

Chino Valley Unified School District

LOCAL CONTROL AND ACCOUNTABILITY PLAN

LCAP Advisory Committee Meeting
December 3, 2024



MEETING NORMS AND COURTESIES





- Keep student learning as a focus
- Assume best intentions in others
- Participate with respect
- Start and end on time
- Silence cell phones

OUR OBJECTIVES FOR TODAY

- Receive and provide feedback for LCAP Goal 1 and Goal 4



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
<p>All students are provided a high-quality teaching and learning environment.</p> 	<p>Students, parents, families, and staff are connected and engaged to their school to ensure student success.</p> 	<p>All students are prepared for college and career beyond graduation.</p> 	<p>Chino Valley School District is committed to increasing the college and career readiness of students at Buena Vista (BV), Chino Valley Learning Academy (CVLA), and Boys Republic High School (BR): targeted emphasis on improving Graduation Rates, Mathematics proficiency, school connectedness, and performance on the College and Career Indicator.</p> 



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

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

Highlight of Actions

**Recruit and Retain Highly
Qualified Staff**



**Provide CCSS Aligned
Instructional Materials**



**Deferred
Maintenance Program**



Updated Technology



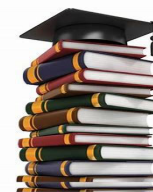
GATE Services



**Instructional Coaches
and
Professional
Development**



Broad Course of Study





1

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

Achieved Annual Measurable Outcomes

Met



0% Teaching Misassignments
0% English Learner Misassignments
1.08% (15) Teacher Vacancies

10.04.24

Met



Facilities with Good or Higher Rating

Met



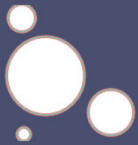
Standards Aligned Instructional Materials

Met



Technology

YOUR FEEDBACK MATTERS



Place your dots on the chart next to the actions that you feel are necessary to continue in our district.

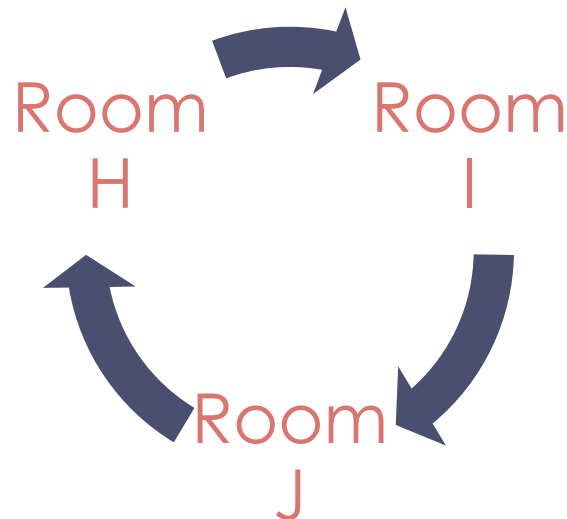


(Optional) Place a question mark next to the action that you feel needs more explanation. Be sure to write your questions on the label so that we can properly address it.

BREAK OUT ROOM SCHEDULE

- AHS and DAL Feeders – Room H
- CHS Feeder – Room I
- CHHS Feeder – Room J
- Group A – Room H
- Group B – Room I
- Group C – Room J

Presenters will rotate clockwise





Breakout Group A

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

Highlight of Actions



**Recruit and Retain
Highly Qualified Staff**



Provide CCSS Aligned
Instructional Materials



**Deferred
Maintenance Program**



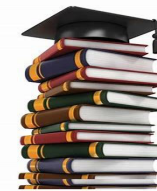
Updated Technology



GATE Services



Instructional Coaches
and
Professional
Development



Broad Course of Study

Goal 1 Metrics: Actions 1, 2, & 14



100%

Teachers are assigned to teach according to their subject-matter competence/authorizations

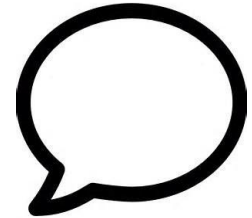


60.44%

Students who meet standards on ELA based on Smarter Balanced

46.58%

Students who meet standards on Math based on Smarter Balanced



100%

Facilities have a good or higher rating with minimal deficiencies as reported through the FIT

Baseline Metrics Based on Data Collected in 2023-24

Action 1: Recruitment Fairs

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.



