

Conejo Valley Unified School District

2022-2023 SCHOOL YEAR HIGHLIGHTS

**to date*



INSTRUCTIONAL SERVICES

- **A-G Improvement Grant** - Created a multi-year plan with \$543,821 one-time funds to increase the number of graduates meeting the A-G eligibility requirements. Identified A-G Coordinators to provide additional support and communication to students and families. Added additional Academic Support classes for credit recovery. **Updates for 2022-23 School Year:** 3 College and Career Readiness Counselors were hired and will continue through the 24-25 school year. Supplemental funding will come from the CTEIG 2 grant, once the A-G Improvement Grant is expended.
- **Additional Title I Counselor** - Title I schools have historically had 1 additional counselor assigned to their schools to work closely with families, engage in community referrals, and in general support student success related to issues Title I students may experience. This year, we added a 0.3 position for this purpose so that all 7 schools have a dedicated day of this additional Title I counseling support.
- **Advertising Flyer Procedures/Policy** - Updated Administrative Regulation 1325 "Advertising and Promotion" to allow for the distribution of eligible flyers from school connected organizations, governmental agencies, non-profit organizations and all other groups. "Digital backpack" pages were created for each school for digital upload of approved Tier 2 and Tier 3 flyers.
- **African American District Advisory Council (AADAC)** - Facilitated the organization and implementation of the AADAC. Meet monthly with the Executive Committee and Chairperson to discuss and develop meeting agendas. Provide presentations to AADAC based on requests for information and discussion.
- **Annual Feedback Survey** - Garnered feedback from all stakeholders: bargaining units, site and district leadership, parent advisory councils, and the Student District Advisory Committee to revamp and rewrite the annual feedback surveys from the ground up. The result was a more concise, meaningful survey for all stakeholders.
- **Anti-Bias Education Grant** - CDE awarded CVUSD \$200,000 in early January based on a submitted grant proposal. This grant will provide anti-bias training to all certificated and classified staff over the course of the next few years. The Anti-Defamation League (ADL) will provide an initial training to all school site certificated and classified teachers, and EPOCH will provide more advanced training to site/district administrators.

- **AP Testing** - Continued annual testing direction and coordination across school sites, such as collected student testing fees via the Q Portal; managed student accommodations; recruited, hired, and scheduled proctors; ordered, distributed, organized, and collected testing materials; and interfaced with Technology Services to ensure devices are ready to go. A total of 3,889 exams have been ordered by 2,284 students in CVUSD for this spring's administration - an increase in both the number of tests and students registering for exams.
- **Black Student Union Collaboration** - Co-facilitating monthly collaboration meetings with secondary principals, assistant principals, and BSU advisors. The group engages in ongoing discussion and sharing of best practices related to the recruitment and engagement of students. **Updates for 2022-23 School Year:** Entered into a contract for services from 1Shine to provide consultation to staff and consistent programming to high school BSUs.
- **Booster Clubs** - Presentation to the Board of Education to review CA Education Code and Board Policy on Booster and Parent Organizations. Current practices were shared along with planned improvements. Booster Re-authorization forms were simplified and include booster board contact information, budgets, financial statements, professional audit, proof of insurance, etc. Planned improvements include multiple Booster meetings led by site admin (APs of Athletics and Activities) to calibrate practices, provide updates, answer questions, and monitor the re-authorization process.
- **Budget / LCAP Committee** - Co-facilitated District's Budget / LCAP Committee. Provided committee members with a review of CVUSD's LCAP. Organized the review and discussion of each of the 4 LCAP Goals; metrics, actions and services. Identified possible adjustments to the 2022-23 LCAP based on suggestions provided. **Updates for 2022-23 School Year:** 2022-23 Budget/LCAP Committee focused on the monitoring and implementation of the approved ESR3 Plan to support safe in-person learning, address learning loss, and address the other allowable uses. The committee met several times to receive information on progress of each of the ESR3 Plan actions. The committee plans on prioritizing the remaining actions for the 2023-24 school year and to provide the Board of Education with those findings.
- **CAASPP Testing** - Provided testing direction across school sites, including interfacing with Technology Services regarding device needs; ordered and distributed materials; interfaced between school sites and CALTAC; provided technical direction and support; and managed student test settings, designated supports, and accommodations. This year's focus was on increasing student participation rates across all student groups, particularly at the middle and high school levels.
- **Career Technical Education** - Partnered with Career Hub to implement the Work Based Learning program at each of our high schools. Additionally, the CTEIG and Strong Workforce Program grants have been approved and sites continue to build on Pathways and provide more opportunities for students in the CTE program. Facilitated the annual CTE Advisory Committee meeting in February with our District and community

