

Topic	Legal Foundation	Transparency	Key Points
<p>Presidential Executive Orders</p>	<p>State Education Leaders Affirm Stability in Federal Education Law Compliance and Focus on Student Achievement</p> <p>California Department of Education: Clarification Regarding the February 14 “Dear Colleague Letter” from the United States Department of Education</p> <p>California Department of Education News Release #25-17: State Superintendent Tony Thurmond Pledges to Continue Focus on Moving the Needle for Student Achievement, Pushes Back on Unlawful Efforts to Dismantle Federal Education Programs (March 20, 2025)</p> <p>California Department of Education: Continuity of Federal Laws Governing Educational Program (March 21, 2025 & March 24, 2025 revised footnotes)</p> <p>California Department of Education: Facts to Consider Regarding FERPA and AB 1955 (April 1, 2025)</p>	<p>California Department of Education: Responses to 2025 Federal Actions & Communications: This webpage includes letters to the field as well as news releases that help educators and families understand any impact on California’s public schools and students, or lack thereof, resulting from federal actions and communications.</p>	<p>California Department of Education News Release #25-13, State Education Leaders Affirm Stability in Federal Education Law Compliance and Focus on Student Achievement, published on February 21, 2025: SACRAMENTO—In response to recent statements and correspondence from federal officials, including the U.S. Department of Education, that have sparked speculation about potential changes to federal law and enforcement affecting local educational agencies, the California Department of Education and the State Board of Education today issued a joint statement to clarify that federal law remains unchanged:</p> <p>“Federal laws regarding public education remain unchanged, as executive orders and memos cannot modify or override statutory requirements or regulations or unilaterally impose new terms on existing agreements.</p> <p><i>We advise continued compliance with state and federal laws and recommend that administrators and governing boards consult legal counsel regarding the impact of any potential federal actions. If federal laws or regulations do change, we will provide guidance and take action as needed in continued support of California’s students and local educational agencies.</i></p> <p><i>California remains focused on moving the needle for student achievement, and we encourage all California educators, students, and families to remain focused on what is working in their local communities.”</i></p>
<p>All Access Restrooms</p> <p>As of 3/14/24 this project is on hold (to review costs and possible loss of overall</p>	<p>SB 760 (Newman, Statutes of 23)</p>	<p>Board Meeting April 20, 2021 SDAC - Issues at the School Sites</p> <p>Board Meeting June 1, 2021 - Presentation - Student Restroom Concerns</p>	<p>SB 760 (Newman, Statutes of 2023), is a new law for 2024 which requires Local Education Agencies (LEAs) to provide at least one all-gender restroom for voluntary pupil use at each of its school sites by July 1, 2026. Per SB 760:</p> <ul style="list-style-type: none"> • All-gender restroom must be: <ul style="list-style-type: none"> ○ Identified with signage indicating that the restroom is open to all students, ○ Unlocked,

bathroom stalls on campuses). Measure I and TOPASS funds could be redirected to other school site projects.

<https://www.toacorn.com/article/s/hayek-restroom-changes-to-meet-student-demands-will-come-at-cost/>

[Board Meeting May 17, 2022 - Measure I Major Project List](#)

[Board Meeting June 07, 2023 - Measure I Oversight Committee Annual Report](#)

[Board Meeting May 3, 2023 - Measure I major Project List](#)

[January 24, 2024 - Citizens Bond Oversight Committee: Project Updates - Capital](#)

- [View presentation here](#)

*Presented at numerous DAC meetings as well.

- Unobstructed, and
- Easily accessible by any pupil.
- A staff member must serve as a point of contact for these purposes.
- Schools must post a notice about these requirements in a prominent and conspicuous location outside at least one all-gender restroom.

Terms



All Gender
Accommodates one user at a time (language in SB 760)



Gender Neutral
Accommodates one user at a time



All Access
Accommodates multiple students at one time with privacy stalls and common wash sinks

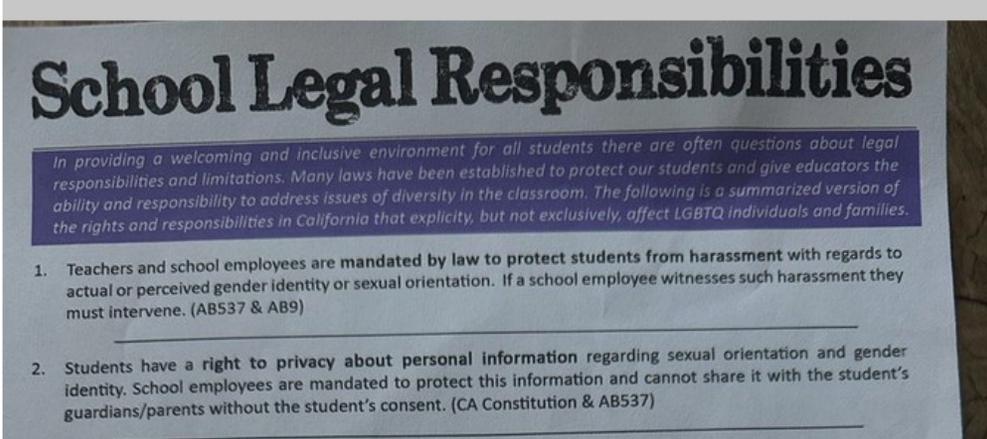
Concept: The entry to the stall/sink area is 8 to 12 ft. wide walkway with no doors - to allow for better supervision.



We want to take this opportunity to address some misconceptions and clarify the facts regarding the proposed bathroom renovation projects at our high schools and would note this project is in a holding pattern at this time due to cost estimates, and the potential loss of bathroom stalls on campuses based on the current, proposed project design.

The renovation project was designed with several key objectives in mind, including addressing issues such as vaping in bathrooms, vandalism, and enhancing overall supervision and safety within our school facilities - the setup and idea is no different than the bathrooms at Venice Beach (picture above), Ventura Beach Bike Path, and Leo Carrillo Beach etc. - all of these examples are all access restrooms with private stalls.