Base Grant

\$15,000

Key Points:

- **Maintains District's position as a public school leader**
- **Maintains qualified pool of applicants to replenish vacancies annually**
- **Maintains Chino Valley as a destination for local teaching talent**

Action 2: New Teacher Induction

The Division of Human Resources will oversee the Coordinator of Teacher Support for beginning teachers through the District sponsored CVUSD Teacher Induction Program, to improve teacher retention and quality of instruction, thereby improving outcomes for unduplicated student groups.



Key Points:

- Teacher quality greatly impacts student success, particularly unduplicated student groups
- Studies show that beginning teachers who participated in some kind of induction performed better at various aspects of teaching
- Most studies also show that students of beginning teachers who participated in some kind of induction had higher scores, or gains, on academic achievement tests

Supplemental Grant
\$500,000

School Year	Year 1 Candidates	Early Completion Option Candidates	Year 2 Candidates	Total Number of Induction Candidates	Credential Recommendations	Mentors	Induction Candidate Retention Rate
19-20	75	32	14	121	44	76	92%
20-21	37	10	67	114	66	63	96%
21-22	81	5	33	119	32	32	91%
22-23	60	6	74	134	49	68	96%
23-24	43	14	49	106	62	66	91%
24-25	81	14	39	120	TBD	73	91%

Action 14: Facilities

The Maintenance and Operations Department maintains school facilities, so they are in good repair and safe for students and staff (Deferred Maintenance).

Key Point:

- **Deferred Maintenance projects** are those that are typically major in scope, separate from daily and routine maintenance/repairs, and completed during spring, summer, and winter breaks. Although the state discontinued the requirements for funding the program in 2015, the Board of Education continues to authorize funding to ensure our facilities are kept in good condition and repair.



Base Grant

\$5,965,000

Action 14: Facilities

2023/2024 School Year Deferred Maintenance Projects
Scheduled/In Progress/Completed

SCHOOL	PROJECT	COST
Various Sites*	Asphalt Repairs	\$195,000.00
Various Sites**	Roofing	\$4,704,427.00
Ayala HS	Exterior Painting	\$49,600.00
Chino HS & Don Lugo HS	Track Resurfacing	\$827,911.00
Total Deferred Maintenance		\$5,776,938.00



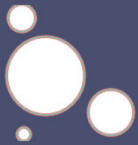
Base Grant

\$5,965,000

*Liberty ES, Litel ES, Walnut Avenue ES, Chino Hills HS

**Borba ES, Chaparral ES, Country Springs ES, Dickey ES,
Dickson ES, Eagle Canyon ES, Hidden Trails ES, Rhodes ES,
Rolling Ridge ES, Canyon Hills JHS, Woodcrest JHS, Ayala HS,
Chino Hills HS, Chino Valley Adult School, District Warehouse

YOUR FEEDBACK MATTERS



Place your dots on the chart next to the actions that you feel are necessary to continue in our district.



(Optional) Place a question mark next to the action that you feel needs more explanation. Be sure to write your questions on the label so that we can properly address it.



Breakout Group B

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

Highlight of Actions



Recruit and Retain
Highly Qualified Staff



**Provide CCSS Aligned
Instructional Materials**



Deferred
Maintenance
Program



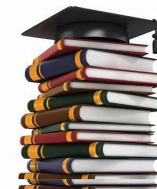
Updated Technology



GATE Services

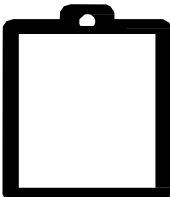


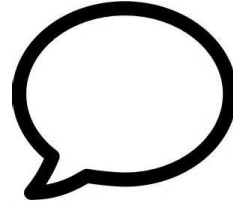


**Instructional Coaches
and
Professional
Development**



Broad Course of Study

Goal 1 Metrics: Actions 3, 4, 6, 7, 8, 9, & 10

			
<p>Professional Development Reflection Tool:</p> <p>ELA: 5 Math: 5 History/Social Science: 4 ELD: 5 NGSS: 4</p>	<p>2nd Gr.- 17.98%</p> <p>Students were identified as GATE through Universal Screening (2023-24)</p> <hr/> <p>100%</p> <p>Students have access to standards aligned curriculum (Williams Report, 2024)</p>	<p>100%</p> <p>Students participate in District Elementary Music Program</p> <p>100%</p> <p>Students have the opportunity to participate in elective music for Grades 5-6</p>	<p>Implementation of Standards</p> <p>ELA=5 Mathematics=5 History/Social Science=4 Science=4 CTE=5 PE=5 World Languages=5 Health Ed=5 VAPA=5</p>

Baseline Metrics Based on Data Collected in 2023-24

Action 3: Library and Media Support

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.

