided On-Line Credit Recovery Program	Salaries and subscriptions to online curriculum for credit recovery: \$46,200
Provided quality intervention programs.	Provided Intervention Program (Saturday Bridge to Success) and salary for College & Career Counselor	Salaries for Saturday Bridge to Success Program and College & Career Counselor: \$110,000
Provide targeted summer remediation and enrichment programs.	Salaries for Summer Bridge and Summer College Prep programs: \$65,000	Salaries for Summer Bridge and Summer College Prep programs: \$95,750.00
Increased EL achievement.	Salary for ELD/SDAIE teacher: \$72,000	Salary for ELD/SDAIE teacher: \$25,000
Strengthen and expand AVID program for freshmen.	Salary for AVID teacher: \$72,000	Salary for AVID teacher: \$85,763.00

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Estimated Actual Expenditures for 2019-2020 were slightly under the Budgeted Expenditures largely due to the reduction of the Saturday Bridge and Credit Recovery programs by one Saturday. CVCHS received a College and Career Readiness block grant to offset costs of the College and Career Counselor as well as the AVID Program Coordinator. This reduced the LCFF funds spent on

these two expenditures. In addition, the anticipated capacity needed to accommodate EL students was not as large as was budgeted. An extra \$15,000 to provide after school SAT Prep classes for students who would not otherwise have access to those services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

CVCHS has built a robust Response to Intervention (RTI) model including teacher office hours, tutoring, credit recovery (both on campus and online), Saturday and After School programs designed to assist lower performing students throughout the year, English Learner targeted support in the classroom, and summer support programs for intervention in math and English. CVCHS exposes all students to rigorous levels of learning while providing targeted support to those at-risk students who need remediation and intervention early and often.

### Goal 3

Continue to expand character development strategies and programs for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Achievement, Pupil Engagement, School Climate Local Priorities: Character Education

### Annual Measurable Outcomes

Expected Local Metric	Actual
The total number of staff who are trained in Character Education will increase.	During Professional Development days in August of 2019 all staff attended Restorative Justice training. This was an increase from 2018-19 in the total number of staff being trained in Character Education. <b>MET</b>
Expected State Metric	Actual
<b>Other local measures:</b> 50% of CVCHS sophomores will attend "Challenge Day". (P-6)	<b>Other local measures:</b> 86% of CVCHS sophomores attended "Challenge Day". <b>MET</b>
<b>Other local measures:</b> 90% of CVCHS incoming freshmen will attend the Summer Transition Program (P-6)	<b>Other local measures:</b> 94% of CVCHS incoming freshmen attended the Summer Transition Program. <b>MET</b>
<b>Other local measures:</b> CVCHS will demonstrate an average of 80% positive feedback on stakeholder climate surveys. (P-6)	<b>Other local measures:</b> Parent satisfaction with academic program is 91% and school communication is 96%, on April 2019 survey <b>MET</b> School Climate Survey was not done in the spring of 2020

<b>Student suspension rate:</b> CVCHS will maintain a 6% or lower suspension rate. (P-6)	<b>Student suspension rate:</b> CVCHS maintained a 3.0% suspension rate. <b>MET</b>
<b>Student expulsion rate:</b> CVCHS will maintain a 1% or lower expulsion rate. (P-6)	<b>Student expulsion rate:</b> CVCHS maintained a 0% expulsion rate in 2019-20. <b>MET</b>
<b>Facilities:</b> Facilities maintained in good repair: CVCHS will pass site inspections and any issues will be addressed in a timely fashion. (P-1)	<b>Facilities:</b> CVCHS passed site inspections and any issues were addressed in a timely fashion or reported to the Mt. Diablo Unified School District. <b>MET</b>
<b>School attendance rate:</b> CVCHS will maintain a 95% or higher ADA rate. (P-5)	<b>School attendance rate:</b> CVCHS maintained a 96.1% ADA rate. <b>MET</b>
<b>Chronic absenteeism rate:</b> CVCHS will maintain a 6% chronic absenteeism rate or lower. (P-5)	<b>Chronic absenteeism rate:</b> CVCHS maintained a 4.2% chronic absenteeism rate. <b>MET</b>
<b>Parent Communication:</b> CVCHS will send out regular communications including ways for parents to be involved at school (Newsletters, Bulletins).(P-3) State Metric Promotion of parental participation: CVCHS will utilize at least 100 parent volunteers. (P-3)	<b>Parent Communication:</b> CVCHS sent out regular communications including ways for parents to be involved at school (Parent Newsletters, Bulletins, and Special Communications). MET State Metric Promotion of parental participation: CVCHS utilized more than 100 parent volunteers throughout the year for Challenge Day, registration days, and other activities. <b>MET</b>

