



Local Control *and* Accountability Plan

2022-2023
Chino Valley Unified School District

School Site: Parent/Community Engagement Meeting

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)?



Base Grants

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



Supplemental Grants

Low income, English learners, and foster youth/homeless, generate more funding above the base grant (20%).

Funding is to increase and improve services for the specified groups above to improve achievement.


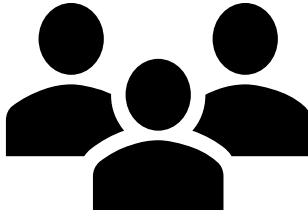

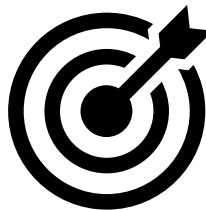


Concentration Grants

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.

What are the District's 2021-22 through 2023-24 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>Students at schools targeted for assistance are prepared for college and career beyond graduation through a clear system of support.</p>  |

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

Goal 1:
Conditions of Learning

- Basic Services (Priority 1)
- Implementation of State Standards (Priority 2)
- Student Achievement (Priority 4)
- Course Access (Priority 7)
- Other Student Outcomes (Priority 8)

Goal 2:
Engagement

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






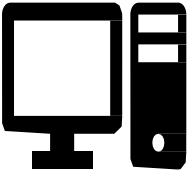


Goal 3:
Student Outcomes

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


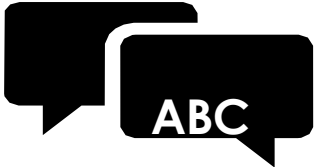



Goal 4:
Targeted Assistance

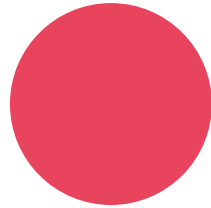
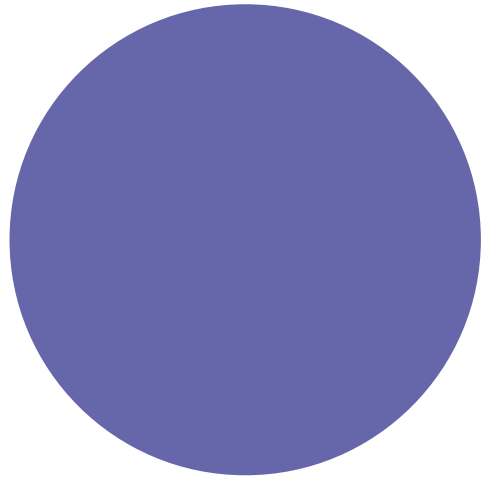
- Student Achievement (Priority 4)
- Other Student Outcomes (Priority 8)

How is school success measured locally?

| | | |
|---|--|--|
| <p>Basic Services (State Priority 1)</p> <ul style="list-style-type: none"> ✓ Credentialed Teachers ✓ Instructional Materials ✓ Facilities in Good Repair    | <p>Implementation of State Board Approved Standards (State Priority 2)</p> <p>ELA, Math, ELD, CTE, Health, Social Science, PE, NGSS, VAPA, World Language</p> | <p>Access to Broad Course of Study (State Priority 7)</p> <p><u>Grades 1-6</u> ELA, Math, Social Science, Science, VAPA, Health, and PE</p> <p><u>Grades 7-12</u> ELA, Math, Social Science, Science, VAPA, Health, PE, World Language, and CTE</p> |
| <p>Parent Engagement (State Priority 3)</p>  | <p>School Climate (State Priority 6)</p>  | <p>Other District Selected Indicators to Support the 8 State Priorities</p>    |

How is school success measured by the CA State Indicators?

| | | |
|---|--|--|
| <p>Academic Indicator <i>(State Priority 4)</i></p> <p>Grades 3-8, and 11 CAASPP in ELA and Math</p>  | <p>English Learner Progress Indicator <i>(State Priority 4)</i></p>  | <p>Suspension and Expulsion Rates <i>(State Priority 6)</i></p>  |
| <p>College and Career Indicator <i>(State Priorities, 4, 7, & 8)</i></p> <ul style="list-style-type: none"> ✓ 11th grade CAASPP in ELA and Math ✓ a-g completion ✓ CTE pathway completion ✓ AP score 3+ ✓ Dual enrollment ✓ JROTC ✓ State Seal of Biliteracy | <p>High School Graduation Rate <i>(State Priority 5)</i></p>  | <p>Chronic Absenteeism <i>(State Priority 5)</i></p>  |