Contrary to some misconceptions that have circulated within the community, it's important to clarify that the renovated bathrooms are not gender-neutral facilities. Instead, the All Access design features a layout that provides enhanced privacy for all students while still promoting an open, safe, and supervised environment.

			<p>The layout of the originally proposed bathroom renovation concept follows a "U" shape design, with private stalls situated around the perimeter. In the center of the space, there is a common sink area. Importantly, there is an 8ft to 12ft opening that enables school administrators or campus safety assistance to maintain visibility and supervision of the entire area without compromising the privacy of individual students within the floor to ceiling stalls.</p> <p>The design of the originally proposed bathroom renovation concept prioritized privacy and safety for all students. The intention is not to create a closed or shared space where privacy is compromised. Instead, our aim was to provide a solution that addressed the challenges our school community faces while ensuring a positive and secure environment for everyone.</p> <p>The majority of our secondary schools already meet the SB 760 law requirements, and for those schools that do not, we will be working to ensure we meet the requirements of the law by the July 1, 2026 deadline.</p> <p>CVUSD wants to assure you that the well-being and safety of our students remain our top priority if and when this project begins.</p>
<p>School Legal Responsibilities Flier through Our Family Coalition (not affiliated with CVUSD or the Greater Conejo Valley Community)</p>	<p>California Assembly Bill 1266 (2013)</p> <p>Tony Thurmond Letter published in 2021 regarding bathrooms and Locker rooms</p> <p>California Assembly Bill 1955 (2025)</p> <p>CA Department of Education Protections for LGBTQ+ Students: AB 1955 (2025)</p>	<p>LGBTQ+ Advisory Council webpage was developed and includes resources and a school success plan.</p> <p>School Success Plans presented in a public meeting to LGBTQ+ AC on December 8, 2021.</p> <p>CVUSD Administrative Regulation 5145.3 publicly adopted many of these legal provisions in May 2015.</p> <p>2022-23 CIF Blue Book Rules and Regulations</p>	<p>It has been brought to our attention over this Spring Break (<i>April 2024</i>) that posts on social media are claiming that CVUSD handed out a flier titled, "School Legal Responsibilities."</p> <p>CVUSD has not sent out such a flier. Our research on this flier indicates it is from the website of <i>Our Family Coalition</i>, an organization based in the San Francisco area, which the Conejo Valley Unified School District is not affiliated with in any capacity.</p>  <p>If you have seen this flier in the community or on social media, please know CVUSD, nor any of our school sites, did not send this out.</p> <p>Note: there are State and Federal laws that school districts must follow to support all students, which CVUSD will continue to adhere to.</p>
<p>Teen Talk</p>	<p>California Healthy Youth Act</p>	<p>Dedicated webpage w/ all</p>	<ul style="list-style-type: none"> The California Healthy Kids Resource Center, together with the Adolescent Sexual Health

	<p>(2016) amended CA Education Code 51930-51939</p> <p>“Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school.”</p> <p>California Healthy Youth Act (CHYA) FAQ</p> <p>18-19 Civil Grand Jury Report - Sex Education Programs</p> <p>18-19 Civil Grand Jury Sex Education Program District Response</p>	<p>student-facing materials, background, and submit a question.</p> <p>Webpage includes:</p> <ul style="list-style-type: none"> • Updated FAQ document • A timeline from January 2021 to adoption of materials in June 2021, included: <ul style="list-style-type: none"> ○ Board agenda item (4) ○ Community webinars (5) ○ Presentation to advisory councils (7) ○ Weekly communication snapshots (4) <p> Glencoe Health & Family...</p> <p>7th Grade "Family Life" (2005)</p> <ul style="list-style-type: none"> • NOT COMPLIANT IN 14 OF 30 REQUIRED INSTRUCTIONAL TOPICS <p>9th Grade Glencoe Health (2005)</p> <ul style="list-style-type: none"> • NOT COMPLIANT IN 11 OUT OF 30 REQUIRED INSTRUCTIONAL TOPICS <p>CVUSD Parent's Rights and Responsibilities https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB367</p>	<p>Work Group, conducted an intensive review of growth development and sexual health curriculum in accordance with the California Healthy Youth Act. Go to https://californiahealthykids.net/home and click “Links to Compliance Assessment Tools and Resources” to see the review of Teen Talk based on the California Healthy Youth Act (2016).</p> <ul style="list-style-type: none"> • A parent/guardian can opt out their child from this instruction. • According to the CHYA, instruction on comprehensive sexual health education and HIV prevention education is optional for elementary grades - and no such instruction occurs at CVUSD elementary schools. • Based on information provided by Teen Talk in Spring 2021, about 24% of all CA school districts (not including elementary school districts) are implementing Teen Talk. • Q: Why not the HEART curriculum? <ul style="list-style-type: none"> ○ California Department of Education provided curriculum guidance to implement the law. HEART was not included as any of the reviewed or recommended materials. • Q: Do these materials “oversexualize” students and teach them how to have sex? <ul style="list-style-type: none"> ○ None of the required content in CHYA, and therefore in Teen Talk, teach students how to have sex. ○ CHYA requires: “Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities.” and “Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy.” • Parental Rights: <ul style="list-style-type: none"> ○ As required by law, a required notification (Eng, Span) is provided at least 14 days in advance of instruction. ○ Notification states” If you do not want your student to participate in all or parts of the comprehensive sexual health or HIV prevention education, please provide a signed, written note to the Conejo Valley Unified School District, your school site Principal and your student’s 7th grade Science/High School” ○ Provided in Annual Notification (p. 2) provides all required information and rights for annual notice at beginning of year and for students who enroll during the school year. <p>Opt-out Information: 77 students out of 2,069 (3.7%) opted out of all the Teen Talk curriculum to date - 96.3% of the parents had their students participate in the Teen Talk curriculum to date.</p> <p>Parent Survey Results: 159 parents out of 2,873 (5.5%) parent respondents (last year’s second semester classes) completed the District Parent Survey. The results included 13% provided positive feedback; 61% provided neutral feedback; 22.5% provided negative feedback; 3.1% provided both positive and negative feedback; 6.2% provided feedback on instructional practices; 20.9% provided feedback on content</p> <ul style="list-style-type: none"> • These videos were first implemented in 1986, and more modern versions of these videos
Human Growth	Health Education Content	Each year, staff provide a	