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Structure the character education curriculum.	Character Counts Institute and Staff Stipends: \$30,000	Instead of Character Counts we trained all certificated staff in Restorative Justice
Provide structured high school transition processes for new students.	Freshman transition program, Link Crew, and associated staff stipends: \$28,000	Freshman transition program, Link Crew, and associated staff stipends: \$26,690.00
Expand scope and focus of Red Ribbon Week.	Operating expenses: \$3,000	Actual operating expenses: \$3,000
Expand activities of Link Crew and Leadership classes	\$21,218.00	\$23,218.00
Provide and support freshmen students with a counselor	\$96,700.00	\$96,700.00
Provide and support students struggling with social-emotional issues with an MFT position dedicated to at risk students/populations.	Staff salary for MFT: \$100,000	Staff salary for MFT: \$110,311.00

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Projected Budgeted Expenditures for 2019-20 were met for Goal 3 Character Education. Instead of using funds for Every 15 Minutes, we expanded character education through the expanded school assemblies, beyond Red Ribbon Week and Character Counts curriculum led by our freshman advisor and P.E. teachers. Additionally, at the beginning of the 2018-2018 school year, a new MFT position was added as an extra layer of support for students struggling with a variety of social-emotional issues. The MFT's caseload varies but includes a number of 'at risk' students from unduplicated populations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

2019-20 data analysis indicates that our staff is invested in character education and support. Beginning with the 2017-2018 school year, an additional character education program was implemented at the 9th grade level using the Character Counts curriculum once a week in Physical Education classes. As these new initiatives and programs continue over the next few years, CVCHS expects the school-wide data to demonstrate growth in this area. Data collected from CVCHS Parent Surveys reflect our community's confidence that CVCHS has a positive school culture and safe campus.

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
An added cost for in-person instruction is the funding going to pay for small group facilitators on campus. Small group facilitators allow students to attend classes on campus for the entire day while still fully accessing all of their classes via the computer. In person instruction for vulnerable students	\$150,000.00	\$213,500.00	Yes



or those with acute learning needs is a superior option for those who decide to engage in on-campus learning.			
Custodial costs is another action CVCHS is funding at a higher rate than pre-COVID-19.	\$110,000.00	\$186,170.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

CVCHS expended an additional \$63,000 for instruction and an additional \$76,000 for custodial work to ensure that CVCHS had a clean, safe environment for effective instruction to occur.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

CVCHS opened up in-person learning in October of 2020 for a limited group of high needs students. CVCHS expanded the option for all students to come on campus for hybrid learning in January of 2021 and continued to expand through the spring. Currently, CVCHS has 70 teachers and over 800 students attending in-person classes over the course of a five day week.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
CVCHS has invested in increased technology through purchasing hardware and software that will aid teachers and students with distance learning. This includes additional chromebooks, hotspots and various software programs and subscriptions. Providing chromebooks and wifi hotspots increases services to students who do not have a device at home for internet access, who do not have consistent internet access or both. While these services are available to all students, they certainly benefit low income students.	\$178,000	\$362,180.00	Yes

CVCHS has created TOSA (teacher on special assignment) positions that focus on supporting teachers with implementing Educational Technology.	\$57,000	\$43,200.00	No
All CVCHS teachers have the option of being reimbursed for up to \$750 in purchases that will assist them with facilitating distance learning.	\$10,000	\$23,300.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Clearly, as the COVID pandemic extended, CVCHS expended the proper amount of money to ensure that students were given the maximum opportunity to be successful.