Local Indicators

Performance determined by the district,
based on state created standards

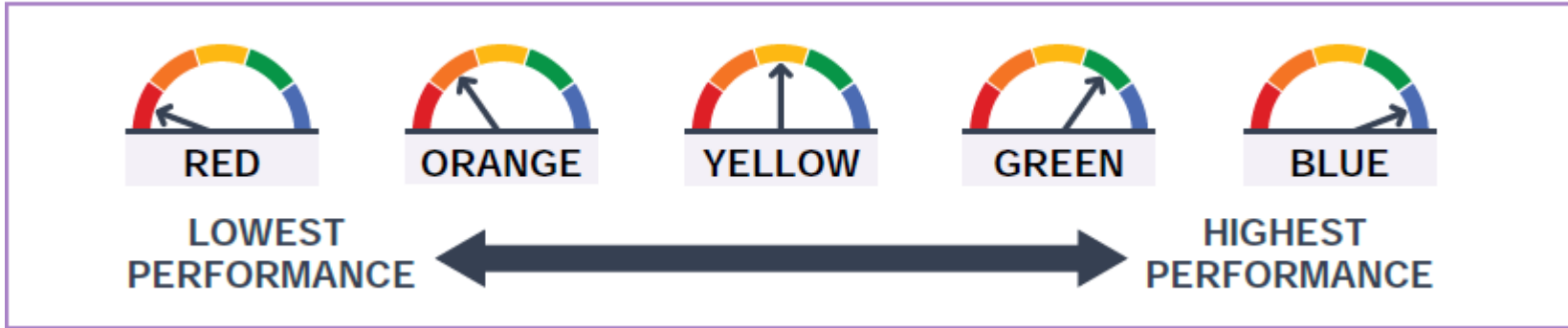
MET

NOT MET

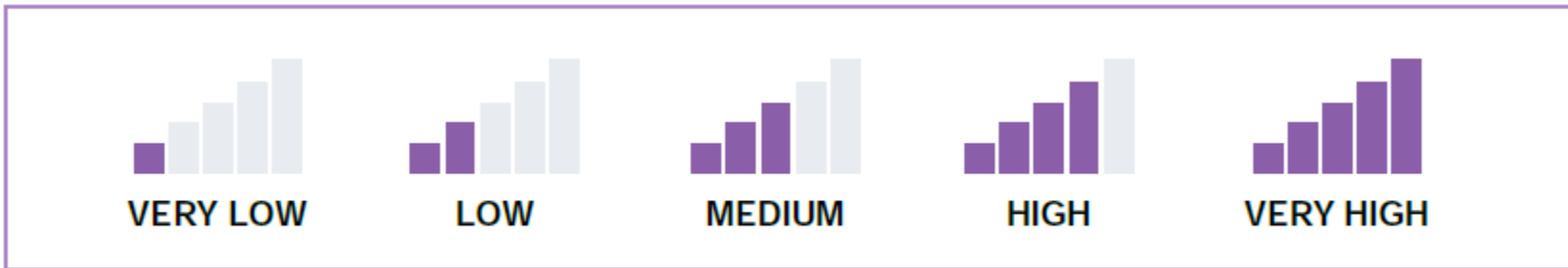
NOT MET FOR 2 OR MORE YEARS



Previous



Current





**SPSA
Progress
Monitoring**

Documents for the Engagement Meeting

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23

DRAFT

1

Chino Valley Unified School District Annual Update

2022-2023

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

2022-2023 Total Enrollment

25,740

Students

Demographics

- 55.8% Hispanic/Latino
- 13.7% White
- 18.4% Asian
- 4.9% Filipino
- 3.7% African American
- 2.6% Two or More Races
- 0.3% Pacific Islanders
- 0.2% American Indian
- 0.4% Not Reported

Data Source: Census Data Enrollment 10/3/2022 and California School Dashboard 2021

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

2
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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12/13/2022

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CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022/2023

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| Goal One ALL STUDENT'S 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 | 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 | 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., World Language) 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 on an ongoing basis to improve quality of instruction and support to students with disabilities. | SWD / All | All |
| Metric 3: District Survey for Implementation of State Adopted Standards | | |
| 6 The Division of Curriculum, Instruction, Innovation, and Support (GIS) will maintain 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 | All |
| Metric 4: California School Dashboard CAASP Result 3-8, and 11 | | |
| 7 The Division of GIS 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). | 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 | 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 | All |