stakeholders. **Updates for 2022-23 School Year:** The work-based learning program through Career Hub is being used at NPHS only for the 22-23 school year, as well as the 23-24 school year. The CTE program was granted both the CTEIG2 and Strong Workforce Program (SWP) for the next three years (23-26 school year). The focus for both grants is the sustainability and enhancing of our career pathway programs and aligning them with our local community colleges. Facilitated the annual CTE Advisory Committee meeting in February with our District and community stakeholders.

- **Co-Teaching Handbook** - District and site staff are working to create a co-teaching handbook which will serve as a consistent resource and guide for secondary co-teaching across all schools. The handbook will include provided training and resources, as well as best practice recommendations for administrators and teachers.
- **Co-Teaching Training for Administrators** - Provided a series of professional development opportunities for current and new co-teaching teams as well as principals. This professional development focused on building effective partnerships, co-teaching models, collaborative planning, and providing feedback to teachers. In addition, Instructional Services and Student Services collaborated to develop a co-teaching handbook that will be used to support the continued implementation of co-teaching within CVUSD.
- **Core Literature, High School** - Collaboration with English Department Chairs to develop instructional resources related to diverse core literature that were created in the summer of 2021; this included 16 titles that were already approved and created a "Required-Extended" category to the sequence of titles offered to students 9-12 (4 Required-Extended choices for each grade level). Through Articulation and SCAC, the following four (4) new titles were approved: Klara and the Sun, Kitchen, How Much of these Hills is Gold, and Cold Mountain. Co-hosted parent preview webinars for these titles. Currently providing the UCLA Center X professional learning series on DeNormalizing Literature to 14 secondary English Teachers. **Updates for 2022-23 School Year:** Core Literature, High School - English teachers from around the district engaged in training from professionals at UCLA Center X as part of an ongoing collaborative to analyze, implement, and explore diverse texts to use for instruction. This is a professional learning series regarding DeNormalizing Literature. Teachers continue to use a number of titles from the "Required-Extended" category that was created in 2021 to the sequence of titles offered to students 9-12 (4 Required-Extended choices for each grade level). Through Articulation and SCAC, the following three (3) new titles were approved: Interpreter of Maladies (12th), Purple Hibiscus (10th), and World of Wonders (11th). Co-hosted parent preview webinars for these titles.
- **Core Literature, Middle School** - Communicated with English/Language Arts Department Chairs on the development of instructional resources related to diverse core literature that were created during the summer of 2021. Participated in English Articulation and SCAC to support the passage of 2 new diverse core literature selections: Esperanza Rising and All the Stars Denied. Co-hosted parent preview webinars. Currently providing the UCLA Center X professional learning series on

DeNormalizing Literature to 14 secondary English teachers. **Updates for 2022-23 School Year:** Core Literature, Middle School - A team of English teachers engaged in summer work together to read text by a diverse author or with a diverse protagonist. Teachers discussed and shared texts that they read with their site teams, then provided any recommendations to English Articulation. Through English Articulation and SCAC, the following title, *When Stars are Scattered* by Victoria Jamison and Omar Mohomad, was approved to move forward to the Board of Education for final approval. Co-hosted parent preview webinars for this title. Currently hosting 1 cohort of 14 middle school and high school English teachers and Instructional Media Technicians to participate in the UCLA Center X professional learning series on DeNormalizing Literature. An additional Advanced Institute will be held in June 2023 to provide an opportunity for teachers to engage in unit planning and development for CUVSD adopted diverse texts.