<p>& Development</p>	<p>Standards for California Public Schools (2008)</p> <p>Some standards addressed:</p> <ul style="list-style-type: none"> Describe how physical activity, rest, and sleep are related. Describe the human cycle of reproduction, birth, growth, aging, and death. Explain the structure, function, and major parts of the human reproductive system. Identify the physical, social, and emotional changes that occur during puberty. Demonstrate personal responsibility for health habits <p>California Education Code 232.4(d): - No Single Gender School or with single gender classes</p>	<p>notification to all 4-6 Grade families and an opportunity to preview all the videos. For the last 3 years, CVUSD has posted these videos for families to review at any time.</p> <p>A dedicated webpage was created last year with all the videos, notification, and FAQ provided to families.</p>	<p>were purchased in 2012 and 2021.</p> <ul style="list-style-type: none"> Last year, the Board directed staff to annually review resources for new and updated video materials. Last year, the Board approved additional videos for some students with disabilities. Last year, the Board directed all videos to be shown to all students. Question and answer sessions were held based on student preference to attend none, one, or both sessions that focused on each of the videos. Single Gender Class - California Education Code 232.4(d): <ul style="list-style-type: none"> (d) Except as otherwise provided in this article and subdivision (b) of Section 221.5, no public elementary or secondary school, including a charter school, shall operate as a single gender school or with single gender classes. This subdivision does not prohibit the operation of single gender classes of the kinds described in paragraphs (1) to (4), inclusive, of subdivision (a) of Section 106.34 of Title 34 of the Code of Federal Regulations. Parental Rights - <ul style="list-style-type: none"> In accordance with CA Education Code 51240, if a parent/guardian wishes for the child to not participate in Human Growth and Development, they must provide, in writing, this request to the school administrator or teacher.
<p>Ethnic Studies</p>	<p>California Assembly Bill 101 (November 2021) amended Section 51225.3 and California’s high school graduation requirements</p> <p>Graduation requirements “Commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school, a one-semester course in ethnic studies.”</p>	<p>Dedicated webpage created with Board presentation, timeline and process, course of study, links to law, submit a question (none submitted), and California Department of Education “Ethnic Studies Model Curriculum”</p>	<ul style="list-style-type: none"> This year is a pilot, but this will be a high school graduation requirement by 2029-2030 for ALL California students. The course of study is built entirely from the CA Department of Education “Ethnic Studies Model Curriculum”. CSBA “Critical Race Theory” FAQ <ul style="list-style-type: none"> “Ethnic studies predates CRT and began in the 1960s as an attempt to correct the lack of access, misrepresentation and neglect of indigenous peoples and people of color through better representation of the experiences, contributions, culture, art and politics of groups whose stories were typically overlooked or underplayed in the curriculum. As typically taught in K-12 schools today, ethnic studies aims to build greater appreciation, understanding and respect between students of different backgrounds.” “CRT should also not be confused with ethnic studies, which is designed to highlight the often-overlooked history, experiences and cultures of underrepresented groups, and to build respect and appreciation between students of different backgrounds.”
<p>Transgender Students</p>	<p>California Assembly Bill 1266 (2013)</p> <p>Tony Thurmond Letter published in 2021 regarding bathrooms and Locker rooms</p> <p>California Assembly Bill 1955 (2025)</p> <p>CA Department of Education Protections for LGBTQ+ Students: AB 1955 (2025)</p>	<p>LGBTQ+ Advisory Council webpage was developed and includes resources and a school success plan.</p> <p>School Success Plans presented in a public meeting to LGBTQ+ AC on December 8, 2021.</p> <p>CVUSD Administrative Regulation 5145.3 publicly adopted many of these legal provisions in May 2015.</p>	<ul style="list-style-type: none"> Confidentiality - “The right of transgender students to keep their transgender status private is grounded in California’s antidiscrimination laws as well as federal and state laws. Disclosing that a student is transgender without the student’s permission may violate California’s antidiscrimination law by increasing the student’s vulnerability to harassment and may violate the student’s right to privacy.” (FAQ #6) Maple - A teacher showed a video of a book, “Call Me Max”, to support a student and meet the teacher’s legal and professional requirements of creating a classroom welcoming of all students. This occurred in January 2022 and a complaint came to the Board of Education in May 2022. <ul style="list-style-type: none"> This book is not part of any Board adopted curriculum. <ul style="list-style-type: none"> The book was not in the teacher’s classroom library The book was not located in the school library The book was not located in our Warehouse There are no plans to use this book across CVUSD

[2022-23 CIF Blue Book Rules and Regulations](#)

- On August 18, 2022, CVUSD leadership communicated to all teachers: “If asked by a student or their parent/guardian to provide resources or instruction to the class regarding gender diversity, please immediately notify and consult with your principal/supervisor.”

- <https://www.toacorn.com/articles/question-of-identity-new-transgender-law-sparks-debate/>
- <https://www.toacorn.com/articles/board-establishes-protections-for-transgender-students/>
- [Letter published in 2021](#) by State Superintendent of Public Instruction, Tony Thurmond, warning Chino Valley School District that they are not legally permitted to restrict the use of facilities, including bathrooms, to students based on their biological gender.
- California Department of Justice, [Legal Alert: Forced Disclosure Policies re:Transgender and Gender Nonconforming Students](#) (January 2024). “The Office of the California Attorney General issues this legal alert to remind all school boards that forced gender identity disclosure policies—which target transgender and gender nonconforming students by mandating that school personnel disclose a student’s gender identity or gender nonconformity to a parent or guardian without the student’s express consent—violate state law.”