LCAP
Local Control and Accountability Plan
2022-2023

School Site LCAP Parent Engagement Meeting Input

Date: _____

| | |
|--|---|
| <p>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?</p> | <p>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)?</p> |
| <p>Goal 3: Student Achievement: What do our students need to be better prepared for college and career?</p> | <p>Goal 4: Targeted Assistance: What support and targeted assistance do our students need to be better prepared for college and career?</p> |
| <p>Comments: Please indicate any other ideas/suggestions that you may have to improve our schools.</p> | |



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

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Annual Update – Page 1

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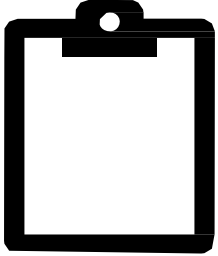



CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23

| | | |
|--|--|-------------------------|
|  | <h2 style="margin: 0;">Chino Valley Unified School District Annual Update</h2> | <p>2022-2023</p> |
|--|--|-------------------------|

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

| | | | | | | | |
|---|--|--|---|--|--|--|--|
| <p style="text-align: center;">2022-2023 Total Enrollment</p> <p style="font-size: 2em; color: #4a5568; text-align: center;">25,740</p> <p style="text-align: center;">Students</p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  </div> <div> <p>Demographics</p> <ul style="list-style-type: none"> 55.8% Hispanic/Latino 13.7% White 18.4% Asian 4.9% Filipino 3.7% African American 2.6% Two or More Races 0.3% Pacific Islanders 0.2% American Indian 0.4% Not Reported </div> </div> <p style="font-size: 0.8em; margin-top: 5px;">Data Sources: Census Day Enrollment 10/05/2022 and California School Dashboard 2021</p> | | | | <p style="text-align: center;">Our Mission</p> <p style="text-align: center;">The CVUSD provides all students a rigorous and relevant education in a safe learning environment.</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;"> <div data-bbox="1717 779 2005 929"> <p>Unduplicated Students</p> <ul style="list-style-type: none"> Low-Income English Learners Foster Youth </div> <div data-bbox="2181 719 2328 925">  </div> </div> | | | |
|  <p style="font-size: 1.5em; font-weight: bold;">20</p> <p>Elementary Schools</p> |  <p style="font-size: 1.5em; font-weight: bold;">2</p> <p>K-8 Schools</p> |  <p style="font-size: 1.5em; font-weight: bold;">5</p> <p>Junior High Schools</p> |  <p style="font-size: 1.5em; font-weight: bold;">4</p> <p>High Schools</p> | <p>1 Continuation High School</p> <p>1 Adult School</p> <p>1 Community Day School</p> <p>1 Court Appointed School</p> | | | |

What were the results of 2021-22 LCAP engagement?

| | | | |
|---|--|---|---|
|  |  |  |  |
| 2 Surveys | 70 Meetings | 19,355 Comments | 14,658 Educational Partners Engaged |




| Goal One | | |
|--|--|-----------------------------|
| ALL STUDENTS ARE PROVIDED A HIGH-QUALITY TEACHING AND LEARNING ENVIRONMENT. [State Priorities 1, 2, 4, 7 & 8] | | |
| Metric 1: School Accountability Report Card | | |
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| Metric 3: District Survey for Implementation of State Adopted Standards | | |
| 6 | 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 ELA and math for the unduplicated student groups. | EL, FY, LI / All |
| Metric 4: California School Dashboard CAASP Result 3-8, and 11 | | |
| 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, and site based professional development). | All / All |
| Metric 5: Program Participation in Broad Course of Study | | |
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| 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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Annual Update 2022-2023

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 | 22-23 | | 21-22 | | 20-21 | | Progress from most recent outcome |
| 1. School Accountability Report Card (SARC) for Teaching Misassignments * | 0% Misassignments | Misassignments | 0% <small>*Based on C-8008 10.5.21</small> | 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 2023 | | 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) | Maintain or Increase Performance | 22-23 2023/2024 | | 21-22 High | | 20-21 N/A | | ✓ |
| Scale:  | | | | ESA Data (Met/Exceeded): District: 57.4% EL: 21.0% SWD: 22.0% Homeless: 34.0% FY: 58.0% LI: 49.0% | | ESA Data (Met/Exceeded): District: 56.6% EL: 16.8% SWD: 22.1% Homeless: 39.8% FY: 26.1% LI: 44.5% | | |

