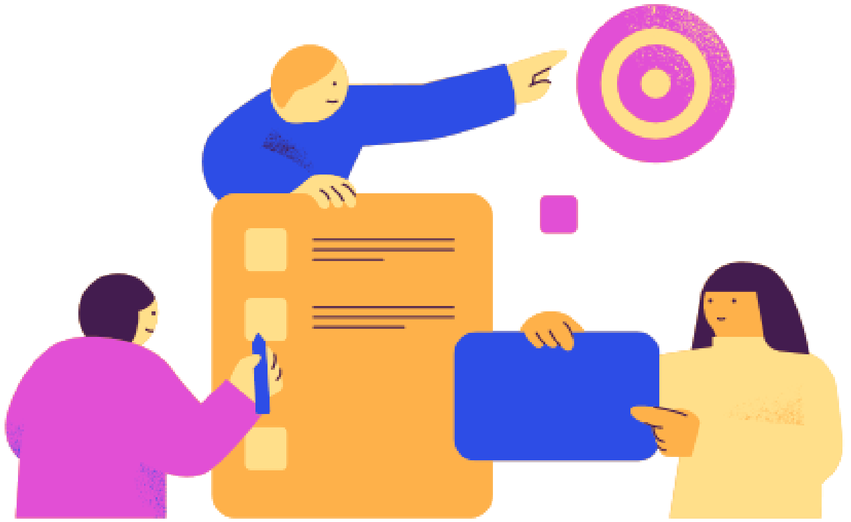
ROLLING RIDGE

Local Control Accountability Plan

January 25, 2024

OUR OBJECTIVES FOR TODAY

- Understand how the Local Control Funding Formula (LCFF) works and supports the District's Local Control Accountability Plan (LCAP) goals
- Review Chino Valley Unified School District's four LCAP goals and related actions and services
- Provide input on the LCAP/SPSA goals and actions



What is the Local Control Funding Formula (LCFF)?

Every student generates a base grant which funds basic educational costs, such as: employee salaries, building costs, and instructional materials.

BASE GRANTS

Low income, English learners, and foster youth/homeless, generate additional funding, above the base grant (20%) to increase and improve services and achievement for these specific groups.

SUPPLEMENTAL GRANTS

Districts with more than 55% low income, English learners, or foster youth/homeless receive an additional 50% of the base grant.

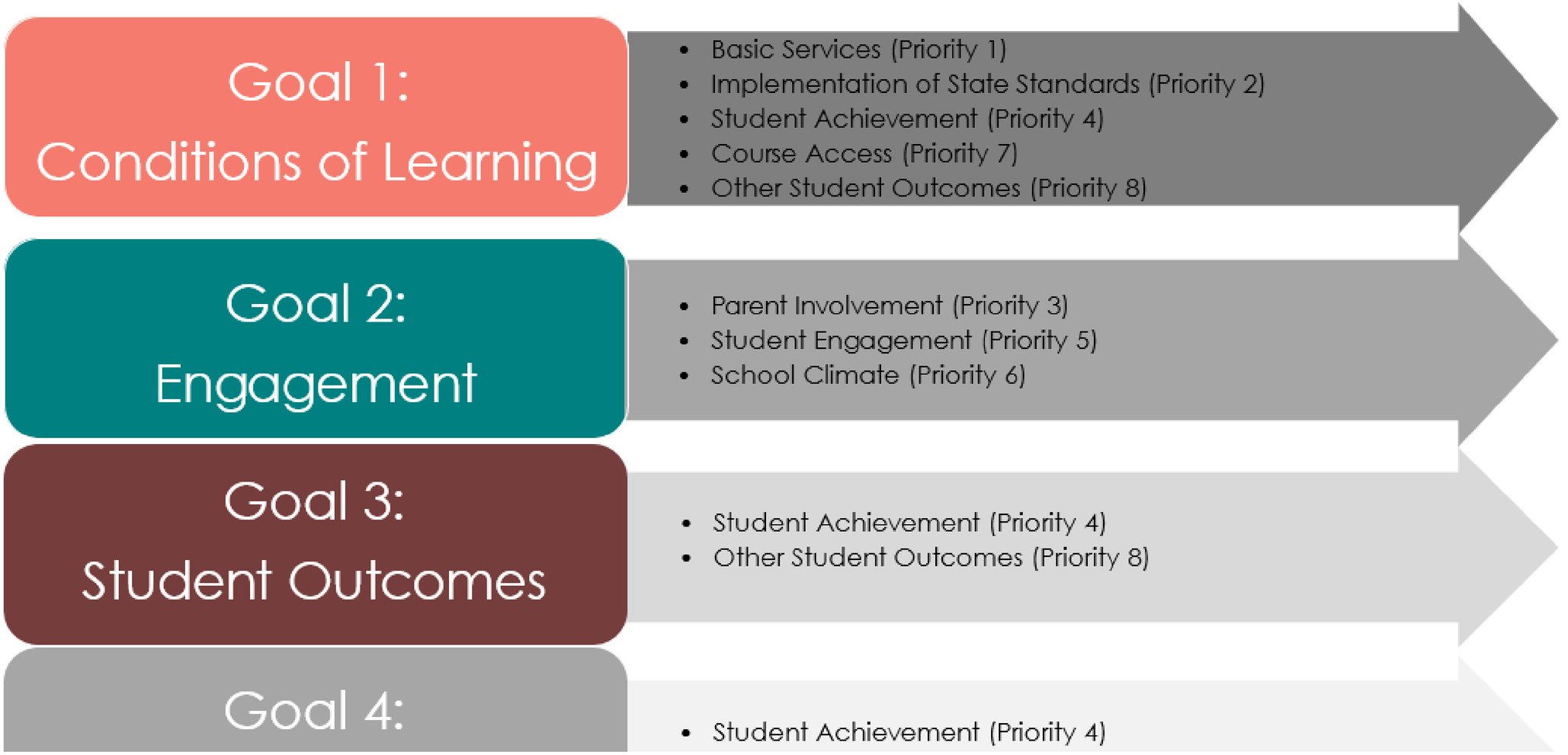
CVUSD does not qualify for concentration grants.

CONCENTRATION GRANTS

DISTRICT LCAP GOALS

Goal 1 Conditions of Learning	Goal 2 Engagement	Goal 3 Student Outcomes	Goal 4 Targeted Assistance
State Priorities **1, 2, 4, 7, & 8**	**State Priorities** **3, 5, & 6**	**State Priorities** **4 & 8**	**State Priorities** **4 & 8**
All students are provided a high-quality teaching and learning environment. 	Students, parents, families, and staff are connected and engaged to their school to ensure student success. 	All students are prepared for college and career beyond graduation. 	Students at schools targeted for assistance are prepared for college and career beyond graduation through a clear system of support.

How do the District's four LCAP goals align with the eight CA State priorities?



How is school success measured locally?

Basic Services (State Priority 1) ✓Credentialed Teachers ✓Instructional Materials ✓Facilities in Good Repair	**Implementation of State Board Approved Standards** (State Priority 2) **ELA, Math, ELD, CTE, Health, Social Science, PE, NGSS,VAPA, World Language**	**Access to a Broad Course of Study** (State Priority 7) **Grades 1-6** ELA, Math, Social Science, Science, VAPA, Health, and PE **Grades 7-12** ELA, Math, Social Science, Science, VAPA, Health, PE, World Language, and CTE
Parent Engagement (State Priority 3)	**School Climate** (State Priority 6)	**Other Locally Selected Indicators to Support the 8 State Priorities**

How is school success measured by the CA State Indicators?