### **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

CVCHS started the 2020-21 school year in distance learning and has worked collaboratively with all stakeholders to implement a distance learning plan. The expectations for instruction have not changed from when CVCHS offered in person instruction and all teachers are continuing to deliver standards-based instruction to their classes. Teachers have fewer minutes each week with students, so the quantity of material being presented has been reduced, but the quality of instruction is expected to remain the same. CVCHS' distance learning program combines synchronous and asynchronous learning. All instruction is facilitated through a common platform – the Schoology Learning Management System. CVCHS is able to maintain the same schedule for distance learning, hybrid learning and in person instruction in the 2020-21 school year. Should there be a need to transition between these phases, CVCHS has the ability to maintain a consistent schedule. In the second semester of 2020-21 CVCHS instituted a hybrid learning program that invited students and teachers back to campus on a voluntary basis and have seen a strong response on the part of both teachers, students and support staff.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
For this section, there are no additional actions requiring a fiscal investment beyond what CVCHS would do in a traditional school year with 100% in-person learning.	\$0.00	\$0.00	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

N/A

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Some successes of the summer programming include the attendance and completion rates in our Freshman Bridge program (286 students, just over half the incoming freshman class, completed the program) and the completion rate of our learning-loss program for grades 9-12 (126 learning-loss courses completed). One of the primary challenges associated with Pupil Learning Loss, specific to our summer efforts, was that students enrolled on the Full-course or Mastery-based courses during the summer did not complete the courses within the allotted time (64 full-course completions, 78 mastery-based completions). This resulted in continuing the program for both credit recovery and learning-loss remediation through the fall and spring semesters at CVCHS which yielded increased results (108 additional full-course completions and 390 mastery-based course completions post-summer). The continuance of our summer school credit recovery programs throughout the year has allowed students to continue to work on remediating failed grades and strengthen their skills while simultaneously working on their new courses.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

CVCHS implemented a data-based intervention plan at the beginning of the school year in order to (as proactively as possible) identify students in need of additional support. Attendance and grades were used to identify students in need of additional support - such as a weekly check-ins with a school-based mental health provider or a parent meeting. Additionally, CVCHS created a Coordination of Student Services Team (COSST) in order to review more complex student needs. This team used an interdisciplinary team of administrators and school-based mental health professionals to develop interventions to meet student needs. Aside from these two new school-wide interventions, school-based mental health professionals provided individual and group counseling as well as student and family workshops and webinars, all virtually. Once county-issued restrictions lifted, this team continued their work by providing services in person where possible, as well as going to student homes. Services were still offered virtually. As a team of six school counselors, a licensed MFT, a school psychologist, a Dean of Students, and nine PPS/MFT interns, CVCHS was able to provide mental health support to many students and families. Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

CVCHS created a multi-tiered intervention plan to maintain student access and engagement to distance learning. This includes students who are identified as foster youth, english learners and students experiencing homelessness. Families receive daily personal calls from school staff when students are not accessing and engaged with distance learning, in addition to daily automated phone calls to communicate attendance (a continuation of services pre-COVID). Another pre-COVID intervention that will continue during this time are weekly report cards that are emailed home to students and families with a report of students' current grades. Students are also case managed via phone, email and video call (e.g. Zoom) by school counselors and other student support staff to address academic and social/emotional student needs. Students who continue to show lack of access and engagement, or express a need for social/emotional support, will receive additional support from school-based mental health clinicians. Attendance intervention staff will also conduct family meetings and home visits to address lack of access and engagement.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

CVCHS partners with Chartwells to provide an outstanding food service for students as well as for staff. All State and Federal guidelines are followed as required by the California Department of Education (CDE). Meals are available to all students whether

instruction is on or off campus. During the Spring of 2020, CVCHS offered food pickup on several days, while also using creative food options like Bulk Food Distribution. Clayton Valley Charter prepared and served over 70,000 meals for the local community over the Spring and Summer of 2020. Food service will continue for the 2020-21 school year. Given the recent changes to the school food services program at the state and national level, CVCHS is adjusting its 2020-21 food services program to maximize the number of students and families accessing the school meals in hopes of ensuring every family and student in need can get the support needed.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	There were no additional actions included.	\$0.00	\$ 0.00	N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

CVCHS has determined a number of number of lessons learned from implementing in-person and distance learning programs in 2020-21 The following is a synopsis:

CVCHS will continue to expand and develop teacher of use of Schoology LMS (Learning management system)

CVCHS will continue to ensure constant updates on grades to students and parents on a weekly, monthly, quarterly and semester basis.

CVCHS will continue provide targeted academic and social emotional support to all students

CVCHS will continue to provide all technological support to students so as to maximize academic performance.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

CVCHS continues to analyze, on a daily, weekly and monthly basis the academic and social/emotional progress of all 2300 students enrolled. This is done through the surveillance of administrative, guidance and certificated teaching staff.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

CVCHS worked hard to implement the goals and action outlined in the Learning and Continuity and Attendance Plan and experienced no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP by identifying ways to ensure that students are college and career ready, in measurable ways, when they graduate from CVCHS. In addition, the Learning Continuity and Attendance Plan has informed how we will continue to ensure that we have support programs in place to ensure we support struggling students that may have been adversely

impacted by the COVID pandemic. Those supports include support classes infused into the daily master schedule as well as after school and on-line classes to help students overcome credit deficiencies.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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## 2021-22 Plan Summary

### General Information

A description of the LEA, its schools, and its students.

