



2021-2022 Local Control and Accountability Plan (LCAP) Supplement

LCAP Actions Mid-Year Expenditure and Implementation Data

Goal 1: Academic Achievement: All students will have access to rigorous instruction that is aligned to the CA state standards, delivered by highly qualified credentialed staff, that will lead to demonstrated growth towards meeting and improving grade level skills and content knowledge in all core content areas.				
Action #	Action Title	Initial LCAP Budget	Expenditures to Date	Notes
1	Implement base instructional program	\$85,000	\$22,000	Attend conferences/professional development that support the implementation of the CCSS, NGSS, standards based instruction, as well as ELD, GATE, technology and PBL instructional strategies.
2	Attend conferences/professional development that support the implementation of the CCSS, NGSS, standards based instruction, as well as ELD, GATE, technology and PBL instructional strategies.	\$339,000	\$183,060	Provide two Literacy Coaches for instructional support and reading intervention
3	Provide access to standards aligned instructional materials and clear evidence of a Multi-Tiered System of Support for all students as outlined in our charter petition	\$550,000	\$330,000	Full-time aides in all TK-3 classrooms
4	Math intervention	\$174,568.00	\$105,000	Tier 3 Math intervention classes for grades 2-5, to enhance conceptual and procedural understanding of standards
5	Provide release days for grades TK-8 three times per year for data analysis and learning labs	\$115,000	\$15,000	School business subs will be utilized to cover the classrooms providing each teacher release time throughout the year.
	TOTALS	\$1,263,568	\$655,060	

Goal 2: All students will engage in rigorous, relevant and differentiated learning that develops the 21st century skills of collaboration, critical thinking, communication and creativity, through a focus on making connections between disciplines and applying what they have learned to real life.

Action #	Action Title	Initial LCAP Budget	Expenditures to Date	Notes
1	CVC Green School	\$150,000	\$98,000	Makerspace materials STEM backpacks
2	World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness.	\$141,000	\$83,160	A-G approved Spanish course being offered
3	Fine Art experiences	\$230,000	\$138,000	Tysen Knight each week for a 2-hour session. These sessions also will connect to Leader in Me.
4	Music appreciation/Education program	\$129,000	\$69,785	
5	Maintaining Instructional Technology	\$145,000	\$101,000	Purchase hot spots device replacements VR headsets
6	Kid Grit (English Learner focused)	\$14,200	\$4,111	
7	English Learner Supports	\$30,000	\$12,888	
	TOTALS	\$839,200	\$ 506,944	

Goal 3: As a learning community, all students will continue to develop skills in social, emotional and physical well-being that will support the development of the whole child in preparation for overall college and career readiness.

Action #	Action Title	Initial LCAP Budget	Expenditures to Date	Notes
1	Maintain and enhance a sense of community on campus, within the classroom, grade level and school community.	\$170,000	\$98,777	Leader in Me Restorative Practices Intramurals After School Clubs and Activities
2	PE/Nutrition program	\$490,229	\$249,718	3 full-time PE teachers Playworks Coach
3	Mental Health Support	\$373,250	\$205,287	Employ two full-time School Counselors and a Mental Health Therapist that will perform a variety of duties.
4	Employ 5 Supervision Aides as mentors to our students during their lunchtime	\$62,341	\$37,405	All 5 are now hired
	TOTALS	\$1,095,821	\$591,188	

Goal 4: Parent and Community Partnerships Engagement:

Engage students, their families, and the community in education by creating inclusive environments that support personal and academic growth.

Action #	Action Title	Initial LCAP Budget	Expenditures to Date	Notes
1	Parent engagement, involvement, and leadership	\$10,000	\$11,969	
2	Student engagement	\$150,969	\$98,511	Upgrade Library to a modern Media Center



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LCAP Metrics Update – February 2022

Introduction

This report provides a progress update on all metrics within the 2021-2022 CVC LCAP. Given that LCAP metrics are designed to be summative of a year or the three-year plan as a whole, not all metrics are able to be reported at the time of this supplementary report. LCAP metrics will be noted as reportable within three categories based on valid reportability at this time of the year.

- **Known Outcomes** – Metrics that can be reported in full at the time of this report. In general, these are data points that are publicly available from CDE reporting or the data collection window has closed for the metric.
- **Outcomes in Progress** – Metrics that are estimates of current performance based on local calculation and progress monitoring. Reported items in this area may use correlated data sources (e.g. Renaissance Star Results as a progress monitoring measure for CAASPP), locally calculated data reporting (e.g. current attendance and chronic absenteeism rates), or snapshot count metrics of progress to date (e.g. Family Center event participation). These metrics are subject to change as students and systems progress through the year.
- **Unknown Outcomes** – Metrics that cannot be reported as part of this supplement, primarily due to data collection timelines and data availability. Historic results may be provided for these measures where appropriate.