Academic Indicator (State Priority 4) Grades 3-8, and 11 CAASPP in ELA and Math	**English Learner Progress Indicator** (State Priority 4)	**Suspension and Expulsion Rates** (State Priority 6)
College and Career Indicator (State Priorities 4, 7, & 8) ✓11th grade CAASPP in ELA and Math ✓A-G Completion ✓CTE pathway completion ✓AP Score 3+ ✓Dual Enrollment ✓JROTC ✓State Seal of Biliteracy	**High School Graduation Rate** (State Priority 5)	**Chronic Absenteeism** (State Priority 5)

LOCAL INDICATORS

Performance determined by the district,
based on the state adopted self-reflection tools.

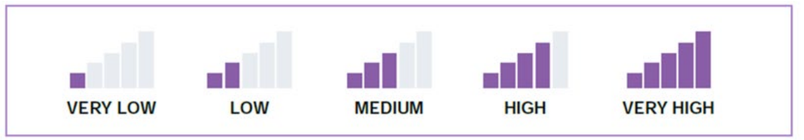
met

not met

not met for 2 or more years

California School DASHBOARD

Previous



Current

Rolling Ridge SPSA Progress Monitoring 23-24

Rolling Ridge SPSA GOAL 1 ~ Progress Monitoring 23-24

Staff will be using data collection tools to monitor PLC Process to meet Collaborative Team Action Plan Number 5 (Clarify for students the essential standards; have students reflect on their learning) and 8 (Collectively respond with intervention and extension for the learning target(s)with Tier I and Tier 2 instruction). The administration and leadership teams will collaborate to complete monthly classroom walkthroughs to view learning intentions, success criteria, student engagement, evidence of student reflection/goal setting, and a positive learning environment.

Annual Measurable Outcome – GOAL Essential Standards Assessment (ESA) in ELA and math 2023-24 • **ESA #2 ELA checkpoint 76%** meets/exceeds • **ESA #2 Math checkpoint 75%** meets/exceeds *The SBAC will be given in April 2024*	**Progress Check 2 2023-24** Essential Standards Assessment (ESA) in ELA and math 2023-24 **ESA #2** (ELA checkpoint 76% and Math checkpoint 75%) **Grades 3-6** • ELA-74% • Math-67% **Grades K-2** • ELA-71% • Math-70%
Action 1.1 1.1 Teachers will utilize the Professional Learning Community process to examine student data and identify effective instructional strategies to support student mastery of California academic standards in ELA/ELD and Math by focusing on identified school and grade level SMART Goals. Teachers will also be provided release time in the area of Professional Learning Communities through contracting with an outside vendor to provide PE time for students so the teachers have the extra 50 minutes bi-monthly to analyze data and provided effective instructional strategies.	• As of January 22, teachers are provided PLC time weekly to examine student data and identify effective instructional strategies after each ESA. In the month of February teachers will be meeting with administration for 1:1 data chats. The PE program started in December and teachers are provided with release time bi-monthly to continue the work during their PLC.
Action 1.2 Teachers will be provided professional development training and support on how to utilize instructional technology, differentiation, and scaffolding to increase student mastery of CA standards in ELA/ELD and Math.	• As of January 22, the technology coach and teacher on special assignment (TOSA) are available to support teachers by scheduling a date and time for ongoing professional development.

Rolling Ridge SPSA GOAL 2 ~ Progress Monitoring 23-24

By May 2024, Rolling Ridge will score a 2 out of 2 on the Tier 2 TFI feature 2.13 (annual evaluation) by documenting evidence that alterations are in process and can be verified through Tier 2 SMART goal action plan.

Parent Involvement: By the end of the year, the school will have offered a variety of ways for parents to volunteer, stay connected, and be regularly informed.

Parent Information Nights, virtually or in person, on ELA, math, State testing, Positive Behavior Interventions and Supports, English Learners, and the GATE program. All parents will have access to school information through Aeries Communications, School Website, Social Media platforms, Email, and personalized classroom systems such as Class Dojo, and Remind. All parents will have access to grade-level specific copies of the School-Parent Compacts.

In the area of school wide expectations and MTSS-B, Rolling Ridge will be applying for Platinum this school year.

Chronic Absenteeism- Rolling Ridge will increase student class attendance by 2%.

Annual Measurable Outcomes • **Achieve 100%** on the 2024 external SWPBIS TFI. • **Increase student attendance in classes by 2%** • **Continue to maintain suspension rate at 0.**	**Progress Check 1** **NOW** • **Internal TFI score 80% of Tier 1 is in place** as of January 22, 2024 • **Current attendance rate of 96.2%** • **Current suspension is 3**
Action 2.1 Monthly data analysis discussions at PBIS Tier 2 team meetings throughout 2023-24. Data analysis will guide the Tier 2 team to further meet the needs of Tier 2 MTSS-B intervention students and support positive school climate. Monthly PBIS Tier 2 team minutes will be kept. Tier 2 data analysis will be shared with the PBIS Tier 1 team and at with school staff at monthly staff meetings. Tier 2 team will start discussion of identifying students who might be candidates for Tier 3.	• The school PBIS team meets monthly to review data and support school climate. • Monthly minutes are kept. • Data is shared at most monthly staff meetings.
Action 2.2 Parents will receive training via informational presentations, both in person and virtual, in the state adopted curriculum in ELA, math, and Positive Behavior Interventions and Supports, English Learners, and the GATE program in order to better support their child's learning to increase positive behavior for all students.	• Two Parent information Presentations are posted on the school website in the areas of school information, PBIS, and GATE.

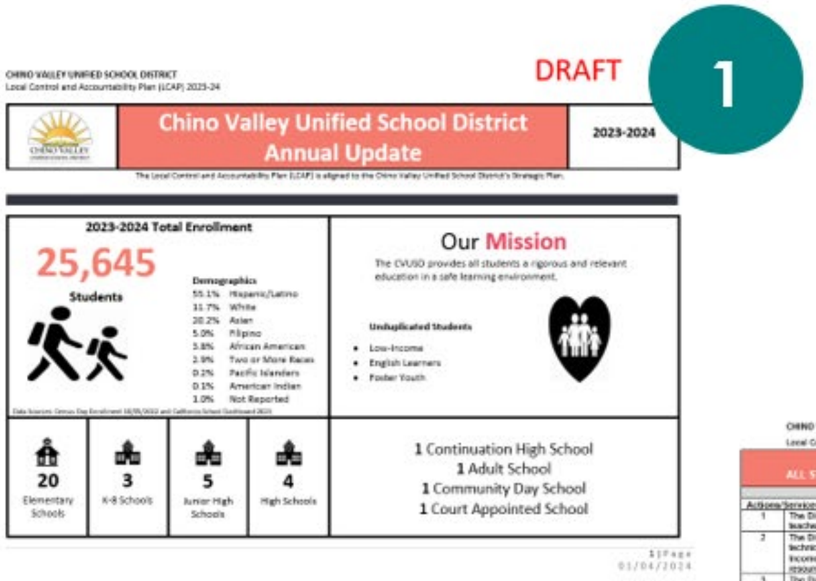
Rolling Ridge SPSA GOAL 3 ~ Progress Monitoring 23-24

On the **2024 SBAC**, the percentage of **students scoring** at **Standards Met/Exceeded in math and ELA will increase by 3%. ELA 83% Math 77%**	
Annual Measurable Outcomes **On the 2024 SBAC,** the number of students scoring Standards Met/Exceeded in overall in grades 4-6 **will increase 3% from 80% to 83% in ELA and from 74 to 77% in math** **On the Spring 2024 Summative ELPAC, 65% of English learner students in levels 1 through 3 will increase their English language proficiency by 1 level in preparation for reclassification.**	**Progress Check 1** **NOW** **2023-24 ESA #2** **ELA 73%** meets/exceeds **Math 68%** meets/exceeds The SBAC will be given in April 2024 All English Learners in levels 1-4 receive DELD services and IDELD strategies. **22 out of 71** English Learner students were reclassified in September 2023.
Action 3.1 Under performing students in ELA will be receive leveled intervention support (Tier 1, Tier 2, Tier 3)	• All teachers implement Tier 1 instructional supports and Tier 1 targeted interventions based on Common Formative Assessments. • Students are identified and receive Tier 3 intensive intervention from the intervention teacher. • Administration and intervention team meet at least once a month for progress monitoring.