Clayton Valley Charter High School (CVCHS) is an independent conversion charter school. CVCHS offers a comprehensive high school program focused on college and career preparation, 21st Century skills, and character education. Serving more than 2,200 students, CVCHS is proud to provide diverse and challenging curricular opportunities as well as robust co-curricular activities.

Recently, Clayton Valley Charter High School revised the school’s Mission, Graduation Requirements, and Gradation Profile. The new mission, as articulated in the 2020-25 charter, is:

***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.***

The new mission is student centered and has student achievement as the desired outcome. In addition, the new mission articulates graduates will be “successful, lifelong learners and productive, responsible citizens in a diverse society.” This updated mission statement is a direct reflection of the reality students will face upon graduation and the desire of CVCHS to prepare its graduates for post high school success.

In regard to graduation requirements, CVCHS raised the bar for students and has aligned the school’s graduation requirements with the “a-g” requirements. These are the entrance requirements for the UC and CSU systems in California as CVCHS desires that all graduates are eligible to apply to a public, four-year college in California. While not all students will attend one of the UC or CSU schools post high school, CVCHS has prioritized the need for all students to have the option to attend such a school should they desire.

Beyond the mission and the graduation requirements, CVCHS has further articulated success for students with a revised graduate profile referred to as the Profile of an Eagle. The profile is a list of measurable achievements that each student can accomplish and are leading indicators of post high school success.



The mission uses aspirational language like “successful,” “productive” and “responsible” to describe the traits CVCHS wants its students to embody. The profile specifically identifies what students can accomplish to demonstrate these traits and leaves room for student choice based on interests. For example, one element of the profile is for students to complete a sequence of elective courses. Some students may select auto, sports medicine or another CTE pathway. Others may look to music or visual arts. All students can meet the expectations outlined in the profile while still maintaining their unique identity. This is an important factor when considering student engagement. Further, the profile expects students to prepare for a career by specifically expecting students to have “participated in work-based learning” and “created a plan for post-high school education and life.”

### 2020/21 Student Enrollment by Group

#### By Percent of Total Enrollment

- Black or African American 3.9
- American Indian or Alaska Native 0.3
- Asian 7.7
- Filipino 6
- Hispanic or Latino 22.2
- Native Hawaiian or Pacific Islander 0.7
- White 47.8
- Two or More Races 8.2
- Socioeconomically Disadvantaged 22.3
- English Learners 2.2
- Students with Disabilities 7.5
- Foster Youth 0
- Homeless 0.1

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During distance learning and a limited number of students on campus during hybrid learning the number of suspensions dramatically declined in 2020-21. There was no state testing (CASP) in 2020 so schoolwide scores were unchanged.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CVCHS has a strong academic performance record but it can always improve. Especially given the COVID pandemic, we anticipate a need to address lagging student performance and increased social/emotional issues as a result of a year of distance learning.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

CVCHS is making a strong effort to ensure that all students are college ready at the end of their four years at high school. To that end the 2021-24 LCAP emphasizes a number of goals and actions focused on student academic performance, long term planning and experiences that will have students prepared for the next step in their development.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

CVCHS held a series of meetings to gather input from the following stakeholder groups:

Parents 4/20/21 / Students 5/14/21 / Department Chairs 4/20/21 / Classified 5/13/21 / Certificated Staff 5/19/21 / ELAC Committee 5/18/21 / School Board 5/11/21

A summary of the feedback provided by specific stakeholder groups.

All stakeholder groups were provided with a google feedback form that allowed for input as to how LCFF funds might be distributed to support the goals of the LCAP. The predominant feedback related to CVCHS being able to ensure that students can read, write and manage mathematics effectively. In addition, CVCHS can ensure that students have multiple opportunities, in addition to, but not exclusive to, athletics, with regard to extra-curricular options of engagement.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Because the LCAP is a third iteration of the CVCHS Charter Renewal and WASC Self-Study the Focus Groups were well apprised of the elements of the LCAP and the primary feedback was to confirm the focus on literacy and numeracy and doing our best to provide a variety of social/emotional services for parents and students and expand extra-curricular opportunities as much as possible.