Side-by-side Comparison

Annual Update – Goal 1

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23

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Annual Update 2022-2023



Data (both quantitative and qualitative) are examined to review progress toward goals in the annual update.
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| 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 | | | | | | | |
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| 1. School Accountability Report Card (SARC) for Teaching Misassignments * | 0% Misassignments | Misassignments | 0% <small>*based on C-BEES 10.5.22</small> | 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 2023 | | 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) | Maintain or Increase Performance | 22-23 2023/2024 | | 21-22 High | | 20-21 N/A | | √ |
| Scale: | | | ESA Data (Met/Exceeded): District: 57.4% EL: 21.0% SWD: 22.0% Homeless: 34.0% FY: 58.0% LI: 49.0% | | ESA Data (Met/Exceeded): District: 56.6% EL: 16.8% SWD: 22.1% Homeless: 39.8% FY: 26.1% LI: 44.5% | | | |
| | | | | | | | | |

Annual Update – Goal 1 Continued

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CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23

| | | | | | | | |
|--|---|-------------------------------|--|---|---|--|---------------------------------|
| <p>4b. California School Dashboard-Academic Indicator * State Standards Assessments (CAASPP) for grades 3-8, and 11 in Math or Essential Standards Assessment (ESA)</p>  <p>Scale:</p> | <p>Maintain or Increase Performance</p> | <p>22-23 2023/2024</p> | <p>21-22 Medium</p> <p>Math Data (Met/Exceeded): District: 58.0% EL: 27.0% SWD: 17.0% Homeless: 35.0% FY: 24.0% LI: 36.0%</p> | <p>20-21 N/A</p> <p>Math Data (Met/Exceeded): District: 48.6% EL: 25.0% SWD: 21.7% Homeless: 33.3% FY: 24.4% LI: 36.8%</p> |  | | |
| <p>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</p> | <p>≥ 15%</p> | <p>March 2023</p> | <p>2nd Grade: 17.67% 3rd Grade: 15.84%</p> | <p>•</p> | <p>√</p> | | |
| <p>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</p> | <p>100%</p> | <p>100%/100%</p> | <p>100%/100%</p> | <p>100%/100%</p> | <p>√</p> | | |
| <p>5c. Program Participation in a Broad Course of Study-CTE Pathway Completion Increase % completing “Concentrator” Course at each high school</p> <p>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</p> | <p>Increase</p> | <p>22-23</p> | <p>21-22</p> | <p>20-21*</p> | <p>√</p> | | |
| | | <p>Ayala HS 2023/2024</p> | <p>Ayala HS</p> | | | <p>Ayala HS</p> | |
| | | | <p>Number of CTE Participants (minus completers)</p> | <p>Number of CTE Completers</p> | | <p>Number of CTE Participants (minus completers)</p> | <p>Number of CTE Completers</p> |
| | | | <p>687</p> | <p>52</p> | | <p>662</p> | <p>57</p> |
| | | <p>Chino HS 2023/2024</p> | <p>Chino HS</p> | | | <p>Chino HS</p> | |
| | | | <p>Number of CTE Participants (minus completers)</p> | <p>Number of CTE Completers</p> | | <p>Number of CTE Participants (minus completers)</p> | <p>Number of CTE Completers</p> |
| | | | <p>529</p> | <p>70</p> | | <p>536</p> | <p>22</p> |
| | | <p>CHHS 2023/2024</p> | <p>CHHS</p> | | | <p>CHHS</p> | |
| | | | <p>Number of CTE Participants (minus completers)</p> | <p>Number of CTE Completers</p> | | <p>Number of CTE Participants (minus completers)</p> | <p>Number of CTE Completers</p> |
| | | | <p>811</p> | <p>53</p> | | <p>749</p> | <p>35</p> |
| | | <p>DAL HS 2023/2024</p> | <p>DAL HS</p> | | | <p>DAL HS</p> | |
| | | | <p>Number of CTE Participants (minus completers)</p> | <p>Number of CTE Completers</p> | | <p>Number of CTE Participants (minus completers)</p> | <p>Number of CTE Completers</p> |
| <p>679</p> | <p>29</p> | | <p>551</p> | <p>25</p> | | | |

Annual Update – Goal 1 Continued

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CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23