Rolling Ridge SPSA GOAL 3 ~ Progress Monitoring 23-24

On the **2024 SBAC**, the percentage of **students scoring** at **Standards Met/Exceeded in math and ELA will increase by 3%. ELA 83% Math 77%**	
Action 3.2 • English Learner students, Levels 1-4, will receive Designated English Language Development (DELD) from a highly qualified teacher • English Learner student, Levels 1-4, will receive Integrated ELD (IELD) throughout the day • All Teachers will receive professional development in the area of integrated DELD.	• All English Learners in levels 1-4 receive DELD services and IDELD strategies. • All teachers have been provided professional development training or taken a refresher course on DELD strategies and how to implement ELD curriculum. • 22 out of 71 English Learner students reclassified in September 2023.
Action 3.3 • GATE students will receive enrichment opportunities, during and after the school day. • GATE students will be provided the opportunity to participate in a Coding Program.	• GATE students are provided enrichment opportunities embedded in the instructional minutes. • After school program was purchased to provide enrichment opportunities to GATE students

Documents for the Engagement Meeting



CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2023-24

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1

Chino Valley Unified School District Annual Update — 2023-2024

The Local Control and Accountability Plan (LCAP) is aligned to the Chino Valley Unified School District's Strategic Plan.

2023-2024 Total Enrollment

25,645 Students

Demographics
55.1% Hispanic/Latino
31.7% White
20.2% Asian
5.0% Filipino
3.8% African American
2.9% Two or More Races
0.2% Pacific Islanders
0.1% American Indian
1.0% Not Reported

Data Sources: Census Day Enrollment 10/05/2022 and California School Dashboard 2023

Our Mission

The CVUSD provides all students a rigorous and relevant education in a safe learning environment.

Unduplicated Students
- Low-Income
- English Learners
- Foster Youth

20 Elementary Schools	3 K-8 Schools	5 Junior High Schools	4 High Schools

1 Continuation High School
1 Adult School
1 Community Day School
1 Court Appointed School

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01/04/2024

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2023/2024

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Goal 1
ALL STUDENTS ARE PROVIDED A HIGH-QUALITY TEACHING AND LEARNING ENVIRONMENT. (State Priorities 1, 2, 4, 7 & 8)

Actions/Services		Student(s)/Location(s)
	Metric 1: School Accountability Report Card	
1	The Division of Human Resources will attend recruitment fairs to hire appropriately credentialed teachers for the District to fill teacher vacancies created by teacher attrition, relocation, and retirement	All / All
2	The Division of Human Resources will maintain high school teacher librarian(s) and provide library support with media technicians at the elementary and secondary school sites principally directed to Foster Youth, English Learners, and Low Income student groups (hereafter referred to as unduplicated student groups) to increase accessibility to instructional resources during school hours.	EL, FY, LI / All
3	The Division of Human Resources will oversee the Coordinator of Teacher Support for beginning teachers through the District sponsored CVUSD Induction Program to improve teacher retention and improve quality teacher instruction principally to improve outcomes for unduplicated student groups.	EL, FY, LI / All
	Metric 2: Williams Report Sufficiency Report of Instructional Materials	
4	The Departments of Elementary, Secondary Curriculum, and Access and Equity will pilot and adopt instructional materials aligned to current framework and state standards (e.g., NGSS, CA) as determined by the adoption cycle and/or District need.	All / All
5	The Department of Special Education will provide supplemental Common Core materials, assessments, and training aligned to state standards to improve quality of instruction and support to students with disabilities	SWD / All
	Metric 3: District Survey for Implementation of State Adopted Standards	
6	The Division of Curriculum, Instruction, Innovation, and Support (CIIS) will maintain 19 FTE instructional Coaches to support staff development and build teacher capacity to improve outcomes in ELA and math for the unduplicated student groups.	EL, FY, LI / All
	Metric 4: California School Dashboard CAASPP Result 3-8, and 11 or Essential Standards Assessment (ESA)	
7	The Division of CIIS will provide professional development and support for teachers and/or administrators to support staff's pedagogical needs to increase student achievement (e.g., Professional Learning Community (PLC), Co-Plan/Co-Teach/ Universal Design for Learning, English Language Development, Leadership Development, Multi Tiered Systems of Supports Behavior (MTSS-B), AVID, common core materials, foreshadowance, and site based professional development)	All / All
	Metric 5: Program Participation in Broad Course of Study	
8	The Departments of Elementary and Secondary Curriculum will provide trainings to administrators and/or counselors to review master schedules and school site administration will ensure student access and enrollment in required areas of study	All / All
9	The Department of Elementary Curriculum will support Gifted and Talented Education (GATE) differentiation/enrichment opportunities to meet the unique needs for unduplicated student groups. In addition, GATE screening is offered and principally directed for the unduplicated student groups, which includes 2nd grade, to provide equitable access and opportunity to participate in the GATE program.	EL, FY, LI / All
10	The Department of Access and Equity will oversee the District elementary music programs and enhance music operations at schools to increase enrichment opportunities for unduplicated student groups.	EL, FY, LI / All

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LCAP
Local Control and Accountability Plan
2023-2024

School Site LCAP Parent Engagement Meeting Input

Date: _____

Goal 1: Conditions of Learning: Teachers assigned to correct courses, clean facilities, enough textbooks, implementation of state standards, and access to broad course of study) What conditions of learning at our school affect your performance?	Goal 2: Engagement: What motivates (i.e. classes, activities) students to be actively involved at school (to lower dropout rates, improve daily attendance, feel safe, and reduce discipline issues)?
Goal 3: Student Achievement: What do our students need to be better prepared for college and career?	Goal 4: Targeted Assistance: What support and targeted assistance do our students need to be better prepared for college and career?
Comments: Please indicate any other ideas/suggestions that you may have to improve our schools.	

Please return this form to your facilitator at the end of the meeting. Thank you for your participa

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Chino Valley Unified School District Annual Update

2023-2024

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1 Community Day School
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Educational Partner Engagement

Educational partner input on the eight state priorities within the three broad categories were key in formulating Chino Valley Unified School District's Local Control and Accountability Plan.