CIF Rules and Regulations:

- All public school districts in the South Section of Athletics, follow the guidelines as set forth by the CIF Southern Section Blue Book Constitution and Bylaws as presented in this link:

<https://s3.amazonaws.com/cifss.org/wp-content/uploads/2022/08/02105929/2022-23-Blue-Book-Final.pdf> .

Specifically page 90 states:

<>D. GENDER IDENTITY PARTICIPATION

- Participation in interscholastic athletics is a valuable part of the educational experience for all students. All students should have the opportunity to participate in CIF activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student’s records.
(Approved February 2013 Federated Council/Editorial May 2022)

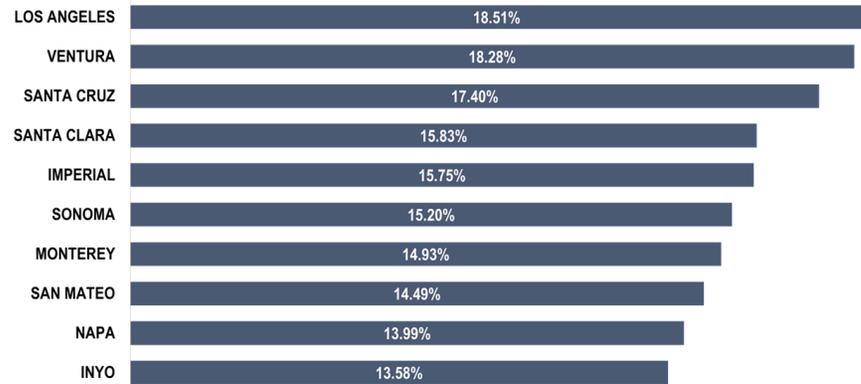
I would note the CIF Blue Book for Southern Section Athletics provides no directives or procedure for student testosterone testing, nor does it provide a procedure for a district/school/parent/community member to appeal the students gender identity as that is determined by the individual student.

[Letter from California Attorney General to Superintendent and School Board of Chino Valley](#) (July 20, 2023) regarding parental notification. [Attorney General Bonta Launches Civil Rights Investigation into Chino Valley Unified’s Policy of Forced Gender Status Disclosure](#) (August 4, 2023). California Teacher Association files [Unfair Practice Charge filed over new policies that target LGBTQ+ students and staff](#) (August 9, 2023)

<p>Feminine Product Machines and Dispensers</p>	<p>AB-367 Menstrual products</p>	<p>CVUSD Annual Notification</p>	<ul style="list-style-type: none"> This bill enacts the Menstrual Equity for All Act of 2021, which requires a public school, as provided, maintaining any combination of classes from grades 6 to 12, inclusive, to stock the school's restrooms with an adequate supply of free menstrual products, as defined, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom, at all times, and to post a designated notice, on or before the start of the 2022–23 school year, as prescribed. 																								
<p>High School Bell Schedules</p>	<p>California Senate Bill 328 (2019) Amended California Education Code 46148 to read, "The school day for high schools, including high schools operated as charter schools, shall begin no earlier than 8:30 a.m."</p>	<p>Board presentation - March 1, 2021 and March 15, 2021</p> <p>Feedback gathered from SDAC</p> <p>School site process/communication included: multiple meetings with faculty, communications home before and after approval of schedules</p>	<ul style="list-style-type: none"> These changes are required throughout California, not just CVUSD, as determined by state law. All current instructional minutes for high schools exceed the state required number of instructional minutes <table border="1" data-bbox="1045 365 1707 865"> <thead> <tr> <th colspan="3">Percent of students enrolled in classes by period</th> </tr> <tr> <th></th> <th>Stated during the March 1st Board of Education Presentation</th> <th>Current Actuals for Fall 2022</th> </tr> </thead> <tbody> <tr> <td>NPHS - Period 0 (before 8:30 AM)</td> <td>5%</td> <td>4.7%</td> </tr> <tr> <td>NPHS - Period 7</td> <td>50-60%</td> <td>70%</td> </tr> <tr> <td>TOHS - Period 0 (before 8:30 AM)</td> <td>35%</td> <td>36%</td> </tr> <tr> <td>TOHS - Period 6</td> <td>65%</td> <td>80%</td> </tr> <tr> <td>WHS - Period 0 (before 8:30 AM)</td> <td>35%</td> <td>33%</td> </tr> <tr> <td>WHS - Period 6</td> <td>65%</td> <td>78%</td> </tr> </tbody> </table>	Percent of students enrolled in classes by period				Stated during the March 1st Board of Education Presentation	Current Actuals for Fall 2022	NPHS - Period 0 (before 8:30 AM)	5%	4.7%	NPHS - Period 7	50-60%	70%	TOHS - Period 0 (before 8:30 AM)	35%	36%	TOHS - Period 6	65%	80%	WHS - Period 0 (before 8:30 AM)	35%	33%	WHS - Period 6	65%	78%
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<p>Social Emotional Learning</p>	<p>California Department of Education - SEL</p> <p>SEL and mental health included in stimulus funds:</p> <ul style="list-style-type: none"> Expanded Learning Opportunities Grant - "Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, ... and social-emotional learning" ESSR2- "Providing mental health services and supports, including 	<p>Board approved in June 2018, CVUSD's LCAP Goal 4 is to "Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes."</p> <p>Presentation to the BOE re: SEL include: March 2018, April 2020, Sept 2021, Nov 2021</p> <p>Dedicated web page since 2020</p>	<ul style="list-style-type: none"> Board approved in June 2018 - CVUSD Goal 4 - Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes. New LCAP Goals Approved - board members (Mike D., John A., Sandee E., Betsy C., Pat P.) According to the CA Department of Education: "There is a growing body of research proving that SEL is fundamental to academic success, and must be woven into the work of every teacher in every classroom and every after school and summer learning program, if we truly want to prepare all our students for college and careers." (CDE) According to the CA Department of Education: "Social and Emotional Learning (SEL) reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to: <ul style="list-style-type: none"> set and achieve positive goals feel and show empathy for others establish and maintain positive relationships make responsible decisions 																								

