

Chino Valley Unified School District
Annual Update to the Board of Education-Part 1
March 2, 2017

Local Control and
Accountability Plan
(LCAP)



LCAP Focuses on 8 State Priorities

Conditions of Learning

- Basic Services (Priority 1)
- Implementation of State Standards (Priority 2)
- Course Access (Priority 7)






Student Outcomes

- Student Achievement (Priority 4)
- Other Student Outcomes (Priority 8)

Engagement

- Parent Involvement (Priority 3)
- Student Engagement (Priority 5)
- School Climate (Priority 6)

LCAP Goals Set by Chino Valley Unified

 1	Learning Environment (Credentialed Teachers, Instructional Materials, Technology, and Facilities)
 2	Academic Preparedness for College and Career
 3	Additional Support for English Learners, Students with Disabilities, Low Income, and Other Underrepresented Students for their Academic Preparedness for College and Career
 4	Supporting Parents, Families and Community to Increase their Engagement
 5	Safety, School Connectedness and Student Engagement



Learning Environment

State
Priority 1

Highlight of Actions and Services



Recruit and retain highly qualified staff



Provide CCSS aligned instructional material



Provide adequate technology and infrastructure and equipment











Maintain facilities in good repair



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All students are provided appropriately assigned/credentialed teachers; students and teachers have access to standards aligned materials; 21st century learning; and facilities will be in good repair.

Achieved Annual Measurable Outcomes					
Met			Met		
	Credentialed Teachers			Updated Technology	
Met			Met		
	Standards Aligned Materials			Facilities with Good or Higher Rating	



Additional Support for English Learners, Students with Disabilities, Low Income, and Other Underrepresented Students toward their Academic Preparedness for College and Career

**State
Priorities
3,4,& 8**

Highlight of Actions and Services



Early literacy, intervention, and support for children 0-5
(TYKES, Infant Toddler Center, Staffing in Health Services)



Tutoring for foster youth and homeless students
Foster youth counselor
Improve enrollment procedures for foster youth



AVID support at secondary schools
AVID at Anna Borba ES and Levi Dickey ES



Designated daily ELD for 30/45 minutes
English learner academy at elementary sites










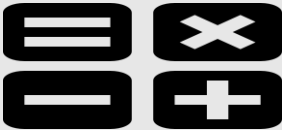








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All English learners (EL), students with disabilities, foster youth, socioeconomically disadvantaged students, and other underrepresented students will receive additional support services necessary to progressively demonstrate growth toward mastery of the California academic standards in preparation for College and Career.

Annual Measurable Achievement Outcomes			
CVUSD: 37.1% State: 25.4%		CVUSD: 63.3% State: 52.8%	
Increase % attaining English Proficient on CELDT(< 5 years) 2a		Increase % attaining English Proficient on CELDT(> 5 years) 2b	
		Increase EL Reclassification Rate	
			EL students improving in ELA proficiency on SBAC

Goal 3 continued: Annual Measurable Achievement Outcomes

Low Income	Homeless	Foster Youth	Students with Disabilities
<p>CVUSD: 44% State: 35%</p>   <p>Increase ELA Scores</p>	<p>CVUSD: 38%</p>   <p>Increase ELA Scores</p>	<p>CVUSD: 22.6%</p>   <p>Increase ELA Scores</p>	<p>CVUSD: 20% State: 13%</p>   <p>Increase ELA Scores</p>
<p>CVUSD: 31% State: 23%</p>   <p>Increase Math Scores</p>	<p>CVUSD: 27%</p>   <p>Increase Math Scores</p>	<p>CVUSD: 12.9%</p>   <p>Increase Math Scores</p>	<p>CVUSD: 15% State: 11%</p>   <p>Increase Math Scores</p>