Conditions of Learning	Engagement	Student Outcomes	Targeted Assistance
• Basic Services (Priority 1) • Implementation of State Standards (Priority 2) • Student Achievement (Priority 4) • Course Access (Priority 7) • Other Student Outcomes (Priority 8)	• Parent Involvement (Priority 3) • Student Engagement (Priority 5) • School Climate (Priority 6)	• Student Achievement (Priority 4) • Other Student Outcomes (Priority 8)	• Student Achievement (Priority 4) • Other Student Outcomes (Priority 8)

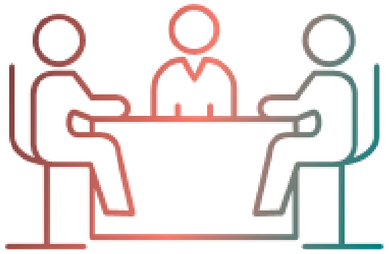
2022-2023 Educational Partner Input

2 Surveys	**61 Meetings**	**17,366 Educational Partners Engaged**	**23,504 Comments**

EDUCATIONAL PARTNER INPUT 2022-23

2 SURVEYS

23,504 COMMENTS



61 MEETINGS

17,366 EDUCATIONAL PARTNERS ENGAGED

Goal 1 ALL STUDENTS ARE PROVIDED A HIGH-QUALITY TEACHING AND LEARNING ENVIRONMENT. [State Priorities 1, 2, 4, 7 & 8]		
Metric 1: School Accountability Report Card		
Actions/Services		**Students/Location(s)**
1	The Division of Human Resources will attend recruitment fairs to hire appropriately credentialed teachers for the District to fill teacher vacancies created by teacher attrition, relocation, and retirement.	All / All
2	The Division of Human Resources will maintain high school teacher librarian(s) and provide library support with media technicians at the elementary and secondary school sites principally directed to Foster Youth, English Learners, and Low Income student groups (hereafter referred to as unduplicated student groups) to increase accessibility to instructional resources during school hours.	EL, FY, LI / All
3	The Division of Human Resources will oversee the Coordinator of Teacher Support for beginning teachers through the District sponsored CVUSD Induction Program to improve teacher retention and improve quality teacher instruction principally to improve outcomes for unduplicated student groups.	EL, FY, LI / All
Metric 2: Williams Report/Sufficiency Report of Instructional Materials		
4	The Departments of Elementary, Secondary Curriculum, and Access and Equity will pilot and adopt instructional materials aligned to current framework and state standards (e.g., NGSS, DLI) as determined by the adoption cycle and/or District need.	All / All
5	The Department of Special Education will provide supplemental Common Core materials, assessments, and training aligned to state standards to improve quality of instruction and support to students with disabilities.	SWD / All
Metric 3: District Survey for Implementation of State Adopted Standards		
6	The Division of Curriculum, Instruction, Innovation, and Support (CIIS) will maintain 19 FTE Instructional Coaches to support staff development and build teacher capacity to improve outcomes in ELA and math for the unduplicated student groups.	EL, FY, LI / All
Metric 4: California School Dashboard CAASP Result 3-8, and 11 or Essential Standards Assessment (ESA)		
7	The Division of CIIS will provide professional development and support for teachers and/or administrators to support staff's pedagogical needs to increase student achievement (e.g., Professional Learning Community (PLC), Co-Plan/Co-Teach/ Universal Design for Learning, English Language Development, Leadership Development, Multi-Tiered Systems of Supports Behavior (MTSS-B), AVID, common core materials, fare/sustenance, and site based professional development).	All / All
Metric 5: Program Participation in Broad Course of Study		
8	The Departments of Elementary and Secondary Curriculum will provide trainings to administrators and/or counselors to review master schedules and school site administration will ensure student access and enrollment in required areas of study.	All / All
9	The Department of Elementary Curriculum will support Gifted and Talented Education (GATE) differentiation/enrichment opportunities to meet the unique needs for unduplicated student groups. In addition, GATE screening is offered and principally directed for the unduplicated student groups, which includes 2nd grade, to provide equitable access and opportunity to participate in the GATE program.	EL, FY, LI / All
10	The Department of Access and Equity will oversee the District elementary music programs and enhance music operations at schools to increase enrichment opportunities for unduplicated student groups.	EL, FY, LI / All

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Metric 5: Program Participation in Broad Course of Study (cont.)		
Actions/Services		**Students/Location(s)**
11	The Department of Secondary Curriculum will support sites in increasing the overall percentage of unduplicated student groups participating in and completing at least one of the twenty-seven CTE Pathways in the District. Towards this end, CTE teachers will be provided professional learning. Systemwide, schools will reach out via counseling departments and career centers to make sure unduplicated student groups are aware of programs and that the recruitment and maintenance into CTE programs is strategic and supported by data.	EL, FY, LI / High School
12	The Department of Special Education will maintain on an ongoing basis preschool inclusion programs (PREP) according to student needs as determined by the Special Education State Performance Indicator Report for students with disabilities and to promote success in language, pre-academics and social development for both typically developing students to students with special needs.	SWD / All
16	The Department of Secondary Curriculum will support sites in increasing the overall percentage of unduplicated student groups participating in and completing Regional Occupational Program (ROP) courses in partnership with Baldy View ROP to increase career readiness. Systemwide, schools will reach out via counseling departments and career centers to make sure unduplicated student groups are aware of programs.	EL, FY / High School
Metric 6: Technology Inventory		
13	The Department of Technology will upgrade and replace student and teacher computers and acquire technology tools to support instructional programs for all students.	All / All
Metric 7: 100% Facilities with Good or Higher Rating (FIT)		
14	The Department of Maintenance and Operations and school sites will maintain school facilities, so they are in good repair and safe for students and staff (Deferred Maintenance).	All / All
Metric 8: Instructional Technology Survey Results		
15	The Department of Assessment and Instructional Technology as well as the Department of Technology will explore instructional technology tools to improve and enhance engagement [via the Techsploration Committee] in order to increase learning outcomes for unduplicated student groups.	EL, FY, LI / All

Annual Update – Goal 1

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CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2023-24

Annual Update 2023-2024

Data (both quantitative and qualitative) are examined to review progress toward goals in the annual update.
Metrics that are required pursuant to Education Code sections 52060 and 62066 are marked with an asterisk (*)

Goal One

ALL STUDENTS ARE PROVIDED A HIGH-QUALITY TEACHING AND LEARNING ENVIRONMENT. [State Priorities 1, 2, 4, 7, & 8]

Metrics	Status of Goal 1								
	Expected Measurable Outcome	23-24		22-23		21-22		Progress from most recent outcome
1. School Accountability Report Card (SARC) for Teaching Misassignments *	0% Misassignments	Misassignments	0% *10.4.23	Misassignments	0%	Misassignments	0%	√
		EL Misassignments	0%	EL Misassignments	0%	EL Misassignments	0%	
2. Williams Report/Sufficiency Report of Instructional Materials *	100%	100%		100%		100%		√
3. District Survey for Implementation of State Board of Education (SBE) adopted Standards * [Survey gathered from results from staff's perception on their implementation of state adopted standards]	Maintain or Increase Performance	April 2024		Met		Met		√
4a. California School Dashboard-Academic Indicator * State Standards Assessments (CAASPP) for grades 3-8, and 11 in ELA or Essential Standards Assessment (ESA) **Scale:**	Maintain or Increase Performance	**23-24** 2024/2025		**22-23** Green +24.7 Distance from Standard		**21-22** High +20.1 Distance from Standard		√

Annual Update – Goal 1 Continued

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CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2023-24