# Goals and Actions

## Goal 1

Goal #	Description
1	<b>Provide a positive, student centered environment</b>

An explanation of why the LEA has developed this goal.

CVCHS seeks to maintain a safe environment for students to thrive both academically and socially. Therefore, we have included actions and measures targeted at post secondary preparation and a positive experience at school for students during their four years on campus.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of graduating students deemed “Prepared” on California’s College/Career Indicator	68.3% of the Class of 2020 at CVCHS was deemed “Prepared” on California’s College/Career Indicator	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	90% of the Class of 2020 at CVCHS was deemed “Prepared” on California’s College/Career Indicator
Percent of graduating students who completed a sequence of elective courses	38.5% of the Class of 2020 at CVCHS completed a sequence of elective courses	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	90% of the Class of 2020 at CVCHS completed a sequence of elective courses
Percent of graduating students who participated in at least two college visits	61% of the Class of 2020 at CVCHS participated in at least two college visits	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	90% of the Class of 2020 at CVCHS participated in at least two college visits
Percent of graduating students who participated in at least two extra-curricular activities	50% of the Class of 2020 at CVCHS participated in at least two extra-curricular activities	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	90% of the Class of 2020 at CVCHS participated in at least two extra-curricular activities
CA School Dashboard: Student suspension rate as a percentage	2019 CA School Dashboard: 3.6%	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Maintain a 3 or lower student suspension rate.

Student Expulsion Rate as a percentage	0%	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Under 1%
Student attendance rate as a percentage	Lack of Engagement Rate 14%	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Maintain a 95.5% Attendance Rate
Rate of teacher mis-assignment	2%	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	0% teacher mis-assignment rate
Facilities maintained	Based on SARC REport 66% Good or Excellent Rating in nine categories	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Based on SARC REport 76% Good or Excellent Rating in nine categories
Average percentage of positive feedback on parent surveys	90% positive response from parents about overall school performance  Standard met on Ca Dashboard	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Demonstrate an average of 90% or above positive feedback on parent surveys.
Seek parent input with regular communications including ways for parents to be involved at school	CVCHS will send out weekly Parent Newsletter and periodic communication around key events.  Twice monthly PFC (Parent Teacher Committee) meetings	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Maintain weekly communication and monthly meetings
Promotion of parental participation	CVCHS will see a 65% parent participation rate based on survey data	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	CVCHS will see a 65% parent participation rate based on survey data
Surveys of pupils to measure safety and school connectedness	CVCHS will see a 85% rate of safety and connectedness based on the California Healthy Kids Survey	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Maintain 85% or higher
Surveys of teachers to measure safety and school connectedness	CVCHS will see a 85% rate of safety and	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Maintain 85% or higher

connectedness based on survey data

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Development	<ul style="list-style-type: none"> <li>Human resources team who ensures all staff are properly qualified for their roles</li> <li>Ensures ongoing training and professional development occur to support staff in meeting their professional expectations as well as to grow and progress in the skills needed for their specific role.</li> <li>Teachers who are new to CVCHS receive effective onboarding by attending two days of professional development prior to the remaining staff returning from the summer.</li> <li>Full time instructional coach on staff and each department has an administrator responsible for ensuring high quality teaching is occurring in every classroom.</li> <li>Implement feedback from teachers to students that is consistent across the school</li> </ul>	\$100,,000	N
2	Facilities	<ul style="list-style-type: none"> <li>Facilities Manager continues to provide improvements and repairs as needed</li> <li>after hours security and updated campus monitoring system</li> </ul>	\$10,000	no
3	Student SEL Support	<ul style="list-style-type: none"> <li>Staff anti-bullying training</li> <li>Restorative justice approach to discipline</li> <li>Interdisciplinary staff dedicated to supporting positive student behavior on campus and to reinforce expectations where needed</li> <li>Provide and support students struggling with social emotional issues</li> </ul>	\$50,000	yes
4	Extracurricular	<ul style="list-style-type: none"> <li>Offer over fifty clubs from which students can choose.</li> <li>Continue to implement the Freshman Transition Program</li> <li>Credit recovery program</li> </ul>	\$80,000.00	yes
5	Parent Engagement	<ul style="list-style-type: none"> <li>Teacher office hours</li> <li>Work with organizations that create and foster a strong bridge between the school and the community.</li> <li>Parent communication and parent groups (ELAC, PFC, band boosters, athletic boosters)</li> </ul>	\$10,000	No

## Goal Analysis [N/A for 2021 LCAP]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

### Goal

Goal #	Description
2	All students will be challenged academically

An explanation of why the LEA has developed this goal.