- **Counselor Meetings** - Facilitated monthly counselor meetings with K-12 counselors that included updates, grade span specific actions and monthly training on the SEL (CASEL) Competencies. Development of the SEL Action Plan for Secondary, along with lesson planning for Tier 2 support (small groups), was initiated at these meetings. **Updates for 2022-23 School Year:** Facilitated monthly counselor meetings with K-12 counselors that included updates, grade span specific actions, and the necessary preparations and data analysis regarding the Hatchings Training PD. Development of Tier 1 and Tier 2 SEL lessons was also initiated at these meetings.
- **Curriculum and Assessment, Elementary** - TK-2 - Work was completed in order to provide teachers with Grade Level Pacing Guides for this year for Wonders and Go Math. New assessments were created using Wonders and other resources for all TK-2 teachers to use to assess students for learning and reporting. These assessments were then deployed to teachers online, hard copy (if requested) and via ESGI. Teachers were given training opportunities, office hours and one-on-one support for these assessments and pacing guides. Grades 3-5 utilized MasteryConnect within Canvas to take 6 Unit tests in ELA and 3 trimester benchmarks in Math.
- **Curriculum and Assessment, High School** - Facilitated Articulation meetings (3x for each department) that included topics such as: Science textbook adoption, Ethnic Studies Course pilot development: including 4 meetings to develop COS from the CDE model curriculum, diversity in Core Literature review and implementation, completing the "Required-Extended" comprehensive list of diverse core lit titles, development of units/lessons/library of resources for teachers to access, professional development with Gizmos and other instructional platforms, pathway infographic development for Science, H/SS (English & Math already completed), and the initiation of History/Social Science textbook adoption. **Updates for 2022-23 School Year:** Facilitated Articulation meetings (3x for each department) that included topics such as: new pilot course selection, diverse core literature selections, continued work on both the Science and H/SS textbook adoption, and the Ethnic Studies Course enhancement and promotion. The textbook adoptions for both Science and H/SS concluded in March with both committees using a rubric to decide which publishers they are moving forward for BOE consideration. The

goal is to have both sets of textbooks approved and ordered by May for teacher training over the summer.

- **Curriculum and Assessment, Middle School** - Participated in Articulation meetings (3x for each department) that included topics such as: Science textbook adoption, TCI, benchmark assessments, and diversifying Core Literature. Supported in the coordination of professional development with Gizmos and other instructional and assessment platforms (i.e. IXL and Mastery Connect). Engaged in ongoing communication and provided professional development to principals as they supported in the implementation of the instructional initiatives. Participated in 4 SCAC meetings and facilitated 1. Supported in the coordination of cross-department discussion, and course and core literature approvals. **Updates for 2022-23 School Year:** " Held information meetings with English and Math Department Chairs in the spring of 2022 to discuss the need for developing a guaranteed and viable curriculum and a balanced assessment system to include formative and benchmark assessments. Prior to 2022-23, the Math department has administered Semester exams. During the summer of 2022, teams of English and Math teachers met to begin determining the essential standards (ELA) and develop quarterly benchmark assessments. These teams worked during the summer to develop these assessments and continue to work through the 2022-23 school year to finalize any remaining assessments. Professional development was provided to Math and English teachers in how to administer the assessments via Mastery Connect."
- **Cypress IB** - Cypress Elementary became an official International Baccalaureate Primary Years Programme school after four years of preparation. The staff completed their grade level units and offer art and music specialists as well as a second language specialist for all grade levels. Students engage in project based learning and determine class level and grade level student initiated programs such as recycling.
- **Data Presentation by Levels** - Provided a multi-level data presentation to the Board of Education and all CVUSD Advisory Councils/Committees. This presentation shared the 2022 CA Dashboard results, local benchmark assessments, and importantly "street data" which captures the individual experiences of students.
- **Day/Monthly/Weekly Celebrations** - Provided grade-level lessons or resources to teachers and administrators for the following Board approved recognitions, such as National Black History Month, National Hispanic Heritage Month, Inclusive Schools Week, National Women's History Month, etc.
- **DEI Plan** - Under the direction of the Assistant Director of Diversity, Equity and Inclusion, staff are in a year-long process to develop a 5-year DEI Plan that incorporates all aspects of CVUSD. This plan will feature specific broad goals, with related sub-goals that include corresponding actions, metrics, and timelines. This plan will also provide a mission and vision for DEI in CVUSD. The District's DEI Plan is a living document, therefore periodic adjustments will be made to highlight success and capture moments where we may need to redirect our focus to make improvements to achieve our goals for diversity, equity and inclusion.