4b. California School Dashboard-Academic Indicator * State Standards Assessments (CAASPP) for grades 3-8, and 11 in Math or Essential Standards Assessment (ESA) **Scale:**	Maintain or Increase Performance	**23-24** 2024/2025	**22-23** Green -13.8 Distance from Standard	**21-22** Medium -19.6 Distance from Standard	√
5a. Program Participation in a Broad Course of Study-**GATE** At least 10% of 2nd grade students identified for GATE services using universal screening process *2nd and 3rd grade students participated in universal screening in 21-22	≥ 15%	March 2024	2nd Grade: 21.5%	2nd Grade: 17.67% 3rd Grade: 15.84%	√
5b. Program Participation in a Broad Course of Study-**Elementary Music** Participation in Elementary music program in Grades 2-4/ Opportunity to participate in elective music in Grades 5-6	100%	100%/100%	100%/100%	100%/100%	√
5c. Program Participation in a Broad Course of Study-**CTE Pathway Completion** Increase % completing "Concentrator" Course at each high school CALPADS Fall 1, report 1.1: Enrollment – Primary Status by Subgroup CALPADS report 3.2 Class Enrollment by Content Area CALPADS EOY 1, report 3.14: Career Technical Education Concentrators and Completers – Count by Pathway	Increase	**23-24**	**22-23**	**21-22**	
		Ayala HS 2024/2025	Ayala HS Number of CTE Participants (minus completers): 686 Number of CTE Completers: 113	Ayala HS Number of CTE Participants (minus completers): 687 Number of CTE Completers: 52	
		Chino HS 2024/2025	Chino HS Number of CTE Participants (minus completers): 679 Number of CTE Completers: 59	Chino HS Number of CTE Participants (minus completers): 529 Number of CTE Completers: 70	
		CHHS 2024/2025	CHHS Number of CTE Participants (minus completers): 718 Number of CTE Completers: 38	CHHS Number of CTE Participants (minus completers): 811 Number of CTE Completers: 53	
		DAL HS 2024/2025	DAL HS Number of CTE Participants (minus completers): 767 Number of CTE Completers: 41	DAL HS Number of CTE Participants (minus completers): 679 Number of CTE Completers: 29	

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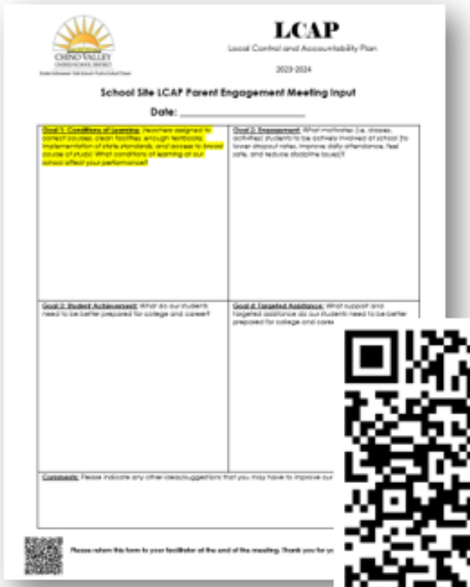
CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2023-24

5d. Student access and enrollment in required areas of study	100%	100%	100%	100%	√
6. Technology Inventory-Access to Technology that is 4 years or newer	100%	March 2024	100%	100%	√
7. Facilities with a "good" or "higher" rating on the Facilities Inspection Tool (FIT) Report *	100% "Good" or "Higher"	100%	100%	100%	√
8. Instructional Technology Survey Results	N/A	0% Daily 64% Weekly 36% Monthly 0% Never	0% Daily 40% Weekly 50% Monthly 10% Never	N/A	N/A

Goal 1
Conditions of Learning

State Priorities 1, 2, 4, 7, & 8

All students are provided a high- quality teaching and learning environment.



Review progress of LCAP Goal 1 and related actions and services

Get feedback on LCAP Goal 1 and related actions and services

Goal Two STUDENTS, PARENTS, FAMILES AND STAFF ARE CONNECTED AND ENGAGED TO THEIR SCHOOL TO ENSURE STUDENT SUCCESS. [State Priorities 3, 5, & 6]		
Metric 1: California Healthy Kids Survey		
Actions/Services		**Students/Location(s)**
1	The Department of Health Services administers the California Healthy Kids Survey (CHKS) every other year resuming in the 2023-24 school year to grades 5, 7, 9, and 11 to assess students' health habits and respond with appropriate intervention programs for the Tobacco Use Prevention Education. 2023-24 will be an onyear survey.	All / All
Metric 2: Graduation Rate		
2	The District will maintain (4) high school K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B), ensure engagement, and monitor social-emotional wellbeing of unduplicated students.	EL, FY, LI / All
3	The Department of Health Services will maintain 13 intervention counselors for K-8 to support Multi-Tiered Systems of Support for Behavior (MTSS-B), ensuring and monitoring social-emotional wellbeing of unduplicated students.	EL, FY, LI / K-8
4	The Department of Health Services supports the implementation and maintenance of the Multi-Tiered Systems of Support for Behavior (MTSS-B) to improve the achievement of individualized behavior/social-emotional goals in Tier 2 services, providing materials and measurement tools for PBIS/MTSS-B principally directed for unduplicated student groups.	EL, FY, LI / K-8
5	The Department of Student Support Services will partner with contracted service provider(s) to work collaboratively and support school sites to monitor unduplicated student groups who display chronic absenteeism; the group will work with families to ensure continuity of enrollment.	FY, LI / All
6	The Departments of Elementary, Secondary Curriculum, and Alternative Education will provide supplemental education for students who need additional supports to engage in school through academic supports [e.g., credit recovery, intervention, summer school, after school] to meet graduation requirements.	All / All
Metrics 3 and 4: Year End Attendance and Chronic Absenteeism Rate		
7	The Department of Special Education will provide suicide prevention training on a yearly basis to secondary school staff and community to heighten awareness of risk factors in youth suicide.	All / Jr. High Schools
8	The Department of Health Services will provide case management and clinical support for unduplicated students and families and training for staff to reduce barriers and improve attendance and family engagement.	LI / All
9	The Departments of Health Services and Special Education offer mental health services through licensed therapists to Medi-Cal eligible students and students with disabilities to improve individual student mental wellness and to provide educationally related mental health service (ERMHS) on an on- going basis.	All / All
10	The Department of Alternative Education will provide Saturday Day School opportunities for students to receive academic support as they recover attendance in order to compensate for missed instructional minutes.	All / All
11	The Division of Human Resources and the Department of Health Services will maintain 21.96 full-time equivalent (FTE) school nurses and 22.84 FTE health technicians and materials principally directed for unduplicated student groups to support and monitor health-related issues and reduce chronic absenteeism	FY, LI / All