This goal was derived from the 2019/20 CVCHS Charter Renewal Petition and WASC Self Study Report. The specific academic goals were born out of desire by the various stakeholder groups to ensure that the maximum number of students have had access to programs and courses to make them college ready.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Percent of graduating students eligible to attend a four-year public university in California	65_% of the Class of 2021 met the A-G requirements to be eligible to attend a four-year public university in California	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	90% meeting A-G requirements
Student access to standards- aligned instructional materials	100% students have access	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Maintain 100%
Implementation of academic and performance content standards for all students	100% implementation	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Maintain 100%
CA School Dashboard: English Learner Progress Indicator	2019 CA School Dashboard ELPI Data: 65% No data in 2020	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Dashboard ELPI Data: 75% on the Dashboard English Learner Progress Indicator
Percentage of student subgroups meeting or exceeding standards on state assessments (CAASPP)	Baseline data coming Spring 2022	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	65% in Math and 85% in English ELA
English learner reclassification	2019-2020: 63% Reclassification Rate	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	2019-2020: 83% Reclassification Rate
Percentage of students who passed AP exam with score of 3 or higher	75% Passing	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	75% Passing
MAP Assessments	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	3-year outcome pending baseline data

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Cycles	<ul style="list-style-type: none"> <li>• Three times a year, in October, December and right before Spring Break, students take summative assessments and teachers are provided with a “data day” to analyze the results and plan their next steps.</li> <li>• Implement minimum days</li> <li>• Leverage our new Internal Dashboard to monitor data more frequently to make adjustments that can be measured prior to the end of the year .</li> </ul>	\$100,000	N
2	EL Achievement	<ul style="list-style-type: none"> <li>• Increased EL achievement by staffing an ELD/SDAIE teacher</li> <li>• Continue to strengthen ELD class through integrated instruction and immersion in the general education classroom.</li> <li>• Increase identification strategies for English learners who need 504 or special education services</li> <li>• Focused and sustained professional development, with an emphasis on effective techniques such as Specially Designed Academic Instruction in English (“SDAIE”).</li> <li>• Flexible scheduling to provide ELD instruction every day and to create more opportunities for instruction and projects focused on the needs of English Learners.</li> <li>• Increase the number of English Learners in AP and honors classes, sports, clubs, and academies.</li> <li>• Provide sustained and focused in-services for all staff to increase awareness of English Learners’ challenges and to train in effective instructional strategies such as SDAIE and Direct Instruction</li> <li>• Articulate with middle and elementary school teachers, where possible, to arrange delivery of prepared lessons by CVCHS English Learner students</li> </ul>	\$50,000	Y
3	College Prep	<ul style="list-style-type: none"> <li>• Implement Internal dashboard will aid in supporting students from before 9th grade to prepare to be able to access and be successful in rigorous opportunities such as AP classes.</li> <li>• College and Career Counselor</li> <li>• College Bound Day</li> </ul>	60,000	N
4	CCSS implementation	<ul style="list-style-type: none"> <li>• Support CCSS implementation for all teachers</li> </ul>	General Fund	N
5	Interventions	<ul style="list-style-type: none"> <li>• Provided quality intervention programs.</li> <li>• put systems in place to identify students in need of additional support</li> </ul>	\$100,000	Y

- |  |  |   |  |  |
|--|--|---|--|--|
|  |  | <ul style="list-style-type: none"><li>• Progress monitoring progress checks at the midpoint and at the end of each quarter.</li><li>• Provide structured high school transition process for new students.</li><li>• Academic Tutoring and Saturday Bridge to Success Program</li><li>• Academic Mentoring Program</li></ul> |  |  |
|--|--|---|--|--|

## Goal Analysis [N/A for 2021]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

# Goal 3

Goal #	Description
3	All students will develop the skills and mindsets to graduate as successful, lifelong learners

An explanation of why the LEA has developed this goal.