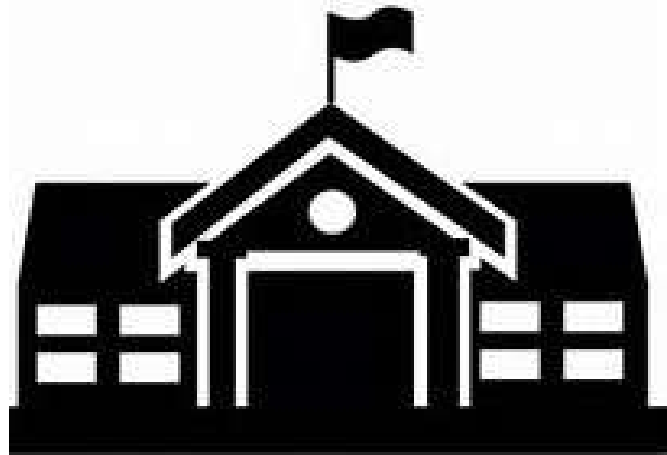
| | | | | | |
|---|-------------------------|--|------|------|-----|
| 5d. Student access and enrollment in required areas of study | 100% | 100% | 100% | 100% | √ |
| 6. Technology Inventory-Access to Technology that is 4 years or newer | 100% | March 2023 | 100% | 100% | √ |
| 7. Facilities with a "good" or "higher" rating on the Facilities Inspection Tool (FIT) Report * | 100% "Good" or "Higher" | XX | 100% | 100% | √ |
| 8. Instructional Technology Survey Results | N/A | 0% Daily 40% Weekly 50% Monthly 10% Never | N/A | N/A | N/A |

*20-21 CTE: These numbers are "duplicated" meaning that all students are counted for any CTE course they are enrolled in.

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

A form titled "LCAP Local Control and Accountability Plan 2022-2023 School Site LCAP Parent Engagement Meeting Input". It includes a date field and four sections for feedback: Goal 1: Conditions of Learning, Goal 2: Engagement, Goal 3: Student Achievement, and Goal 4: Translated Achievement. A comments section is at the bottom. A QR code is located at the bottom left of the form.

LCAP
Local Control and Accountability Plan
2022-2023

School Site LCAP Parent Engagement Meeting Input
Date: _____

Goal 1: Conditions of Learning: Teachers assigned to general courses, share facilities, and high level of implementation of state standards, and access to good course of study. What barriers to learning at the school affect your performance?

Goal 2: Engagement: What motivates (i.e. allows, justifies) students to be actively involved at school to lower dropout rates, improve daily attendance, test rates, and reduce discipline cases?

Goal 3: Student Achievement: What do our students need to be better prepared for college and career?

Goal 4: Translated Achievement: 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 school.

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



Annual Update – Goal 2

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CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23

| 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 | 22-23 | | | | 21-22 | | | | 20-21 | | | | 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 | This survey will be administered in the 2023-24 school year. | | | | Never Vaped | | Connected | | 20-21 This survey was not administered during the 2020-21 school year. | | | | √ |
| | | | | | | 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% | 22-23 Dec 23 | | | | 21-22 | | 20-21 | | | | √ | | |
| | | | | | | State | CVUSD | State | CVUSD | | | | | |
| | | | | | | 90.4% Dataquest | 94% Dataquest | 87.7% Dataquest | 93.2% 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 |
|-------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 20-21 | 93.2% | 90.2% | 77.1% | 41.7% | 83.4% | 79.4% | 84.8% | 96.7% | * | 97% | 92.5% | * | 93.3% | 94.1% |
| 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 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 |

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) 2022-23

| | District | LI | EL | FY | H | SWD | AA | A | AI | F | H/L | HA | T/M | W |
|-------|-----------------------------|----------|----------|----------|----------|----------|----------|-----------|----------|-----------|----------|----------|----------|----------|
| 20-21 | No Dashboard data available | | | | | | | | | | | | | |
| 21-22 | High | High | Medium | Very Low | Medium | Medium | Medium | Very High | * | Very High | High | * | High | High |
| 22-23 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 |

An asterisk (*) is displayed to protect student privacy due to the small student group size.
NOTE: Graduation calculations were changed from 16-17 to 17-18. Comparisons should not be made.

| 3. Year-End Attendance | Above state average | 22-23 | | | 21-22 | | | 20-21 | | | |
|---|------------------------------------|-----------|-----------|-----------|-----------|-----------|-------|--------|---------|-------|--|
| | | CVUSD | State | | CVUSD | State | | CVUSD | State | | |
| | | 2023-2024 | 2023/2024 | | 92.0% | N/A | | 95.63% | 94.75%* | | |
| 4. California School Dashboard - Chronic Absenteeism Rate | ≤ 5.2% and below the state average | 22-23 | | | 21-22 | | | 20-21 | | | |
| | | CVUSD | State | | CVUSD | State | | CVUSD | State | | |
| | | 2023-2024 | 2023/2024 | | Very High | Very High | | 9.3% | 14.3% | | |
| 5a. Suspension Rate | ≤ 0.5% | 22-23 | | | 21-22 | | | 20-21 | | | |
| | | CVUSD | County | State | CVUSD | County | State | CVUSD | County | State | |
| | | 2023/2024 | 2023/2024 | 2023/2024 | 2.7% | 4.7% | 3.4% | 0.4% | 0.1% | 0.2% | |