Actions/Services		Students/Location(s)
Metrics 3 and 4: Year End Attendance and Chronic Absenteeism Rate (cont.)		
12	The Department of Health Services will oversee the CVUSD Health Center that provides direct medical care, including immunizations principally directed for unduplicated student groups, to increase access to health care services and ensure regular school attendance.	FY, LI / All
13	The Department of Health Services will oversee the HOPE Resource Center that provides additional supports (i.e., school supplies, hygiene items, clothing, Tykes Nurturing Parent Program, case management, etc.) for unduplicated student groups, to reduce barriers and increase student-school engagement.	FY, LI / All
14	The Department of Transportation will continue to subsidize home to school transportation costs principally directed for eligible low income students in order to facilitate increased student attendance rates.	LI / All
15	The Department of Alternative Education will maintain the Community Day School (CVLA) principally directed for the unduplicated student groups, behaviorally at promise to improve student attendance rates.	EL, FY, LI / CVLA
16	The Department of Student Support Services will oversee a Foster Youth Counselor and clerk to provide student and family support for Foster Youth Intake to improve academics, attendance, graduation rate, and A-G completion rate for foster youth.	FY / All
17	The Department of Health Services will provide individual counseling services through Chino Human Services and other contracted providers to support students' social emotional development principally directed for K-12 unduplicated student groups in order to improve student connectedness.	EL, FY, LI / All
Metrics 5 and 6: Suspension Rates & Expulsion Report and CDE Dataquest Attendance Dropout Report for High School and Middle School		
18	The Department of Student Support Services will provide yearly professional development to school site administrators on "Other Means of Correction" to mitigate suspension and expulsion rates for students.	All / All
19	The Department of Risk Management and Health Services will maintain an anti-bullying prevention program (e.g., Safe Schools Ambassadors Program, Second Steps, Restorative Practices) in order to reduce occurrences of bullying on CVUSD campuses for students	All / All
20	The District will maintain the Building Respect, Independence, Excellence, and Family (BRIEF) Academy and 4 Behavior Intervention Specialists and 5.25 FTE Behavior Aides for intensive behavior training principally directed to provide support for unduplicated student groups, requiring intensive behavioral support to improve student engagement.	FY, LI / All
21	The Department of Student Support Services with 4 FTE will coordinate services and appropriate program placement in order to address academic and behavioral needs. School sites will monitor students with chronic absenteeism and work with families to ensure continuity of student enrollment.	All / All
Metric 7: Parent and Engagement School Quality Survey		
22	The Department of Access and Equity will administer an annual school quality survey to measure student, parent and family connectedness and engagement with their school.	All / All
23	The Department of Access and Equity will maintain the Coordinator of Parent and Family Engagement and personnel for the Family Engagement Center, to provide trainings to parents and staff during the school year principally directed to support achievement for unduplicated student groups, through increasing partnerships between Home and School.	EL, FY, LI / All
24	The Department of Access and Equity will promote family participation for unduplicated student groups through school governance by school sites holding at least four (4) meetings each for the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC) every year to provide site support in training, outreach, child care, and translation for parent/student participation in the required school governance meetings. In addition, the District will host meetings (e.g., Local Control and Accountability Plan (LCAP) Advisory Committee, Superintendent's Student Advisory Committee (SAC), and the Special Education Committee) to provide information and receive feedback from educational partners.	EL, FY, LI / All
25	The Division of Human Resources and Access and Equity will utilize bilingual translation services to ensure the understanding of District communications and provide 25 positions of classified bilingual clerks for schools whose non-English designated language is greater than 14% to ensure an increase in parent communication and school engagement with regards to school programs, policies, and practices for English Learners and their families.	EL / All
26	The Department of Communications will host parent/guardian forums for schools and the community principally directed for unduplicated student groups to provide information regarding social trends of school age students.	EL, FY, LI / All

Annual Update – Goal 2

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CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2023-24

Goal Two

STUDENTS, PARENTS, FAMILIES, AND STAFF ARE CONNECTED AND ENGAGED TO THEIR SCHOOL TO ENSURE STUDENT SUCCESS.
[State Priorities 3, 5, & 6]

Metrics	Status of Goal 2								
	Expected Measurable Outcome	23-24	22-23	21-22					Progress from most recent outcome
1. California Healthy Kids Survey for Students' Report of Feeling Safe and Connected to their School (grades 5, 7, 9, 11, & Non-Traditions [NT]) *	Increase or Maintain	**23-24** This survey will be administered in the 2023-24 school year.	**22-23** This survey was not administered during the 2022-23 school year.	Never Vaped		Connected			√
				Gr. 5	N/A	Gr. 5	74%		
				Gr. 7	95%	Gr. 7	63%		
				Gr. 9	89%	Gr. 9	64%		
				Gr. 11	83%	Gr. 11	33%		
				Feeling Safe (All Students)					
				71%					
2. California Dashboard and Dataquest - Graduation Rate	≥ 91%	**23-24** **Dec 24**	22-23		21-22				√
			State	CVUSD	State		CVUSD		
			89.1% Dataquest	94.5% Dataquest	90.4% Dataquest		94% Dataquest		

CDE Dataquest for Cohort Outcome Graduation Data

KEY: LI: Low Income; EL: English Learner: FY: Foster Youth: H: Homeless: SWD: Students with Disabilities; AA: African American or Black; A: Asian; AI: American Indian or Alaska Native; F: Filipino; H/L: Hispanic or Latino; HA: Native Hawaiian or Pacific Islander; T/M: Two or More Races; W: White

	District	LI	EL	FY	H	SWD	AA	A	AI	F	H/L	HA	T/M	W
21-22	94.0%	91.7%	83.9%	44.4%	85.1%	85.7%	83.3%	97.5%	*	98.3%	93.6%	*	92.6%	94.0%
22-23	94.5%	92.9%	88.3%	58.5%	85.2%	79.8%	85.7%	96.9%	*	95.5%	94.5%	*	93.0%	94.9%
23-24	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024

An asterisk (*) is displayed to protect student privacy due to the small student group size.

California School Dashboard-Graduation

KEY: LI: Low Income; EL: English Learner: FY: Foster Youth: H: Homeless: SWD: Students with Disabilities; AA: African American or Black; A: Asian; AI: American Indian or Alaska Native; F: Filipino; H/L: Hispanic or Latino; HA: Native Hawaiian or Pacific Islander; T/M: Two or More Races; W: White;

Scale: Blue (highest); Green; Yellow; Orange; Red (lowest)

Annual Update – Goal 2 Continued

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CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2023-24

	District	LI	EL	FY	H	SWD	AA	A	AI	F	H/L	HA	T/M	W
21-22	High	High	Medium	Very Low	Medium	Medium	Medium	Very High	*	Very High	High	*	High	High
22-23	Green	Green	Green	Red	Yellow	Orange	Green	Blue	*	Blue	Green	*	Green	Blue
23-24	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024

An asterisk (*) is displayed to protect student privacy due to the small student group size.

		23-24		22-23		21-22	
3. Year-End Attendance	≥ 96.5%	CVUSD	State	CVUSD	State	CVUSD	State
		2024-2025	2024/2025	93%	91%	92.0%	90.73%
4. California School Dashboard - Chronic Absenteeism Rate	≤ 5.2% and below the state average	CVUSD	State	CVUSD	State	CVUSD	State
		2024-2025	2024/2025	Yellow 19.5%	Yellow 24.3%	Very High 26%	Very High 30%

		23-24			22-23			21-22		
5a. Suspension Rate	≤ 0.5%	CVUSD	County	State	CVUSD	County	State	CVUSD	County	State
		2024/2025	2024/2025	2024/2025	2.9%	5.1%	3.8%	2.7%	4.7%	3.4%

CDE Dataquest for Suspension Data

KEY: LI: Low Income; EL: English Learner: FY: Foster Youth: H: Homeless: SWD: Students with Disabilities; AA: African American or Black; A: Asian; AI: American Indian or Alaska Native; F: Filipino; H/L: Hispanic or Latino; HA: Native Hawaiian or Pacific Islander; T/M: Two or More Races; W: White

	District	LI	EL	FY	H	SWD	AA	A	AI	F	H/L	HA	T/M	W
21-22	2.7%	3.7%	2.5%	6.3%	4.2%	4.9%	5.9%	0.7%	0%	0.7%	3.4%	1.4%	1.7%	2.4%
22-23	2.9%	3.9%	2.8%	10.7%	5.8%	5.5%	6.4%	0.8%	10%	1.3%	3.7%	2.9%	1.8%	2.7%
23-24	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024

California School Dashboard -Suspension Rate

KEY: LI: Low Income; EL: English Learner: FY: Foster Youth: H: Homeless: SWD: Students with Disabilities; AA: African American or Black; A: Asian; AI: American Indian or Alaska Native; F: Filipino; H/L: Hispanic or Latino; HA: Native Hawaiian or Pacific Islander; T/M: Two or More Races; W: White

Scale: Blue (highest); Green; Yellow; Orange; Red (lowest)

	District	LI	EL	FY	H	SWD	AA	A	AI	F	H/L	HA	T/M	W
21-22	Medium	Medium	Low	High	Medium	High	High	Very Low	Very Low	Very Low	Medium	Low	Low	Low
22-23	Yellow	Yellow	Orange	Red	Orange	Orange	Orange	Blue	Red	Yellow	Orange	Orange	Green	Orange
23-24	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024

An asterisk (*) is displayed to protect student privacy due to the small student group size.

