






Local Control *and* Accountability Plan

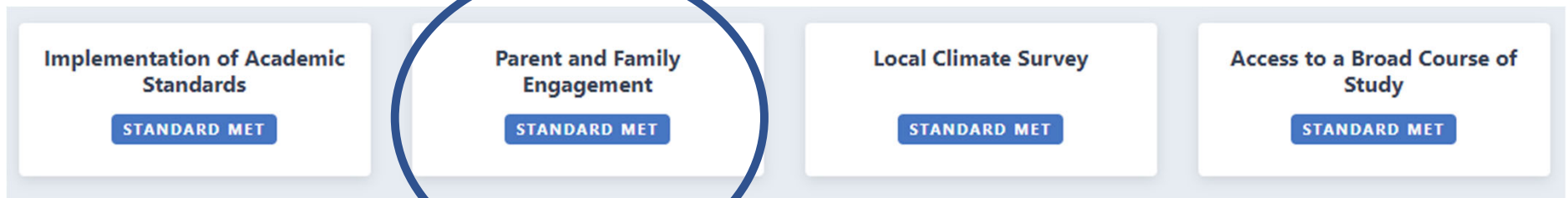
Chino Valley Unified School District
Annual Update to the Board of Education
Parent and Family Engagement
April 21, 2022

Alignment of the Parent and Family Engagement Reflection Tool and the State Priorities

 <p>1</p>	<p>All students are provided a high-quality teaching and learning environment. Basic Services (State Priority 1) Implementation of State Standards (State Priority 2) Student Achievement (State Priority 4) Access to a Broad Course of Study (State Priority 7) Student Outcomes in a Broad Course of Study (State Priority 8)</p>
 <p>2</p>	<p>Students, parents, families, and staff are connected and engaged to their school to ensure student success. Parent Involvement (State Priority 3) Student Engagement (State Priority 5) School Climate (State Priority 6)</p>
 <p>3</p>	<p>All students are prepared for college and career beyond graduation. Student Achievement (State Priority 4) Student Outcomes in a Broad Course of Study (State Priority 8)</p>

Performance on the Eight State Priorities

Local Metrics



- **Met**
- Not Met
- Not Met for Two or More Years

Evidence: Reported to the Board of Education at a Regularly Scheduled Meeting



Parent and Family Engagement Self-Reflection Tool

- (1) Building Relationships Between Staff and Families
- (2) Building Partnerships for Student Outcomes
- (3) Seeking Input for Decision Making

Rating Scale for Implementation

- 1:** Exploration and Research Phase
- 2:** Beginning Development
- 3:** Initial Implementation
- 4:** Full Implementation
- 5:** Full Implementation and Sustainability

Building Relationships Between Staff and Families

Building Relationships Between Staff and Families	1	2	3	4	5
Progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
Progress in creating welcoming environments for all families in the community.				4	
Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
Progress in developing multiple opportunities for the district and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Revised Self-Reflection Tool Rating Scale
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Building Partnerships for Student Outcomes

Building Partnerships for Student Outcomes	1	2	3	4	5
Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
Progress in providing families with information and resources to support student learning and development in the home.					5
Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

**Revised Self-Reflection Tool
Rating Scale**

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Seeking Input for Decision Making

Seeking Input for Decision Making	1	2	3	4	5
Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
Progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

**Revised Self-Reflection Tool
Rating Scale**

- 1 – Exploration and Research Phase
- 2 – Beginning Development
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