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 |
|-------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 20-21 | 0.4% | 0.5% | 0.4% | 0.6% | 0.5% | 0.9% | 0.6% | 0.1% | 0% | 0.2% | 0.5% | 0% | 0.4% | 0.3% |
| 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 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 |

*Derived from 19-20

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 |
|-------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 20-21 | 0.4% | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 21-22 | Medium | Medium | Low | High | Medium | High | High | Very Low | Very Low | Very Low | Medium | Low | Low | Low |
| 22-23 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 | Dec 2023 |

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

Annual Update – Goal 2 Continued

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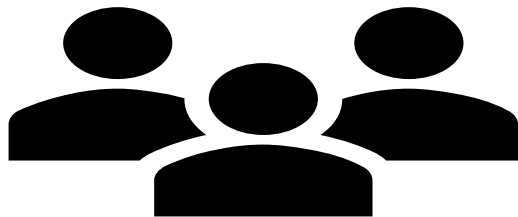
CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23


| | | | | | | | | |
|--|---|--------------------|-----------|-------------------------------|-------|-------------------------------|-------|---|
| 5b. California Department of Education (CDE) Dataquest Report-Expulsion Rate * | ≤ 0.07% | 21-22 | | 21-22 | | 20-21 | | √ |
| | | CVUSD | State | CVUSD | State | CVUSD | State | |
| | | 2023/2024 | 2023/2024 | 0.06% | 0.08% | 0% | - | |
| 6. Dropout Rate • CDE Dataquest Report • CALPADS | Middle School: ≤ 0.05% High School: ≤ 4% | 22-23 | | 21-22 | | 20-21 | | √ |
| | | Middle School | 2023/2024 | Middle School | 0% | Middle School | 0.39% | |
| | | High School | 2023/2024 | High School | 5% | High School | 4.28% |  |
| 7. State Reflection Tool for Parent Engagement using Indicators in 7a and 7b | Met | 22-23 2023/2024 | | 21-22 Met | | 20-21 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 | Families are informed about school sponsored activities 85% | 22-23 | | 21-22 | | 20-21 | |  |
| | Families are encouraged to attend school sponsored activities 90% | Apr 23 | | 83% | | 74% | | |
| | The school encourages families to volunteer 75% | Apr 23 | | 87% | | 84% | | |
| | This school respects and values input provided by families 80% | Apr 23 | | 66% | | 66% | | |
| | This school provides information about programs and services for eligible students such as GATE, SpEd, EL 75% | Apr 23 | | 73% | | 71% | | |
| | | Apr 23 | | 64% | | 60% | | |
| 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% | 22-23 2023/2024 | | 21-22 100% 100% 100% | | 20-21 100% 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.




 **LCAP**
Local Control and Accountability Plan
2022-2023

School Site LCAP Parent Engagement Meeting Input

Date: _____

| | |
|---|---|
| Goal 1: Conditions of Learning: (teacher 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 practices (i.e. classes, activities, students to be actively involved at school, etc.) have worked well? (improve data to reflect success, less staff, and reduce discipline issues?) |
| Goal 3: Student Achievement: What do our students need to be better prepared for college and career? | Goal 4: Teacher Qualities: What support and targeted conditions 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 school.

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





Review progress of LCAP
Goal 2 and related
actions and services

Get feedback on LCAP
Goal 2 and related
actions and services

Annual Update – Goal 3

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23

DRAFT

| Goal Three | | | | | |
|--|----------------------------------|--------------------|---|--|-----------------------------------|
| ALL STUDENTS ARE PREPARED FOR COLLEGE AND CAREER BEYOND GRADUATION. [State Priorities 4 & 8] | | | | | |
| Metrics | Status of Goal 3 | | | | |
| | Expected Measurable Outcome | 22-23 | 21-22 | 20-21 | 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)  | Maintain or Increase Performance | 22-23 2023/2024 | 21-22 High ESA Data (Met/Exceeded): District: 57.4% EL: 21.0% SWD: 22.0% Homeless: 34.0% FY: 58.0% LI: 49.0% | 20-21 N/A ESA Data (Met/Exceeded): District: 56.6% EL: 16.8% SWD: 22.1% Homeless: 39.8% FY: 26.1% LI: 44.5% | √ |
| 1b. California School Dashboard-Academic Indicator * State Standards Assessments (CAASPP) for grades 3-8, and 11 in Math or Essential Standards Assessment (ESA)  | Maintain or Increase Performance | 22-23 2023/2024 | 21-22 Medium ESA Data (Met/Exceeded): District: 58.0% EL: 27.0% SWD: 17.0% Homeless: 35.0% FY: 24.0% LI: 36.0% | 20-21 N/A ESA Data (Met/Exceeded): District: 48.6% EL: 25.0% SWD: 21.7% Homeless: 33.3% FY: 24.4% LI: 36.8% | 🔍 |
| 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) | | | | | |

