



Local Control and Accountability Plan available for review

Chino Valley Unified School District's annually updated three-year plan to increase academic performance for all students is available for review by the public and will be considered for approval at the 7:00 p.m. Thursday, June 29 Board of Education meeting at the District Office, 5130 Riverside Drive.

The Local Control and Accountability Plan (LCAP) is required of California school districts each year as part of the State's effort to allow districts to have more control over the State money they receive, as well as to increase support to English Learners, foster youth, and low-income students.

A public hearing on the draft 2017-2020 LCAP was held at the June 15 Board of Education meeting. There were no speakers.

The draft LCAP is available on the District's website at www.chino.k12.ca.us (click on LCAP/LCFF under District Shortcuts on left side of page, Stakeholder Engagement, and then Draft LCAP at the bottom of the page).

A hardcopy of the LCAP is also available for review in the lobby of the District Office at 5130 Riverside Drive, Chino.

The plan is based on parent, staff and student meetings held from December 2016 to May 2017 at school sites and the District Office.

The three goals for the 2017 through 2020 school years are:

Goal 1: All students are provided a high-quality teaching and learning environment.

Goal 2: Staff, parents, families, and students are connected and engaged to their school to ensure student success.

Goal 3: All students are prepared for college and career beyond graduation.

Added to the LCAP for the 2017/2018 school year to accomplish the three goals are these actions and services:

Goal 1

- Adopt high school Advanced Placement textbooks
- Adopt junior high English Language Arts/English Language Development textbooks
- Refresh and/or adopt high school English Language Development curriculum
- Hire technology staff to provide more onsite support

Goal 2

- Expand behavioral intervention materials/measurement tools and Positive Behavioral Intervention and Supports training for elementary and secondary schools
- Add 1.5 full-time equivalent K-12 Intervention Counselors
- Provide mental health services to support Don Lugo High School
- Maintain Grant Program Specialist for supporting academic and social needs for homeless students
- Monitor students with chronic absenteeism and work with families to ensure their attendance improves
- Maintain the Chino Valley Learning Academy for students who are at-risk; expelled; or referred by the Probation Department, School Attendance Review Board, or Department of Public Social Services
- Provide supplemental education, such as credit recovery and/or summer school, at all high schools for students that are credit deficient
- High schools will perform transcript audits at the end of each semester and additional monitoring of students not “on track status” for students to graduate in four years

- Intervention Counselors will monitor and support significant subgroups of students and at-risk students
- Administer an annual school quality survey to measure parent and family connectedness and engagement with their school. The first survey was held this spring.
- District to hold at least four District English learner Advisory Committee meetings each school year
- School sites to hold at least four English learner Advisory Committee meetings each school year
- Increase parent communication by providing a Mandarin bilingual clerk

Goal 3

- Increase full-time equivalent intervention teacher by one for Cal Aero Preserve Academy, which is on a year-round schedule
- Add one full-time equivalent staff member at Magnolia and Ramona Junior High Schools for intervention
- Expand the Advancement through Individual Determination (AVID) program to an additional elementary school. AVID is a college preparation program geared towards students who may be the first in their family to pursue higher education.
- Support the high school AVID program
- Provide all content teachers the opportunities for integrated English Language Development professional development
- Monitor progress bi-annually of all grades/subgroups using the University of California (UC) Eligibility Report and California State University (CSU) Eligibility Report in the District's student information software program
- Provide secondary administrators and counselors training in tools to monitor CSU/UC eligibility
- Host college nights at junior high schools
- Increase opportunities for high school students to participate in college tours
- Establish the Early College Program at Don Lugo High School. The Early College High School Initiative in the United States allows students to receive a high school diploma and an associate degree, or up to two years of college credit, by taking a mixture of high school and college classes.

- Expand the PSAT/SAT School Day program to include 8th and 9th grades. The Preliminary Scholastic Aptitude Test (PSAT) is an examination that prepares students for taking the Scholastic Aptitude Test (SAT). The SAT is generally used by colleges to determine if students are academically ready for college admission. Since 2015, the District has automatically enrolled and paid the testing fees for 10th through 12th-graders through its PSAT/SAT School Day program.
- Provide all Advanced Placement teachers the opportunity for professional development in their respective courses
- Provide all secondary counselors the opportunity for College and Career Readiness professional development
- Provide all teachers the opportunity for Integrated English Language Development training