- **Designated ELD Training for Teachers at Title I Schools** - McGraw-Hill came and trained teachers at all grade levels on the designated ELD portion of their ELA/ELD instruction. Teachers were released by grade level for a half day to attend the training at Glenwood Elementary School.
- **Dual Language Immersion Program at Conejo** - With Student Services, launched the first CVUSD DLI Program starting with the incoming TK and Kindergarten class of 2022-23. Incorporated professional development, staffing, planning, materials and marketing, served on leadership team, and met with Conejo staff in preparation of starting the DLI Program at Conejo Elementary. **Updates for 2022-23 School Year:** The DLI program opened at Conejo Elementary with 3 kindergarten classes and 1 TK class. The school currently has 4 BCLAD teachers and plans to hire additional teachers as needed.
- **Educator Effectiveness Block Grant** - Created multi-year professional learning plan with \$3,739,625 one-time funds. Approved by the Board of Education on December 14, 2021. Incorporated prior feedback from the community and direct input from labor partners and teachers via survey. **Updates for 2022-23 School Year:** Created a system to monitor expenditures for the Educator Effectiveness Block Grant to ensure that funds are appropriated in accordance with the action items within the professional development plan. Instructional Services Directors and administrative assistants update expenditures ongoing throughout the year and meet each trimester to verify.
- **Elementary Distinguished Schools** - In January, it was announced that 7 of our 17 elementary school sites were awarded the honor of being named California Distinguished Schools. Principals, teachers, and the elementary director attended the awards ceremony in Anaheim with State Superintendent Tony Thurmond, as well as were honored by the School Board on March 15, 2023.
- **Equity Training for New Principals** - The Assistant Director of Diversity, Equity and Inclusion facilitated two required trainings for new CVUSD site administrators who did not participate in the equity trainings provided to site/district administrators during the 2021-22 school year.
- **ESSER III** - Created multi-year plan with \$12,323,124 one-time funds to address the ongoing impacts of the COVID-19 pandemic. Incorporated input via survey of students, families, and staff, as well as meetings with labor partners, and representatives from advisory councils. Included actions for students with disabilities, English Learners, social emotional learning, professional learning, and visual and performing arts. **Updates for 2022-23 School Year:** CVUSD is engaging in all aspects of the approved ESR3 plan. To date, an estimated \$5.6 million dollars is being spent on actions that support: ventilation, campus safety assistants, English Learners, Students with Disabilities, social emotional learning, expanded learning, online learning platforms, school plans for student achievement, academic intervention, educational technology, professional learning, staffing, transitional kindergarten, and visual/performing arts.

- **Ethnic Studies Program** - First year of instruction and implementation of curriculum as a pilot. Over 100 students enrolled districtwide, with multiple promotional strategies. Added a twilight class that is a hybrid model that includes students enrolled from each high school. Partnered with 1Shine to provide consultation on a monthly basis to our 3 teachers. Increased staffing to include additional staff members who will be teaching E.S. next year. Teachers will engage in a week-long seminar/conference at UCSB (Exito program) focused on Ethnic Studies curriculum and networking with other districts to provide additional resources.
- **Expanded Learning Opportunity Program (ELO-P)** - Researched programs, engaged with directors within the County, and attended workshops to determine ELO-P requirements and options for CVUSD. Engaged with community partners to determine supports and programs that can be provided as part of after school, intercession, and/or summer programming. Created budgets and developed contracts for programming. Engaged in ongoing communication with the ELO-P committee to discuss program requirements, options, and develop a shared vision and mission. **Updates for 2022-23 School Year:** The ELOP is at all school sites and is being provided mainly through district staff, but also through contracts with Star Education, Boys and Girls Club, and CRPD. Credentialed teachers are providing homework help to all ELOP students during the program. Enrichment providers are teaching music, PE, and other classes, as well as offering enrichment opportunities through presentations from authors and virtual field trips.
- **Federal Program Monitoring** - Completed this extensive process with the California Department of Education to demonstrate evidence of CVUSD's compliance with applicable state and federal laws. This process was jointly addressed by all CVUSD departments, with leads from Instructional Services and Student Services in all required instruments. Process required uploading and adjustment of more than 400 pieces of evidence, which resulted in adjustments to procedures and Board policies.
- **Fulcrum/Stand Proud** - Met with Fulcrum staff and Elementary Counselors to plan the year. Changed the format to have the Ranch Day in the Fall this year, and the on-site days in the Spring based on teacher requests. Worked with Fulcrum staff to get the support materials, and also to adjust schedules based on COVID and rain days. **Updates for 2022-23 School Year:** This year, Stand Proud transitioned to being held in Culver City at the Culver City Park, which is the main site for Fulcrum. All 5th graders were transported to the course and engaged in several fun teambuilding and courage building activities.
- **Grading For Mastery** - All secondary teachers received an introduction to mastery grading practices by their colleagues during either the August or November Professional Learning Days. A book study on Grading For Equity by Joe Feldman was offered to all secondary teachers. This book study was facilitated by teacher leaders who are utilizing some of these new grading practices. Two high school teachers provided the Board of Education and the public with an overview of mastery grading and actions that these