In order to address this condition of unduplicated students, the district will continue to offer library and media support, and this will ensure unduplicated students have access to instructional materials and resources during school hours.

Key Points:

- **Provide high school teacher librarians for high schools**
- **Provide teachers with support in preparing students for both college and career**



Base, Supplemental, &
Federal Grant

\$1,692,128

Action 4: Common Core Materials

The Departments of Elementary, Secondary Curriculum, Access and Equity, and Alternative Education will pilot and adopt instructional materials aligned to current framework and state standards as determined by the adoption cycle and/or District need.



Base/Other

\$3,588,000

Key Points:

- **Update curriculum, materials, and assessments to keep current with state standards**
- **School district timeline is aligned with State Board of Education adoption process**

Action 6: Instructional Support

The Division of Curriculum, Instruction, Innovation, and Support (CIIS) will maintain Instructional Coaches to support staff development and build teacher capacity to improve outcomes in academic content areas for the unduplicated student groups.

Instructional coaches from various departments will deliver professional development according to site and individual teacher need to ensure that all unduplicated students benefit from this action.

[National Reading Technical Assistance Center, 2010]

Key Points:

- **Provide teacher training in the implementation of Professional Learning Communities**
- **Support teachers with training in research-based instructional strategies**
- **Create resources to support adopted curriculum**



Supplemental Grant
\$2,843,346

Action 7: Professional Development

The Division of CIIIS 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, and site based professional development.)

Key Points:

- **Sites receive money to allocate for the necessary professional development within their school plans**
- **Covers the cost of subs, extra hours, registration, and travel (if needed)**
- **Title II money can only be used for Professional Development**



Grant/Federal
\$550,000

Action 8: GATE

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.

For the 2024-25 school year, we have 2,016 students in the District that are identified as GATE, and of those students are 54 ELs. The unduplicated student count has increased in GATE identification and continues to be monitored.

Key Points:

- **17.61% of students in CVUSD are GATE identified**
- **Schools provide unique opportunities to meet gifted students' needs (during and after school)**



Supplemental Grant
\$200,000

Action 9: VAPA

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.

Maintain District Music Program to support access to enrichment opportunities at all elementary school sites and develop well-rounded education and support math achievement to ensure that all unduplicated elementary students benefit from this action.



Base and
Supplemental Grant

\$1,570,066

Key Points:

- **13 elementary music teachers**
- **Elementary instrument purchases and repair**
- **Curriculum materials**
- **4th grade recorders**
- **Secondary music is paid for out of the general fund**

Action 10: Career Pathways & Options

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.

Offering a robust CTE Pathways program is well-researched practice that meets the criteria for “evidence-based” as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups.

Key Points:

- **Each high school provides opportunities for students to complete a sequence of courses resulting in pathway completion**
- **CTE Pathways are developed using local labor market data and student interest**
- **Local Advisory Committee meets annually to review CTE Program and Pathways**



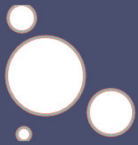
Supplemental/Other
\$822,748

Goal 4: Chino Valley School District is committed to increasing the college and career readiness of students at Buena Vista (BV), Chino Valley Learning Academy (CVLA), and Boys Republic High School (BR): targeted emphasis on improving Graduation Rates, Mathematics proficiency, school connectedness, and performance on the College and Career Indicator.

The actions focus particularly on three school sites: Buena Vista Continuation High School, Boys Republic, and CVLA. CVUSD believes the actions, metrics, expenditures included in this goal will help achieve the outcomes identified in the goal description and continue to increase the graduation rates of the students at these low-performing schools.