Annual Update – Goal 2 Continued

DRAFT

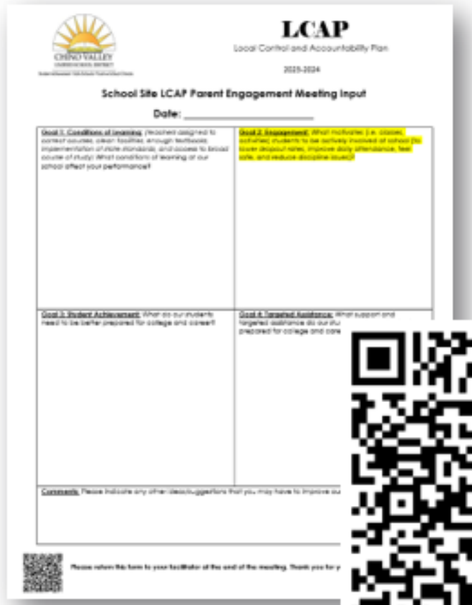
CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2023-24

5b. California Department of Education (CDE) Dataquest Report-Expulsion Rate *	≤ 0.07%	**23-24**		**22-23**		21-22		
		CVUSD	State	**CVUSD**	State	**CVUSD**	State	
		2024/2025	**2024/2025**	0.1%	0.1%	0.06%	0.08%	
6. Dropout Rate • CDE Dataquest Report • CALPADS	Middle School: ≤ 0.05% High School: ≤ 4%	**23-24**		22-23		21-22		
		Middle School	**2024/2025**	**Middle School**	0%	**Middle School**	0%	√
		High School	**2024/2025**	**High School**	5.3%	**High School**	6%	√
7. State Reflection Tool for Parent Engagement using Indicators in 7a and 7b	Met	**23-24** 2024/2025		22-23 Met		21-22 Met		√
7a. Parent/Family engagement and school governance will be used to gather feedback to improve programs and services and promote parent participation for our unduplicated student population and individuals with exceptional needs		**23-24**		22-23		21-22		
	Families are informed about school sponsored activities 85%	**Apr 24**		89%		83%		
	Families are encouraged to attend school sponsored activities 90%	**Apr 24**		95%		87%		
	The school encourages families to volunteer 75%	**Apr 24**		80%		66%		
	This school respects and values input provided by families 80%	**Apr 24**		80%		73%		
	This school provides information about programs and services for eligible students such as GATE, SpEd, EL 75%	**Apr 24**		70%		64%		
7b. Seeking Input in School/District Decision Making 4 District English Learner Advisory Council (DELAC) Meetings 4 School Level English Learner Advisory Council (ELAC) Meetings 4 School Level School Site Council (SSC) Meetings	100% 100% 100%	**23-24** 2024/2025		22-23 100% 100% 100%		21-22 100% 100% 100%		√

Goal 2
Engagement

State Priorities 3, 5, & 6

Students, parents, families, and staff are connected and engaged to their school to ensure student success.



Review progress of LCAP Goal 2 and related actions and services

Get feedback on LCAP Goal 2 and related actions and services

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Goal Three ALL STUDENTS ARE PREPARED FOR COLLEGE AND CAREER BEYOND GRADUATION. [State Priorities 4 & 8]		
Metric 1: California School Dashboard CAASPP Results for Grades 3-8 & 11 or Essential Standards Assessment (ESA)		
Actions/Services		**Students/Location(s)**
1	The Department of Elementary and Secondary Curriculum will provide specific interventions and support through instructional materials at the designated Title I junior high schools to close the achievement gap for the unduplicated student population designed to improve student outcomes.	EL, FY, LI / All
2	The Department of Elementary and Secondary Curriculum will provide support to a total of 29.5 FTE, which includes intervention teachers at elementary schools, intervention counselors at the junior high schools, and include intervention classes at the designated Title I junior high schools to close the achievement gap for the unduplicated student population designed to improve student outcomes.	EL, FY, LI / All
3	The Department of Alternative Education will maintain a counselor to create and monitor academic plans principally directed for unduplicated students to ensure academic success in an alternative educational program.	EL, FY, LI / All
4	The Departments of Secondary Curriculum and Assessment and Instructional Technology will maintain the California College Guidance Initiative (CCGI) to increase and give students/parents, especially those in unduplicated groups, access to "a-g" information and the application process for post-secondary institutions to increase college matriculation rates.	All / All
16	The Department of Student Support Services and Health Services will provide academic tutoring services for foster youth and low-income students to increase academic achievement and increase proficiency.	FY, LI / All
Metric 2: College and Career Indicator		
5	The Department of Secondary Curriculum will support Jr. High and High School College Nights to increase college awareness and provide opportunities to participate in college tours principally directed for unduplicated student groups.	EL, FY, LI / Jr. High and High Schools
6	The Department of Secondary Curriculum will provide secondary administrators and counselors training in tools to monitor CSU/UC eligibility, continued alignment of current new a-g courses with UC/CSU criteria, and a-g progress monitoring, and monitor on-track a- g progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS.	All / High School
7	The Departments of Elementary and Secondary Curriculum will provide the AVID program principally directed for unduplicated student support who are primarily first-time college goers to encourage and increase college and career readiness and success.	EL, FY, LI / All
8	The Department of Secondary Curriculum will support Career Centers at all high schools to improve and provide equitable access and information to college and career courses and opportunities principally directed for unduplicated student groups.	EL, FY / High School
9	The Department of Alternative Education will offer college credit courses (dual enrollment) at all high schools to increase equitable access and information to college and career courses and opportunities principally directed for unduplicated student groups.	EL, FY, LI / High School

Metric 2: College and Career Indicator (cont.)		
Actions/Services		**Students/Location(s)**
10	The Department of Secondary Curriculum will oversee high school counselors who perform transcript audits at the end of each semester and provide additional monitoring of students not "on track status" in order for students to graduate in 4 years.	All / High School
15	The Department of Access and Equity will oversee site administration in monitoring the implementation of dual language immersion and the biliteracy pathways.	All / All
18	The Department of Access and Equity and the Department of Assessment and Instructional Technology will oversee various training and costs of bilingual assessments to support the translation of assessment materials for the dual language immersion programs and to determine students' multilingual abilities in reading, writing, listening, and speaking principally directed for English learners.	EL / All
Metric 3: AP District Summary Report		
11	The Departments of Secondary Curriculum and Assessment and Instructional Technology will subsidize advanced placement fees principally directed for unduplicated student groups in order to provide access for low-income students to take the AP exams.	LI / High School
17	The Departments of Secondary Curriculum will expand access to Advanced Placement programs and equitable preparation for assessments principally directed for low-income student groups by expanding course offerings, increasing student efficacy in taking exams, and provide training for Advanced Placement teachers.	LI / High School
Metric 4: English Learner Progress		
12	The Department of Access & Equity will support professional development by ELD instructional coaches to administrators, teachers, and instructional support staff to improve and ensure all English Learners attain English Language proficiency and are provided language acquisition support across content areas.	All / All
13	The Department of Access and Equity will maintain 3 FTE staff to support with LCAP implementation to support unduplicated student groups, assist with analyzing and monitoring English Learner (EL) progress in academics and English Language proficiency, and ensure that ELs have access to a broad course of study as determined by assessments and appropriate program placement (e.g., ELD standards, full curriculum, rigorous coursework, quality standards based instruction).	EL / All
14	The Department of Access and Equity will oversee site administration in monitoring and reviewing master schedules to ensure ELs are provided access to the full curriculum through Structured English Immersion, along with the provision of EL supports and services through daily Designated and Integrated ELD.	All / All