In all cases, 2021-2022 data is locally calculated using the same or similar rules to the CA School Dashboard or CDE data releases. Each metric is presented with a statement that clarifies any calculation adjustments or data points used as progress monitoring for the CDE measure where appropriate. Note that all local calculations are best viewed as a “snapshot in time,” subject to change during the remainder of the 2021-2022 academic year, and contain minor statistical error margins.



Goal 1: Academic Achievement: All students will have access to rigorous instruction that is aligned to the CA state standards, delivered by highly qualified credentialed staff, that will lead to demonstrated growth towards meeting and improving grade level skills and content knowledge in all core content areas.

Metric 1A – Highly Qualified Teachers

Status: Outcome in Progress – 100% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and Every Student Success Act (ESSA) promoting equitable access to highly qualified teachers. Teaching Credential with appropriate English Learner authorization			
	2019-2020	2020-2021	2021-2022
% of teachers meeting Highly Qualified	100%	100%	100%

Metric 1B – Williams Textbook Materials Compliance

Reported as the percentage of schools found to be in compliance with Williams Textbook requirements.		
	2020-2021	2021-2022
Access to aligned instructional materials Outcome	100%	100%

Metric 1C – CA School Dashboard, Academic Indicator for ELA

Status: Outcome in Progress – Progress monitored through Renaissance Star Reading test results. Data reported as % of students meeting or exceeding standards or % of students projected to meet or exceed standard on CAASPP in grades 3-8.			
Student Group	2019 CAASPP (No districtwide results available for 2020 or 2021 CAASPP)	2021-2022 Star Screening Window 1 (Aug-Sept 2021)	2021-2022 Star Screening Window 2 (Available February 2022)
All students	66.20%	39.1%	38.9%
African American	62.50%	44.4%	50%
Filipino	85.19%	58.4%	75.4%
Hispanic	61.47%	35.3%	27.8%
White	79.61%	54.6%	43.1%
English Learner	26.17%	39.1%	38.9%
Homeless	54.54%	41.4%	46.8%
Socioeconomically Disadvantaged	61.87%	28.9%	37.6%
Students with Disabilities	30.00%	0.08%	0.13



Metric 1D – CA School Dashboard, Academic Indicator for Math

Status: Outcome in Progress – Progress monitored through Renaissance Star Reading test results. Data reported as % of students meeting or exceeding standards or % of students projected to meet or exceed standard on CAASPP in grades 3-8 and 11.

Student Group	2019 CAASPP (No districtwide results available for 2020 or 2021 CAASPP)	2021-2022 Star Screening Window 1 (Aug-Sept 2021)	2021-2022 Star Screening Window 2 (Available February 2022)
All students	47.17%	25.2%	28.7%
African American	25.00%	53.8%	58.3%
American Indian	N/A	N/A	N/A
Asian	%	77.8%	77.8%
Filipino	62.96%		
Hispanic	41.9%	42.1%	55.5%
Pacific Islander	N/A	N/A	N/A
White	66.02%	26.9%	29.7%
Multiple Race	N/A	N/A	N/A
English Learner	15.89%	19.2%	23.9%
Foster Youth	N/A	N/A	N/A
Homeless	50.00%	15.4%	18.2%
Socioeconomically Disadvantaged	42.79%	31.1%	32.5%
Students with Disabilities	22.50%	11.1%	8.6%

Metric 1E – English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

Status: Outcome Known Reclassification Rate indicates the percentage of English Learner students redesignated within the school calendar year. PSUSD looks to meet or exceed the Riverside County rate for this metric.

Entity	2019-2020	2020-2021
CVC	30.7%	14.7%
Riverside County	15.0%	6.2%
California	13.8%	6.9%

Metric 1F – Williams Facilities Inspection Results

Status: Outcome Known

Facilities are inspected annually and rated using the Facility Inspection Tool (FIT) by both RCOE and PSUSD Maintenance and Operations. CVC continues to be in 100% compliance in 2021-2022.. Items identified as in need of correction either have been addressed by PSUSD Maintenance and Operations or being addressed within the requisite timelines.

Metric 1G – Student Attendance Rates

Status: Outcome in Progress

Reported as the percentage of students present at school on an average day during the academic year. 20219-2020 data was not released by the CDE due to school closures affecting the validity of the data set. Therefore, 2018-2019 data is presented to show “pre-pandemic” rates and locally calculated rates for 2019-2020 are provided ending on the date of school closures (March 13, 2020). CDE released official data for 2020-2021 via DataQuest. 2021-2022 data is the percentage as of the end of the first semester.

Cohort	2018-2019	2019-2020 (thru 3/13/20)	2020-2021
All students	97.97%	98.01%	97.92%
African American	97.76%	98.67%	98.73%
Hispanic	98.04%	98.08%	97.76%
English Learner	98.09%	98.02%	97.49%
Socioeconomically Disadvantaged	98.11%	98.09%	97.91%
Students with Disabilities	97.81%	97.86%	96.96%

Goal 2: All students will engage in rigorous, relevant and differentiated learning that develops the 21st century skills of collaboration, critical thinking, communication and creativity, through a focus on making connections between disciplines and applying what they have learned to real life.