teacher leaders have taken to date. The March Professional Learning Day provided time for all teachers to learn more about the pillar of "accuracy" as conveyed through Feldman's text through the facilitation of teacher-leaders and open discussions.

- **Hatching Results Training** - The entire CVUSD counseling team TK-12 participated in professional development from the ASCA based Group "Hatching Results". This professional development provided counselors with the tools they need to build a comprehensive counseling program that includes a multi-tiered, multi-dimensional system of support (MTMDSS). As part of this, they design lessons and activities in the SEL tiers including schoolwide, classroom, small group, and individual plans. Counselors are learning about the needs at their school sites by examining data, using screeners, and in general getting to know their students at a deeper level.
- **High School Bell Schedules** - Guided Principals through the process of creating bell schedules that were compliant with SB 328. This included multiple collaborative meetings with site staff, feedback surveys and development of bell schedules that were passed by the respective sites. Each of the three comprehensive sites were able to pass their new bell schedules with 70% or higher passing rate. **Updates for 2022-23 School Year:** High School Bell Schedules 2.0 - A second round of bell schedule approvals and ratifications occurred during November 2022-March 2023. Both TOHS and WHS Principals followed the process of creating bell schedules that were compliant with SB 328, as a result of their current 22-23 bell schedules not receiving approval during their second year. The communication included multiple collaborative meetings with site staff, site councils, and feedback surveys that were reviewed and ultimately resulted in the passing of two new bell schedules. TOHS passed a bell schedule switching them to a modified block schedule with 7 periods, and WHS passed a bell schedule very similar to their current schedule, but with an earlier lunch and a six period traditional schedule. Both comprehensive sites were able to pass their new bell schedules with 70% or higher passing rate.
- **Human Growth and Development** - Researched and selected updated videos for HGD in grades 4 and 5, and kept the same 6th grade videos utilizing an HGD committee with nurses and teachers. Hosted preview nights before adoption and preview nights after Board approval. Then created materials for previewing and also for follow up per suggestions from the DAC Health Committee. Additionally, the format in which the videos are watched was adjusted so that all students watched both the boy and girl videos. **Updates for 2022-23 School Year:** Human Growth and Development videos continue to be shown in co-ed environments in the classrooms. Nurses offer Q and A follow up sessions for each of the videos at each site. We hosted a parent viewing night, but videos continue to be available on our district webpage as well.
- **Lead counselors** - An Elementary and Secondary Counselor were selected to represent their respective grade spans in working with district staff to plan professional development, create monthly agendas, assist with Hatching Training content, data and presentations, and to provide an effective system of communication between district staff and site counseling teams.