	<p>through the implementation of evidence-based full-service community schools.”</p> <ul style="list-style-type: none"> ● ESSR3 - “LEAs that receive ESSER III funds are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, ...” 		<ul style="list-style-type: none"> ○ understand and manage emotions (CDE) ● What is SEL? Information provided to CVUSD certificated staff: <ul style="list-style-type: none"> ○ Self-Awareness - The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. ○ Self-management: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. ○ Responsible decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. ○ Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. ○ Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
<p>CVUSD Student Dress Code Policy</p>	<p>Board Policy 5132 Administrative Regulation 5132</p>	<p>Placed on public SDAC agenda six times during the 2020-2021 school year</p> <p>Presentation to BOE: SDAC presentation and dress code policy - April 2021</p> <p>Board and Student Discussion from Board Meeting</p> <p>Presentation to BOE: Update on Student Dress Code Nov. 2021</p>	<p>The request to update the Student Dress Code was presented to LCMS School Site Council and later brought forward to Student-DAC for review. The review and updated language was approved at Student-DAC, and brought forward by Student-DAC directly to the Board of Education. The updated Student-DAC approved policy was discussed as an information item first, and came back for approval at the following Board meeting.</p> <ul style="list-style-type: none"> ● It should be noted that due to this policy going straight from Student-DAC to the Board of Education, District Administration and Classroom Teachers were left with no avenue (other than to address publicly) any feedback. Since the approval of this policy, no other policy has been brought through a similar process.
<p>Confidential Medical Services</p>	<p>EdCode 460101- -obtaining-confidential-medical-s ervices-without-parental-consent</p> <p>CVUSD Board Policy 5113</p> <p>CVUSD Administrative Regulation 5113</p>	<p>Annual Notice of Parents’ Rights & Responsibilities</p> <p>CVUSD Annual Notification</p>	<p>“Commencing in the fall of the 1986–87 academic year, the governing board of each school district shall, each academic year, notify pupils in grades 7 to 12, inclusive, and the parents or guardians of all pupils enrolled in the district, that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent or guardian.” (Page 6)</p> <p>When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment. (<i>Became law in 1986-1987 school year.</i>)</p>
<p>School Libraries</p>	<p>Board Policy 6131.1 - Library Media Centers (2005)</p> <p>Board Policy 6161.11 Supplementary Instructional Materials (2013)</p>		<ul style="list-style-type: none"> ● Selection and Evaluation of School Library Materials: “Responsibility for the selection of library materials is delegated to the professional library staff through the principal. School librarians shall evaluate materials, using professional selection aids and standards, in accordance with law, Board policy, and administrative regulation. The selection process shall invite recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate. Library materials should be continually evaluated in relation to evolving curricula, new formats of materials, new instructional

			<p>methods, and the needs of students and teachers. Materials that contain obsolete subject matter or are no longer appropriate shall be removed, and lost or worn materials may be replaced if possible.”</p> <ul style="list-style-type: none"> • Teacher Supplemental Materials: “The Governing Board encourages teachers to use supplementary instructional materials which are relevant to curriculum objectives and compatible with district goals and objectives. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth. Supplemental materials are intended to supplement and not supplant the use of Board-adopted instructional materials that serve as the primary learning resources.”
<p>Enrollment</p>	<p>https://www.cde.ca.gov/</p>		<p>TK-12th Grade - First day of Instruction 2021 compared to first day of Instruction 2022 - we had 51 more students enrolled in our schools.</p> <p>2020 Census Data: Drop in population of 5 -18 year olds from 2010 Census to 2020 Census of 2,766 children.</p> <p>Delivery Stats for Los Robles: 2015 - 1927; 2016 - 2010; 2017 - 2005; 2018 - 1909; 2019 - 1747; 2020 - 1692; 2021 - 1804</p> <p>July of 2022 Median Price of Homes: Thousand Oaks: \$1,050,000 Newbury Park: \$984,000 Westlake Village: \$1,100,00</p> <p>Local school district enrollment drops: CVUSD: 2011 - 20,091 / 2021 - 17,397; 13% drop SVUSD: 2011 - 19,430 / 2021 - 16,510; 20% drop LVUSD: 2011 - 11,393 / 2021 - 10,248; 10% drop MUSD: 2011 - 7,201 / 2021 - 6190; 18% drop</p> <p>Private school enrollment drop: 2015 - 2,598 / 2021 - 2213; 15% (21 schools located in CVUSD boundaries)</p> <p>Statewide enrollment trends experienced the fifth consecutive decrease in enrollment in the 2021-22 school year, with a loss of 110,000 (roughly 1.84%) students. In fact, the last time student enrollment was this low was in 1998-99, more than 20 years ago. If current trends hold over the next ten years, further decline of 523,700, roughly 8.9% of 2021-22's total enrollment, is projected. Although statewide enrollment reflects a downward trend, the experience varies by geographic location, with the top projected declining enrollment counties reflected in the figure below.</p> <p style="text-align: center;">Projected Top Declining Enrollment Counties (Between 2021 and 2031)</p>



District/Site Administration Salaries

[Average Salaries & Expenditure Percentage - CalEdFacts \(CA Dept of Education\)](#) (2019-2020 Data)

[CVUSD Organizational Charts](#)

State Average for unified school districts CVUSD's size is 5.03% of the budget; CVUSD current salary costs for District/site administration is 4.9% of the 22/23 budget - CVUSD is below the average cost for unified districts that range in size from 10,000 to 19,000 when it comes to administrative positions.

Cabinet is structured very similarly to many other districts within Ventura County and within the State of California
 District organization charts - Responsibilities for each District Department:

<https://www.conejousd.org/domain/48>

School Safety

[Comprehensive School Safety Plans](#) - CDE

School Safety Plans Reviewed and Updated annually

[Approval of Contract - National School Safety Center](#) - 2018

[VCSSFA Safety and Security Training](#)

Approved at a BOE meeting each year. Front office remodels with security in mind. Front door entry/camera/buzzer systems currently in installation phase. Lockset and access replacement at all HS and MS is in progress.