Metric 2A – CA School Dashboard, Chronic Absenteeism Rates

Status: Outcome in Progress

Reported as the percentage of students who have been absent for more than 10% of their enrolled days during the academic year (minimum 30 enrolled days). No data was released for 2019-2020 due to school closures, therefore 2018-2019 data is provided to show “pre-pandemic” rates. Although performance levels (colors) were not issued for 2020-2021, CDE released chronic absenteeism rates for 2020-2021 via DataQuest. 2021-2022 data is the percentage as of the end of the first semester, which is heavily impacted by COVID-19 related health exclusions. Note that this percentage can decline as currently identified chronically absent students are enrolled and attending for more time.

Cohort	2018-2019	2020-2021	2021-2021 (S1 only)
All students	.44%	3.97%	18.10%
African American	5.88%	.00%	11.76%
Hispanic	.43%	4.56%	18.25%
English Learner	0.00%	4.26%	18.54



Socioeconomically Disadvantaged	.45%	3.72%	17.51%
Students with Disabilities	1.64%	4.92%	13.11%

Metric 2B – Family Perception of School Connectedness via School Climate Survey

Status: Outcome Unknown

Data for this metric is directly tied to the school climate survey window conducted in February of each year. Specifically, this area is addressed in the “Sense of Belonging” item set. The school climate survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform.

Metric 2C – Family Perception of School Safety via School Climate Survey

Status: Outcome Unknown

Data for this metric is directly tied to the school climate survey window conducted in February of each year. Specifically, this area is addressed in the “School Safety” item set. The school climate survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform.

Metric 2D – Expulsion Rates

Status: Outcome in Progress

Reported as the percentage of students who have been expelled during the academic year. CDE released official data for 2020-2021 via DataQuest. 2021-2022 data is the percentage as of the end of the first semester.

Cohort	2019-2020	2020-2021	2021-2021 (S1 only)
All students	0.0%	0.0%	0.0%
African American	0.0%	0.0%	0.0%
Hispanic	0.0%	0.0%	0.0%
English Learner	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%



Metric 2E – CA School Dashboard, Suspension Rate

Status: Outcome in Progress Reported as the percentage of students who have been suspended one or more times in the academic year. CDE did not provide performance levels (colors) for the 2020-2021 year, therefore comparisons are provided using solely the suspension rate percentages. Data for 2021-2022 is reported as of the end of the first semester (August through December 2021). *It is important to note that suspension rates for 2020-2021 are extremely low due in large part to distance learning, as nearly all 2020-2021 suspensions occurred during the hybrid learning period.

Cohort	2019-2020	2020-2021*	2021-2021 (S1 only)
All students	0.348%	0.0%	.238%
African American	0.0%	0.0%	0.00%
Hispanic	.313%	0.0%	2.9%
English Learner	.087%	0.0%	.238%
Socioeconomically Disadvantaged	.348%	0.0%	.238%
Students with Disabilities	0.0%	0.0%	0.0%

Metric 2F – Middle School Dropout Rate

Status: Outcome Unknown Data is collected for this metric at the end of the year based on the final outcome of middle school students in grades 7 and 8, based on end of year CALPADS reporting. Locally calculated 2019-2020 and 2020-2021 rates are presented, reflecting the contextual impact of both Spring 2020 school closures and distance learning/hybrid learning structures.

Cohort	2019-2020	2020-2021
All students	0.00%	0.00%
African American	0.00%	0.00%
Hispanic	0.00%	0.00%
English Learner	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students with Disabilities	0.00%	0.00%



Goal 3: As a learning community, all students will continue to develop skills in social, emotional and physical well-being that will support the development of the whole child in preparation for overall college and career readiness.

Metric 3A – Student Perception of School Connectedness via School Climate Survey

Status: Outcome Unknown

Data for this metric is directly tied to the school climate survey window conducted in February of each year. Specifically, this area is addressed in the “Sense of Belonging” item set. The school climate survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform.

Metric 3B – Student Perception of School Safety via School Climate Survey

Status: Outcome Unknown

Data for this metric is directly tied to the school climate survey window conducted in February of each year. Specifically, this area is addressed in the “School Safety” item set. The school climate survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform.



Goal 4: Parent and Community Partnerships Engagement:

Engage students, their families, and the community in education by creating inclusive environments that support personal and academic growth.

Metric 4A – Parent Participation in Stakeholder Input

Status: Outcome Unknown

Data for this metric is directly tied to the LCAP survey window conducted in February of each year. The LCAP survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform and open response opportunities through the ThoughtExchange platform.

Metric 4B – Family Perception of School Climate of Support for Academic Learning via School Climate Survey

Status: Outcome Unknown

Data for this metric is directly tied to the school climate survey window conducted in February of each year. Specifically, this area is addressed in the “Support for Academic Learning” item set. The school climate survey window is scheduled from January 24th through March 4th, utilizing items within the Panorama survey platform.