- **Leadership Kick Off** - Planned and implemented training for all CVUSD administrators on August 5, 2021 to address: LCAP goals, equity, and UDL. **Updates for 2022-23 School Year:** A 2-day leadership kick off event was held for district and site leaders in early August. The first day provided training from the Anti-Defamation League introducing bias and anti-bias strategies to all certificated and classified management staff. The remainder of the day was training on how schools can respond to bias incidents. The second day of training provided site leaders with important information on the year's professional learning UDL goals centered on building community and increasing student's relevance and engagement.
- **Mastery Connect** - Provided 8 professional learning sessions for Elementary, ELA/H-SS middle school, Math/Science middle school, ELA/H-SS high school, and Math/Science high school. Provided 15 office hour sessions, 2 districtwide virtual sessions, and 13 on site in-person. Teachers of grades 3-5 are using MasteryConnect for Wonders Unit Tests and Trimester Math Benchmarks. Middle School Math and English teachers are using it to administer quarterly benchmarks. Additional middle and high school teachers in various subjects are creating classroom-based assessments and/or department/school-wide assessments for use in PLCs
- **Middle School Common Assessments** - English and Math department teams engaged in the identification of essential standards, which is part of the creation of a guaranteed and viable curriculum. This is an important first step for supporting the implementation of Professional Learning Communities (PLCs) at the site level. In addition, English and Math departments developed and administered quarterly benchmarks in grades 6-8, providing important progress monitoring data.
- **Middle School Deans** - Transitioned middle school deans into new roles as Deans of Student Services so that they are able to focus on supporting and monitoring Students with Disabilities and English Learners. As a component of this transition, Deans meet with the Director of Special Education for Secondary weekly to review best practices. Once monthly, other Student Services and/or Instructional Services Directors attend in-person to provide updates and trainings.
- **New Teacher Induction** - Engaged in ongoing communication with the Induction Coordinator to discuss and monitor supports being provided to participating teachers including PLCs, professional development, Induction Orientation, and ILP Reviews. Supported in the review of accreditation documents and the hiring of a new Induction TOSA. **Updates for 2022-23 School Year:** Onboarded new co-coordinators who are currently serving in this role due to the previous coordinator promoting to an elementary principal position. Providing ongoing support to the Induction team as they plan for and implement Governance Team Meetings, Professional Learning Communities, and Orientations, participate in the Individual Learning Plan Reviews as part of the assessment process for participating teachers, and in DEI induction training for new teachers. Three trainings per year are held to provide continuing education on diversity, equity and inclusion strategies.

- **Online Course Directory** - Launched the first ever online Course Catalog, a brand new digital tool which allows students and families to browse all middle and high school course offerings in an interactive and easy to use interface. Families can filter the available courses across CVUSD secondary schools by school site, grade level, subject area, and course level.
- **Optional Professional Learning After School** - The TOSAs and BCBA's from Instructional Services have provided optional after school professional development for teachers. Teachers do get paid for attending. Topics have included: CHAMPS, UDL, Behavior Supports, Language and Literacy, Social Emotional Learning, Canva, IXL, Minecraft in the Classroom, Q Gradebook, and Edu Protocols.
- **Outdoor School** - Onboarded new Coordinator. Worked with the Coordinator to plan for Outdoor School. Engaged in communication with Camp Ramah to develop and finalize the contract; create a COVID-19 Safety Plan, and preview facilities. Also, engaged in ongoing communication with principals to monitor student attendance, outreach to families, and revision of COVID-10 Safety Plan. Participated in Outdoor School webinars. Planning for potential 8th graders to attend Outdoor School during the 2022-2023 school year (missed due to pandemic). **Updates for 2022-23 School Year:** Worked closely with the Coordinator to plan and provide for the Outdoor School Program experience to our current 6th and 8th grade students. Engaged in communication and planning with principals and hosted parent webinars with parents/guardians. Worked with Camp Ramah to develop and finalize a contract and create an updated COVID-19 Safety Plan. Also, engaged in ongoing communication with principals to monitor student attendance, student accommodations and supports, as well as outreach to families. Made adjustments to programming based on feedback from students and parents/guardians to ensure a safe and positive experience.
- **PE Elementary Specialists** - This year, we launched our Elementary Credentialed Teacher program where 8 elementary PE teachers were assigned to school sites to teach at least one 30 minutes/week session to all elementary students, in addition to the PE time they currently have, for a total of 200 minutes every 10 days. The credentialed PE teachers collaborated together and ordered equipment in order to have continuity in PE between schools.
- **PLC Training** - Four middle school sites are attending the California Principals Support (CAPS) network with teacher leadership teams. This ongoing, monthly professional development focuses on implementing systems and processes for professional learning communities and Response to Intervention (RTI) systems. Teacher teams create and implement action plans for building the cultural conditions for implementing PLCs and RTI systems.
- **Professional Learning (2022-23)** - Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance,

value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice.