The District is participating in the Safety and Security Series for Targeted Violence Prevention Education in cooperation with other VC School Districts, TOPD and other law enforcement agencies.

Single Point Entries:

- Campus Single Point of Entry Access Control - Westlake Hills Elementary has been completed and is operational as of September 29th.
- Maple Elementary will begin on Monday, October 3rd, with the parts only being installed. The AI Phone (camera at the front door) will be installed once it comes in around the 15th of October.
- All the other campuses will be installed beginning around the 17th of October when the materials come in, with the exception of the AI phones (cameras) due to supply chain issues. We are working to resolve this issue, but current delivery dates are 8-10 weeks out.

Once the cameras come in, it will take 3-4 days to do the installation and get them operational for each school.

			<p>National School Safety Center Contract Approval 2018:</p> <p>Approval of Contract - National School Safety Center http://go.boarddocs.com/ca/conejo/Board.nsf/goto?open&id=AWSRQD542A77 - March 2018</p> <p>Threat to Public Services or Facilities: Consultation with National School Safety Center Executive Director, Dr. Ronald Stephens https://go.boarddocs.com/ca/conejo/Board.nsf/goto?open&id=AZAT735B9B22 - June 2018</p> <p>Measure I Citizen's Bond Oversight Committee Update August 31, 2022 https://go.boarddocs.com/ca/conejo/Board.nsf/files/CHMPLW650702/\$file/CBOC%20Presentati on%208-31-22.pdf</p>
School Closures - COVID-19	State and VCOE Health Department guidance	<p>Regular updates, BOE meeting updates, plan updates, Reopen and Redesign Committee meetings</p> <p>Ventura County Schools Self-Funding Authority (VCSSFA) - Joint Powers Authority (JPA) - Coverage Explanation</p>	<p>The District followed all guidance related to school closures during COVID. Once guidance to reopen was established, CVUSD submitted the proper plans and was granted approval to re-open District schools, one of the first districts to reopen in Ventura County.</p> <p>All updates to required plans, use of PPE, distancing and mask requirements were in line with CDE and OSHA.</p> <p>VCSSFA states District's failure to follow state law, education code, mandates, and orders regarding public schools is not a matter of discretion for any Governing Board of any LEA. VCSSFA does not cover such actions, and while any claim or suit would be reviewed at the time of receipt, actions taken to violate or refuse to enforce state or county laws, education code, mandates, and orders would very likely see the LEA and individual Board members left without coverage for defense, settlement, or indemnification.</p>
Public Records Act	PRA Law and Codes.		<p>Total PRA Requests: 2019-20 - 57; 2020-21 - 29; 2021-22 - 59; 2022-2023 - 37</p> <p>Importantly, and as a further clarification, the CPRA does not require an immediate response or production of documents. Rather, the CPRA requires an agency to respond and indicate whether the request seeks disclosable public records within ten (10) days from the receipt of the request. (Government Code, § 6253, subd. (c).)</p> <ul style="list-style-type: none"> • The District is obligated to conduct a legal review of each and every record to ensure that non-disclosable personnel, student, and other confidential records exempt from disclosure are removed or redacted. (Gov. Code, § 6254.3; Family Educational Rights & Privacy Act [FERPA], 20 U.S.C. § 1232g; 34 CFR Part 99; Ed. Code § 49060, et seq.; Gov. Code, § 6254, subd. (k). • The District will not produce privileged document(s) or information encompassed by an exemption under the CPRA or any state or federal law. (See e.g., Gov't Code §§ 6254 and 6255.) Accordingly, the District will segregate and/or redact privileged and/or exempt information as needed. • The District is aware of its obligation under Government Code section 6253.1 to assist you in making more focused and effective requests that reasonably describe an identifiable record or records.

			<ul style="list-style-type: none"> • District does not have staff solely dedicated to handle public records requests including, but not limited to, searching, identifying, reviewing, and redacting records. The District's main priority and overriding obligation is to provide quality education to District students and the District must pull staff from this priority in order to respond to CPRA requests.
<p>Why is the Board Always a 5-0 Vote on Items</p>			<ul style="list-style-type: none"> • Communication to Board from Superintendent on a regular basis (Board Reports) • Superintendent and staff availability to answer questions • Many items come forward as an information item first, in order for the Board to discuss and give direction to staff to make adjustments prior to the item coming back as an action item • Items brought forward align with annual goals given by the Board during the Spring Study Session - so action items align with the Board agreed upon goals • Major topics come forward through a Special Meeting • Many of the items are State mandates, policy adjustments that align with the law, and Annual Resolutions

“Let parents parent” - “Only Teach the Core Areas”

Ventura County Schools Self-Funding Authority (VCSSFA) - Joint Powers Authority (JPA) - Coverage Explanation

CHYA:
Required by law - Yes
[California Healthy Youth Act](#) (2016) amended CA [Education Code 51930-51939](#)
Opt-out Available - Yes

Human Growth and Development:
Required by Health Standards - Yes
[Health Education Content Standards](#) for California Public Schools (2008)
Opt-out Available - Yes

[California Education Code 232.4\(d\)](#): - No Single Gender School or Single Gender Classes

Menstrual Products
[AB-367 Menstrual products](#)
Required by Law - Yes

Ethnic Studies:
Required by Law -Yes
[California Assembly Bill 101](#) (November 2021) amended [Section 51225.3](#) and California’s high school graduation requirements
Opt-out Available - No

Transgender:
[California Assembly Bill 1266](#)
Required by Law - Yes

Confidential Medical Appointment:
[EdCode 460101-obtaining-confidential-medical-services-without-parental-consent](#) (1986-87)
Mandatory Parent Notification - Yes (Parents Rights and Responsibilities) and No (actual appointment) Required by Law - Yes

A Board for a local educational agency (LEA) does not have authority to override the Governor, State Legislature, or Public Health Officer’s decisions at a state and county level where laws, education code, mandates, and orders are involved.