Annual Update – Goal 3 Continued

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CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23

| 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 |
| 20-21 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 21-22 | High | Low | Low | Low | Low | Very Low | Low | Very High | * | Very High | Low | High | Very High | High |
| 22-23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 |

| 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 |
| 20-21 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 21-22 | Medium | Low | Low | Low | Low | Very Low | Low | Very High | * | Very High | Low | High | High | Medium |
| 22-23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 |

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 |
| 20-21 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 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 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 |

*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 |
| 20-21 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 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 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 |

*Not available at this time

Annual Update – Goal 3 Continued

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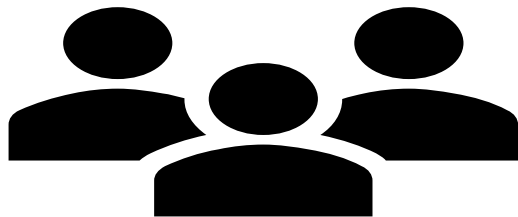
CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23


| California School Dashboard-College/Career Indicator (CCI) | | | | | | | | | | | | |
|--|--------------------------------------|--------------------|-----------|-----------|---|-------------------|-------------------|---|----------------|----------------|--------|--------|
| The CCI was calculated for the 19-20 graduating cohort | | | | | | | | | | | | |
| *No California Dashboard in 2021/2022 | | | | | | | | | | | | |
| CCI Level | # of Students | % of Students | | | | | | | | | | |
| Prepared | 1,106 | 47.5% | | | | | | | | | | |
| Approaching Prepared | 402 | 17.3% | | | | | | | | | | |
| Not Prepared | 819 | 35.2% | | | | | | | | | | |
| Total | 2327 | 100% | | | | | | | | | | |
| 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 | | | | | | | | | | | | |
| College and Career: High School | | | | | | | | | | | | |
| | All | LI | EL | FY | H | SWD | AA | A | F | H/L | T/W | W |
| 20-21 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 21-22 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 22-23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 | Dec 23 |
| *Not available at this time | | | | | | | | | | | | |
| 2. College and Career Indicator % Met "a-g" requirements * (College and Career Indicator – AP, Dual Enrollment, CTE Completion, Biliteracy, a-g, JROTC, IB) | Increase % | 22-23 2023/2024 | | | 21-22 Not reported in 2021-2022 <small>*Based on Dashboard</small> | | | 20-21 59%* <small>*Based on Dashboard</small> | | | √ | |
| 3. AP District Summary Report % Students Scoring 3+ on Advanced Placement Exam * | Increase % | 22-23 2023/2024 | | | 21-22 69.2% | | | 20-21 61.3% | | | √ | |
| 4a. English Learner Progress: Reclassification Rate/LTEL | Increase Reclassification Rate | 22-23 | | | 21-22 | | | 20-21 | | | 🔑 | |
| | | CVUSD | County | State | CVUSD | Count y | State | CVUSD | Count y | State | | |
| | | 2023/2024 | 2023/2024 | 2023/2024 | 19%/9.8 % | N/A/ 20.8 % | N/A/ 18.1 % | 20.2% /5.1% | 7.4%/ 19.5% | 8.6%/ 17.1% | | |

Goal 3 Student Outcomes

State Priorities 4 & 8

All students are prepared for college and career beyond graduation.




 **LCAP**
Local Control and Accountability Plan
2022-2023

School Site LCAP Parent Engagement Meeting Input

Date: _____

| | |
|--|--|
| Goal 1. Conditions of Learning: (Teachers assigned to control classes, open facilities, enough resources, 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. grades, activities, students to be actively involved at school (to lower dropout rates, improve daily attendance, fee 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 services 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 school.