Annual Update – Goal 3

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CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2023-24

Goal Three

ALL STUDENTS ARE PREPARED FOR COLLEGE AND CAREER BEYOND GRADUATION. [State Priorities 4 & 8]

Metrics	Status of Goal 3				
	Expected Measurable Outcome	**23-24**	22-23	21-22	**Progress from most recent outcome**
1a. California School Dashboard-Academic Indicator * State Standards Assessments (CAASPP) for grades 3-8, and 11 in ELA or Essential Standards Assessment (ESA) **Scale:**	Maintain or Increase Performance	**23-24** 2024/2025	**22-23** Green +24.7 Distance from Standard	**21-22** High +20.1 Distance from Standard	√
1b. California School Dashboard-Academic Indicator * State Standards Assessments (CAASPP) for grades 3-8, and 11 in Math or Essential Standards Assessment (ESA) **Scale:**	Maintain or Increase Performance	**23-24** 2024/2025	**22-23** Green -13.8 Distance from Standard	**21-22** Medium -19.6 Distance from Standard	√

California School Dashboard-Academic Indicator

KEY: LI: Low Income; EL: English Learner: FY: Foster Youth: H: Homeless: SWD: Students with Disabilities; AA: African American or Black; A: Asian; AI: American Indian or Alaska Native; F: Filipino; H/L: Hispanic or Latino; HA: Native Hawaiian or Pacific Islander; T/W: Two or More Races; W: White
Scale: Blue (highest); Green; Yellow; Orange; Red (lowest)

California School Dashboard, Grades 3-8, and 11: English Language Arts (ELA)

	All	LI	EL	FY	H	SWD	AA	A	AI	F	H/L	HA	T/W	W
21-22	High	Low	Low	Low	Low	Very Low	Low	Very High	*	Very High	Low	High	Very High	High
22-23	Green	Orange	Orange	Orange	Orange	Red	Orange	Blue	*	Blue	Yellow	Blue	Blue	Green
23-24	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024

California School Dashboard, Grades 3-8, and 11: Math

	All	LI	EL	FY	H	SWD	AA	A	AI	F	H/L	HA	T/W	W

Annual Update – Goal 3 Continued

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CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2023-24

	All	LI	EL	FY	H	SWD	AA	A	AI	F	H/L	HA	T/W	W
21-22	High	Low	Low	Low	Low	Very Low	Low	Very High	*	Very High	Low	High	Very High	High
22-23	Green	Orange	Orange	Orange	Orange	Red	Orange	Blue	*	Blue	Yellow	Blue	Blue	Green
23-24	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024

California School Dashboard, Grades 3-8, and 11: Math

	All	LI	EL	FY	H	SWD	AA	A	AI	F	H/L	HA	T/W	W
21-22	Medium	Low	Low	Low	Low	Very Low	Low	Very High	*	Very High	Low	High	High	Medium
22-23	Green	Orange	Orange	Orange	Orange	Red	Orange	Blue	*	Blue	Yellow	Green	Green	Green
23-24	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024

CDE Dataquest-Academic Indicator

KEY: LI: Low Income; EL: English Learner: FY: Foster Youth: H: Homeless: SWD: Students with Disabilities; AA: African American or Black; A: Asian; F: Filipino; H/L: Hispanic or Latino; T/W: Two or More Races; W: White

CDE Dataquest CAASPP Data, Grades 3-8, and 11: English Language Arts (ELA)

	All	LI	EL	FY	H	SWD	AA	A	AI	F	H/L	HA	T/W	W
21-22	58.91%	46.29%	19.35%	27.66%	38.22%	19.8%	42.77%	81.32%	50%	82.14%	47.33%	61.76%	67.87%	66.25%
22-23	60.44%	47.24%	19.82%	34.38%	37.23%	18.97%	40.6%	82.67%	50%	84.71%	48.81%	61.11%	67.33%	68.73%
23-24	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024

*Not available at this time

CDE Dataquest CAASPP Data, Grades 3-8, and 11: Math

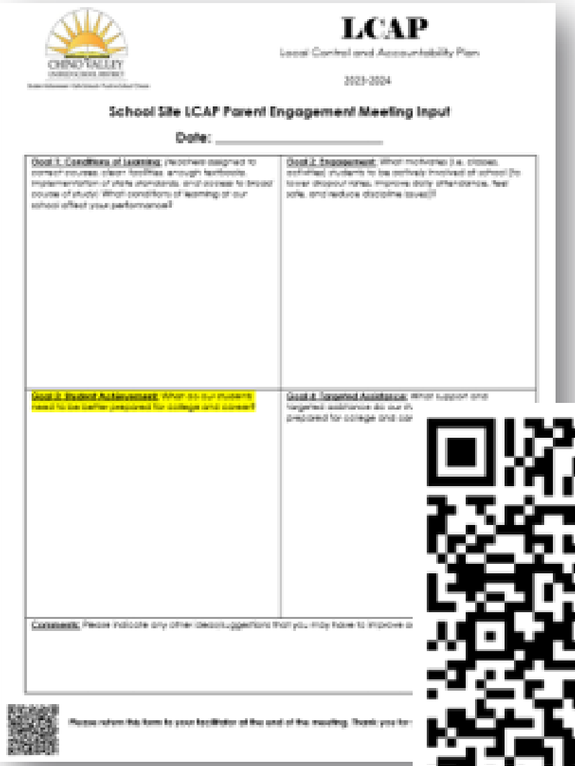
	All	LI	EL	FY	H	SWD	AA	A	AI	F	H/L	HA	T/W	W
21-22	44.58%	30.76%	20.2%	19.57%	24.39%	13.19%	27.38%	78.09%	40%	68.14%	29.08%	52.94%	56.83%	49.85%
22-23	44.58%	30.76%	20.2%	19.57%	24.39%	13.19%	25.31%	80.42%	35%	73.53%	30.69%	58.34%	54.95%	51.68%
23-24	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024	Dec 2024

*Not available at this time

Goal 3
Student Outcomes

State Priorities 4 & 8

All students are prepared for college and career beyond graduation.



Review progress of LCAP Goal 3 and related actions and services

Get feedback on LCAP Goal 3 and related actions and services

LCAP

Local Control and Accountability Plan

2023-2024

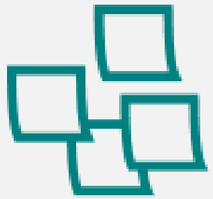
School Site LCAP Parent Engagement Meeting Input

Date: _____

Goal 1: Conditions of Learning: (teachers assigned to correct courses, clean facilities, enough textbooks, implementation of state standards, and access to broad course of study): What conditions of learning at our school affect your performance?	**Goal 2: Engagement:** What motivates (i.e. classes, activities) students to be actively involved at school (to lower dropout rates, improve daily attendance, feel safe, and reduce discipline issues)?
Goal 3: Student Achievement: What do our students need to be better prepared for college and career?	**Goal 4: Targeted Assistance:** What support and targeted assistance do our students need to be better prepared for college and career?
Comments: Please indicate any other ideas/suggestions that you may have to improve our schools.	

Please return this form to your facilitator at the end of the meeting. Thank you

Thank you for your valuable input!



Please remember to leave your LCAP input sheet with us.