- A Board is without legal authority to contravene state, county laws, education code, mandates, and orders.
- Failure to follow the law, education code, mandates, and orders not only risks the filing of claims and lawsuits by individuals but could see all coverage by VCSSFA under the Liability Coverage Memorandum lost.
- Coverage for any claims or suits would likely be lost by reason of actions to contravene or fail to enforce laws, education code, mandates, and orders related to public schools.

Referring to the VCSSFA Liability Coverage Memorandum, VCSSFA excludes any coverage for loss, claims, or suits based on:

- Any bodily injury expected or intended by a Covered Party or other Covered Party even if the bodily injury is of a different kind, quality or degree or sustained by a different person than expected or intended. [Liability Coverage Memorandum, Section IV(A)(1)]
- Any claim or suit based upon or arising out of, in whole or in part, a knowing or willful violation or failure to comply with any state law, federal law or local government ordinance committed by or with the direction or consent of any present or former governing trustee, elected or appointed officials, Member of the Named Covered Party board, superintendents, administrators, or managerial employees of the Named Covered Party. [Liability Coverage Memorandum Section IV(A)(3)(a)]
- Any claim or suit based upon or arising out of any alleged or actual intentional act committed by or at the direction of, or with the knowledge or consent of the Covered Party. [Liability Coverage Memorandum Section IV(A)(3)(b)]
- Statutory or common law sanctions, fines, or penalties, whether imposed by statute or common law, and where civil or criminal in nature, or Plaintiff attorneys’ fees costs and expenses, arising or in any way related to any civil or criminal proceeding, Complaint, investigation, enforcement action or regulatory or administrative proceeding by any federal, state, local or other governmental agency. [Liability Coverage Memorandum Section IV(A)(16)]
- Any claim or suit arising out of or caused by the Covered Party, including Governing Board or any individual, not participating in the supervision or other oversight of a Covered Party. [Liability Coverage Memorandum Section IV(A)(32)]

Failure to follow state law, education code, mandates, and orders regarding public schools is not a matter of discretion for any Governing Board of any LEA.

VCSSFA does not cover such actions, and while any claim or suit would be reviewed at the time of receipt, actions taken to violate or refuse to enforce state or county laws, education code, mandates, and orders would very likely see the LEA and individual Board members left without coverage for defense, settlement, or indemnification.

[Educational Rights and Requests to Remove Instructional Materials: Joint letter from Governor of California, California Attorney General, and California State Superintendent of Public Instruction](#) (June 1, 2023)

<p>Political Agendas Dictating Education Standards</p>	<p>U.S. Department of Education</p> <p>California Education Code General Provisions</p> <p>California Government Code General Provisions</p> <p>California State Board of Education</p>	<p>Ventura County Schools Self-Funding Authority (VCSSFA) - Joint Powers Authority (JPA) - Coverage Explanation</p> <p>Board Policy/Administrative Regulations</p>	<p>U.S. Department of Education: Legislation, regulations, guidance, and other policy documents can be found here for the Every Student Succeeds Act (ESSA), and other topics. Please note that in the U.S., the federal role in education is limited. Because of the Tenth Amendment, most education policy is decided at the state and local levels.</p> <p>Legislative Act: Legislation enacted into law. A bill that has passed both houses of the legislature, been enrolled, ratified, signed by the governor or passed over the governor's office, and printed. It is a permanent measure, having the force of law until repealed.</p> <ul style="list-style-type: none"> Public act: Legislation enacted into law that applies to the public at large. <p>California Education Code is a collection of all the laws directly related to California K-12 public schools. Ed Code sections are created or changed by the governor and Legislature when they make laws. Local school boards and county offices of education are responsible for complying with these provisions.</p> <p>The State Board of Education is an 11-member State Board of Education is California's K-12 policy-making body for academic standards, curriculum, instructional materials, assessments and accountability.</p> <p>California Government Codes are 29 legal codes enacted by the California State Legislature, which together form the general statutory law of California. The official Codes are maintained by the California Office of Legislative Counsel for the Legislature.</p> <p>Board Policy - Districts are mandated by law to adopt over 90 policies, and many others are necessary to ensure legal compliance. Due to the passage of hundreds of new laws every year, district policies can quickly become out-of-date. Board Policies must accurately reflect current state and federal law.</p> <p>VCSSFA states District's failure to follow state law, education code, mandates, and orders regarding public schools is not a matter of discretion for any Governing Board of any LEA. VCSSFA does not cover such actions, and while any claim or suit would be reviewed at the time of receipt, actions taken to violate or refuse to enforce state or county laws, education code, mandates, and orders would very likely see the LEA and individual Board members left without coverage for defense, settlement, or indemnification.</p>
<p>COVID - Learning Recovery</p>	<p>Required plans completed that address learning during COVID:</p> <ul style="list-style-type: none"> Learning Continuity and Attendance Plan (20-21) Expanded Learning Opportunities Grant (20-21) Elementary and Secondary School Emergency Relief (ESSER III) (21-22) 		<p>All:</p> <ul style="list-style-type: none"> Provided 1 to 1 technology devices to students Hired additional staff to support teachers with implementation of Educational Tech Online learning platforms include: Canvas, SeeSaw, IXL, Ed Puzzle, Lexia, Kami (accessibility), Smarty Ants, and Achieve 3000 Provided online tutoring program Social emotional: provided SEL lessons to students, expanded wellness services to secondary, parent webinars; Second Step for MS Additional hours for all bilingual paraeducators/facilitators and special education paraeducators providing student supports in classroom Additional funding to support VAPA via Strategic Arts Plan Schools all included Learning Loss Goal in SPSA starting 20-21 Additional site funds, via ESSER 3, to fund staffing and supports to address lost instructional time

- Provided all typical school wide events, but did so virtually if not able to do so in-person
- Expanded alternative learning models: Long-Term Independent Studies (21-22), SHINE Homeschool for Grades 6-12; continued Century Academy Grades 6-12.