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




Review progress of LCAP Goal 3 and related actions and services

Get feedback on LCAP Goal 3 and related actions and services

Annual Update – Goal 4

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23


DRAFT

| GOAL FOUR | | | | | |
|--|-----------------------------|-----------|---|---|---|
| ALL STUDENTS ARE PREPARED FOR COLLEGE AND CAREER BEYOND GRADUATION. [State Priorities 4 & 8] | | | | | |
| Metrics | Status of Goal 4 | | | | |
| | Expected Measurable Outcome | 22-23 | 21-22 | 20-21 | Progress from most recent outcome |
| 1. Dashboard indicators comparison of District compared to target schools | Increase % | 2023/2024 | 2021-22 Dataquest Graduation Rate: LEA: 94.0% BV: 91.8% BR: 25.0% Suspension: LEA: 2.7% BV: 3.6% BR: 2.4% 2021-2022 Dashboard ELA Indicator: LEA: High BV: Very Low Math Indicator: LEA: Medium BV: Very Low College/Career: LEA: N/A BV: N/A BR: N/A | 2020-21 Dataquest Graduation Rate: LEA: 93.2% BV: 91.7% BR: 35.1% Suspension: LEA: 0.4% BV: 1.6% BR: 0.5% 2019-2020 Dashboard ELA Indicator DFS: LEA: Green (+16.6) BV: Orange (-105.1) Math Indicator: LEA: Green (+11.2) BV: Red (-198.1) College/Career: LEA: Yellow (48%) BV: Red (0%) BR: Red (0%) |  |

Annual Update – Goal 4 Continued

DRAFT

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Local Control and Accountability Plan (LCAP) 2022-23

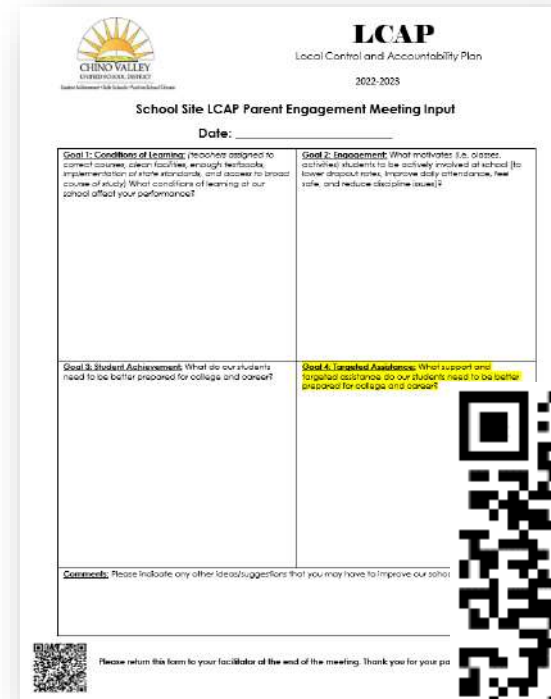
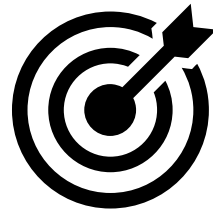
| | | | | | |
|---|------------|-----------|--|--|---|
| 2. Dashboard indicators for consecutive years of Red/Orange | Increase % | 2022-2023 | 2021-2022 No color changes to report | 2020-2021 No color changes to report | N/A |
| 3. Graduation Rate | Increase % | 2022-2023 | 2021-2022 Grad Rates for 2021-2022 Buena Vista All: 91.8% EL: 83.3% H: 90.0% SED: 92.2% SWD: 92.3% Boys Republic All: 25.0% H: N/A SED: 25.0% SWD: N/A AA: N/A FY: 24.1% | 2020-2021 Grad Rates for 2020-2021 Buena Vista All: 93.7% EL: 81.8% H: 95.7% SED: 93.7% SWD: 88.2% Boys Republic All: 85.7% H: 92.9% SED: 85.2% SWD: 72.7% AA: 81.8% FY: 84.6% |  |

| Legend | | | | | |
|---------------------------------|---|-----------------|---|---------------------|---|
| Met Expected Measurable Outcome | √ | Making Progress |  | Investigate Further |  |

Goal 4 Targeted Assistance

State Priorities 4 & 8

Students at schools targeted for assistance are prepared for college and career beyond graduation through a clear system of support.



LCAP
Local Control and Accountability Plan
2022-2023

School Site LCAP Parent Engagement Meeting Input

Date: _____

| | |
|---|---|
| Goal 1: Conditions of Learning: Teachers assigned to correct courses, clear facilities, enough materials, implementation of state standards, and answer 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, fee rate, 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 school.

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



Review progress of LCAP Goal 4 and related actions and services



Get feedback on LCAP Goal 4 and related actions and services



LCAP

Local Control and Accountability Plan

2022-2023

School Site LCAP Parent Engagement Meeting Input

Date: _____

Goal 1: Conditions of Learning: Teachers assigned to contact 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.



Please remember to leave your LCAP input sheet with us.



Thank you for your valuable input!