AS with Goal 2, this goal was derived from the 2019/20 CVCHS Charter Renewal Petition and WASC Self Study Report. The specific academic skills were by certified staff to ensure that the maximum number of students have the skills and mindsets to make them college ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard: College and Career Indicator	2019 CCI % and color: 64.1 % prepared (Yellow)	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	75% Prepared as reported on the CA School Dashboard
CA School Dashboard: High school graduation rate	2020: 95.7% for 2020	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Maintain a graduation rate of 95% or higher
High school dropout rate	Lower than 4%	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Maintain a dropout rate of 4% or lower
Students reading at a college level as a percentage	Achieve 3000 Students (9-12) will achieve a 50 pt. Lexile Level improvement over the course of the year.	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Achieve 3000 Students (9-12) will achieve a 100 pt. Lexile Level improvement over the course of the year.
Students writing at a college level as a percentage	Baseline data coming SY 21-22	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Outcome pending baseline data in SY 21-22
Demonstration of college level quantitative reasoning	Baseline data coming SY 21-22	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Outcome pending baseline data in SY 21-22

# Actions

Action #	Title	Description	Total Funds	Contributing
1	College Visits	<ul style="list-style-type: none"><li>• Students participate in at least two college visits</li><li>• College bound day</li></ul>	40,000	N
2	College Ready Skills	<ul style="list-style-type: none"><li>• Incorporate college level writing skills with student senior projects and portfolio presentations</li><li>• Leverage CCSS writing rubrics and CSU writing rubric</li><li>• Continue to provide supplemental programs Achieve 3000 and NewsELA</li><li>• Student enrollment in a quantitative reasoning course each year</li></ul>	20,000	N
3	College and Career Readiness	<ul style="list-style-type: none"><li>• Expand CTE pathways</li><li>• Credit Recovery Program</li><li>• Expand partnerships with local colleges and universities to allow more students to complete courses on their campus</li></ul>	100,000	N

## Goal Analysis [N/A for 2021]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

## Goal 4

Goal #	Description
4	<b>All students will be productive, responsible citizens in a diverse society</b>

An explanation of why the LEA has developed this goal.

CVCHS believes that in addition to academic development and performance, students need to develop an understanding and appreciation for their role in the society beyond Clayton Valley That includes, but is not limited to, developing a plan for life after high school, understanding their role as a digital citizen and understanding and appreciating differences between classmates and people in the larger society.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate as a percentage	Chronic Absenteeism rate: 14%	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	Chronic Absenteeism rate: 7%
Completed Community Service	Baseline data coming school year 21-22	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	3-year outcome pending baseline data in SY 21-22
Post-Secondary Success Plan Completion	75% students reporting via Naviance	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	85% students reporting via Naviance
Demonstrated Digital Citizenship	Baseline data coming school year 21-22	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	3-year outcome pending baseline data in SY 21-22
Students demonstrated personal fitness	No Data due to COVID	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	3-year outcome pending baseline data

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Work Based Learning	<ul style="list-style-type: none"> <li>Engage in work based learning</li> <li>Increase exposure to internships and other employment opportunities with an emphasis during the summer between 11th and 12th grade</li> </ul>	60,000	N
2	Post-Secondary	<ul style="list-style-type: none"> <li>Create a plan for post-high school education and life</li> <li>Guidance Team to support and progress monitor students' plans</li> <li>Incorporate families into the planning process</li> </ul>	100,000	N
3	Digital Citizenship	<ul style="list-style-type: none"> <li>skill development and responsible use of technology and digital platforms with all students</li> <li>Expand access to AVID</li> <li>Instructional Resources Coordinator to support physical and digital resources</li> </ul>	50,000	N
4	Exemplary Attendance	<ul style="list-style-type: none"> <li>Dean of Attendance to support effective coordination of student support systems, including strong partnerships with families to maintain high attendance</li> <li>Student discipline team focused on supporting student attendance</li> </ul>	Part of General Fund	N

## Goal Analysis [N/A for 2021]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20%	[\$200,000

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The primary focus of the actions is to enhance the social/emotional and academic support for the three unduplicated populations (Foster Youth / English Learners and low income students. It is the belief of CVCHS that a well-rounded school experience that focuses on the command of fundamental academic and technological skills will position these students to be successful in the next phase of their journey into college and careers.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All foster youth, english learners and low income students will receive increased support by having more access to instructional support services both during the school day as well early morning and after school. The resources from the LCAP will allow us to increase the number of people on campus supporting in this regard. Additionally, these students will receive additional social emotional support for themselves and their families, in the form of enhanced programs for immediate support for students and workshops for parent education.