Elementary:

- Cohorts of targeted students (i.e. English Learners, SWD, Foster Youth) to receive in-person learning before the full return (2020)
- Returned to in-person learning in November 2020 - one of the local districts back in-person soonest; school was every day whereas many other districts did not have daily, live instruction each day/week
- Title I Outreach Assistants increased hours
- Adopted new ELA/ELD curriculum
- Hired teachers to eliminate combination classes
- Provided sites with funding for additional academic specialists
- Focus on essential, most important, standards in ELA and Math
- Hired additional bilingual elementary counselor, general education behaviorist
- Additional campus safety assistants
- 2 years of Summer Learning Camp to provide additional instruction
- Expanded Learning Opportunities Program for 6th grade - including afterschool and intersession
- Created TK TOSA and Elementary Intervention/UDL TOSA

Middle School:

- Cohorts of targeted students (i.e. English Learners, SWD, Foster Youth) to receive in-person learning before the full return (2020)
- Early cohorts
- Returned to in-person learning November 2020 - one of the local districts back in-person soonest; school was every day whereas many other districts did not have daily, live instruction each day/week
- Reduce class sizes (30 to 1) for 4 core content areas (21-22)
- Additional guided studies classes
- Provided intervention/enrichment summer school last year to provide additional instruction
- Early back program for MS students (21-22)
- Expanded Learning Opportunities Program for 6th grade - including afterschool and intersession

High School:

- Cohorts of targeted students (i.e. English Learners, SWD, Foster Youth) to receive in-person learning before the full return (2020). Teachers provided office hours for students to drop in for additional support.
- Schools held activities and co-curriculars before schools were able to return to full in-person learning. Held CIF seasons for all sports.
- After school tutoring provided by content area teachers
- "Twilight" evening classes
- Created Newcomer Program (21-22)
- Unlimited Cyber High Classes for credit recovery
- Reduce class sizes (30 to 1) for 4 core content areas (21-22)
- Additional credit recovery classes
- Increased the number of credits a student can earn via summer school (20 total/year)

Public Meetings for Families/Communities

Communication/Messages from Oct. 2021 to Oct 2022:

- Communication Snapshot: 47
- COVID Updates: 6
- Miscellaneous District Updates/Information/Surveys: 22
- Superintendent Message: 6

Total messages: **91**

Open District Meetings for that allow for public comments on any topic related to CVUSD 8/2021 to 10/2022:

Committee	# of Meetings (8/1/21-10/1/22)		Division
	General Meetings	Exec. Board Meetings	
AADAC	10	8	Instructional Services (21-22) Student Services (22-23)
Board Meetings	26	0	Board/Superintendent
DELAC	9	9	Student Services
GATE DAC	9	9	Student Services
Independent Citizens Bond Oversight	6	0	Business
LGBTQ+	9	7	Student Services
Personnel Commission	13	0	Human Resources
SEDAC	11	11	Student Services
School Choice	3	0	Instructional Services
SDAC	11	11	Instructional Services
DAC	10	9	
	117	64	

Webinars offered and open to the public between 8/1/2021 to 10/2022:

29 total webinars available to the public - 8 only in Spanish, 21 in English/Spanish, and included the below types of webinars:

- Dual Language Immersion
- BreakThrough parent education
- TK/K Information Night
- Core Literature Preview
- Human Growth and Development Preview
- LCAP Webinar

School Site Council(SSC) Meeting open to the public 8/1/21 to 10/2022:

- 313 SSC Meetings held in the past fourteen months at district school sites

School English Language Acquisition Committee (ELAC) open to the public between 8/1/2021 to 10/2022

- 121 ELAC Meetings held in the past fourteen months at district school sites

Facility Fee

[Clvic Center Act CDE info](#)

[September 21, 2021 Special](#)

The Board shall adopt a comprehensive schedule of fees to be charged for community use of

<p>Increases</p>	<p>EC Use of School Property</p> <p>BP 1330 AR 1330</p>	<p>Meeting</p> <p>Facility Use Review by SSC on 8/10/21</p> <p>BOE meeting 3/2/21</p>	<p>school facilities and grounds, including, but not limited to, the multipurpose room(s), playing or athletic field(s), track and field venue(s), tennis court(s), and outdoor basketball court(s). The schedule of fees shall be prepared in accordance with 5 CCR 14037-14041. (5 CCR 14041)</p> <p>Facility use review by School Services of California compared CVUSD with similar districts. The review showed that CVUSD fees varied greatly and recommended adjustments in the fee schedule. The BOE implemented a gradual increase in fees starting in 2021-22 however, froze the fee schedule for 2022-23.</p>
<p>School Closures Due to Size / Enrollment</p>			<p>This has not been a topic/discussion during the past 10 years or since the last set of school closures. The discussion and decision to close schools was made by previous school Boards and administration many years ago. The current CVUSD school Board members and district leadership have never had a conversation about closing schools.</p>
<p>Grading For Mastery</p>		<p>February 15, 2023 presentation to CVUSD Board of Education</p> <p>October 10, 2023 presentation to CVUSD District Advisory Council</p>	<p>“The purpose of grading for mastery is to objectively measure students’ learning of academic content standards by remedying the proven shortcomings of traditional grading systems.”</p> <p>“Mastery grading embraces certain research-supported principles and practices that benefit both students and teachers.”</p> <p>“Mastery Grading does NOT mean: lowering expectations, grading students differently because of their demographic status, allowing students endless opportunities to retake tests, giving credit for incomplete work, contrived equal outcomes, etc.”</p> <p>CVUSD Administrative Regulation 5121 amended by CVUSD Board of Education in June 2023 to state, “The CVUSD Board of Education is committed to the exploration and implementation of mastery-based grading practices. In an effort to support mastery-based practices, the CVUSD Board of Education encourages teacher innovation and flexibility within Administrative Regulation 5121 “Grades/Evaluation of Student Achievement” in the pursuit of assessment practices which are accurate, free from bias, and motivational.”</p>

[Highlights](#) provided on May 05, 2023 during Special Board Meeting

[District Goals](#) provided on May 05, 2023 during Special Board Meeting