Boys Republic	Buena Vista	CVLA	Multiple Schools
Action 8: Graduation Awareness \$0	Action 1: BVROP Transportation \$20,000		Action 3 (Boys Republic & Buena Vista): Career/College Awareness \$0
	Action 2: Math PLC \$3,000		Action 4 (Boys Republic & Buena Vista): Increased Academic Support \$3,716,219
	Action 7: Buena Vista Toddler Center \$146,042		Action 5 (Boys Republic & Buena Vista): Career and Community College Awareness \$4,000
			Action 6 (Buena Vista & CVLA): Student Connectedness \$50,000

YOUR FEEDBACK MATTERS



Place your dots on the chart next to the actions that you feel are necessary to continue in our district.



(Optional) Place a question mark next to the action that you feel needs more explanation. Be sure to write your questions on the label so that we can properly address it.



Breakout Group C

State
Priorities
1, 2, & 7

Highlight of Actions



Recruit and Retain
Highly Qualified Staff



Provide CCSS Aligned
Instructional Materials



Deferred
Maintenance
Program



Updated Technology



GATE Services


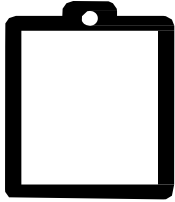
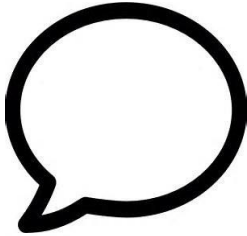


Instructional Coaches
and
Professional
Development



Broad Course of Study

Goal 1 Metrics: Action 5, 11, 12, &13

		
<p>100%</p> <p>Teachers and students have access to upgraded technology</p>	<p>Implementation of Standards</p> <p>ELA=5 Mathematics=5 History/Social Science=4 Science=4 CTE=5 PE=5 World Languages=5 Health Ed=5 VAPA=5</p>	<p>Technology Survey</p> <p>2023-24 Percentage of the frequency that teachers use formative tech tools:</p> <p>0% Daily 64% Weekly 36% Monthly 0% Never</p>

Action 5: Common Core Supplemental Supports

The Department of Special Education will provide supplemental Common Core materials, assessments, and training aligned to state standards on an ongoing basis to improve quality of instruction and support to students with disabilities.



Key Points:

- Supplemental materials for students in a moderate/severe program
- Teacher input and review of supplemental materials
- Aligned to the alternative state standards and California Alternate Assessment (CAA)

Action 11: Preschool Inclusion Program

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.

Key Points:

- **Preschool Readiness Educational Partnership (PREP) is a 3-hour inclusion program**
- **Comprehensive program that focuses on early intervention for typically developing students (fee based) along with students with special needs (IEP process)**
- **Five locations (Chaparral Elementary, E.J. Marshall Elementary, Glenmeade Elementary, Liberty Elementary, and Oak Ridge Elementary)**



Base/Other

\$1,524,474

Action 12: Technology

The Department of Technology will upgrade and replace computers and acquire technology tools to support instructional programs for all students.



Base Grant

\$4,000,000

Key Points:

- Refreshing devices for teachers and students
- Provide and update technology-based teaching tools as needed

Action 13: Instructional Technology

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] to increase learning outcomes for unduplicated student groups.



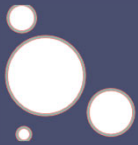
Supplemental Grant

\$20,000

Key Points:

- Unduplicated student groups perform lower on local and state assessments
- Engaged students perform better academically
- Techsploration Committee will explore multiple instructional technology tools focusing on those that will increase student engagement
- Committee teachers will provide feedback on the instructional technology tools

YOUR FEEDBACK MATTERS



Place your dots on the chart next to the actions that you feel are necessary to continue in our district.



(Optional) Place a question mark next to the action that you feel needs more explanation. Be sure to write your questions on the label so that we can properly address it.

Gallery Walk

While the music is playing, please review the posters from the other groups.

Reflect on what is similar to your group's input?

Reflect on what is different than your group's input?

LCAP Advisory Committee
Feedback Form: Goals 1 and 4



FEEDBACK FORM

Thank you for your
valuable input!



See you at the next LCAP meeting!

Date: January 28, 2025

Time: 9:00am – 11:00am

Location: PDC II



Thank You!