- **Professional Learning Day (August 16, 2021)** - Developed and organized a professional learning day for all certificated staff that addressed the following topics: Introduction to Diversity, Equity and Inclusion, multiple means of UDL engagement, and teacher-to-teacher expert sessions. **Updates for 2022-23 School Year:** The August 22, 2022 Professional Learning Day was facilitated by school principals and consistently focused on this year's professional learning goal of "Be able to intentionally design first instruction that achieves equitable outcomes for all learners through the implementation of targeted UDL checkpoints that promote DEI and SEL." This training did not necessarily introduce new strategies, but provided needed connections about the intersection between DEI, SEL, and UDL.
- **Professional Learning Day (November 1, 2021)** - Developed and organized a professional learning day for all certificated staff that addressed the following topics: Diversity, Equity and Inclusion, social emotional learning, and UDL. **Updates for 2022-23 School Year:** The November 1, 2022 Professional Learning Day built upon the first training August by providing more details on 2 UDL checkpoints: 7.2: Optimize relevance, value, and authenticity, and 8.3: Foster collaboration and community. One result of the training was a Learner Interview to be conducted by staff in order to better understand, and therefore design for, a particular student in the classroom.
- **Progress on Student Achievement** - Provided District Advisory Council with a 2-part presentation/discussion focused on student achievement over the recent years. Measures included: elementary benchmarks, secondary D/F data, and SBAC state testing. Data was disaggregated by student groups. Discussion on how to improve student achievement. **Updates for 2022-23 School Year:** This year's presentation provided a multi-level examination of data which included the 2022 CA Dashboard, TK-8 local benchmark assessments and 6-8 grade distribution, and importantly "street data," which included the sharing of student reflections and experiences as a meaningful way to understand our students today.
- **PSAT Testing** - This year tested a total of 1301 students in the PSAT: 1,219 high school students and 82 middle school students. Students in 11th grade as well as socioeconomically disadvantaged are paid out of LCAP funding. Other students pay a \$25 fee to test. Recruited and scheduled proctors, collected fees, and received, distributed, and returned testing materials for the exam. **Updates for 2022-23 School Year:** Tested a total of 1286 students in the PSAT: 1200 high school students and 86 middle school students. Students in 11th grade, as well as socioeconomically disadvantaged students, are paid out of LCFF funding. Other students pay a \$25 fee to test. Recruited and scheduled proctors, collected fees, and received, distributed, and returned testing materials for the exam.

- **Q Gradebook** - Provided training and support to increase the usage of Q Gradebook for teachers of grades 3, 4, and 5. Support was provided during virtual office hours, professional learning sessions, and one-on-one support to over 60 teachers.
- **School of Choice** - Held 3 School of Choice committee meetings with staff and committee members from the community. Reviewed the impact of EARTHs enrollment based on prior changes. Updated the annual School of Choice Board Policy to reflect changes with the Dual Language Immersion Program. **Updates for 2022-23 School Year:** School of Choice applications were submitted and processed. Some elementary schools continue to see increasing numbers of applications, including Conejo Elementary's Dual Language Immersion program, and Cypress Elementary's new IB program.
- **School Plan for Student Achievement (SPSA)** - Schools created 2021-22 SPSAs that were completed by September 17, 2021, and this year included an August and early September meeting of the School Site Council. This year's plans included a learning loss or accelerating learning goal. Instructional Services reviewed all 2021-22 SPSAs which were approved by the Board of Education on October 19, 2021. In January 2022, provided information and training to principals to initiate their 2022-23 SPSA with the intent of having a final draft completed by the end of the school year in order to ensure budgets and clearly identified actions can be implemented immediately to begin the 2022-23 school year. **Updates for 2022-23 School Year:** In 2022-23, the SPSAs were approved by the Board of Education in October 2022. This year's SPSAs included the following: learning loss goal, parent engagement goal for Title I elementary schools, and additional site funding from ESR3 to all schools. A communication has already been provided to all schools with requirements and timelines for the 2023-2024 SPSA.
- **Secondary Grading Policy** - Created a teacher committee of those who are currently utilizing alternative grading approaches in the classroom. Reviewed other school district policies on grading as well as best practices on how to ensure a meaningful and sustainable change to teacher grading practices. **Updates for 2022-23 School Year:** Grading For Mastery - All secondary teachers received an introduction to mastery grading practices by their colleagues during either the August or November Professional Learning Days. A book study on Grading For Equity by Joe Feldman was offered to all secondary teachers. This book study was facilitated by teacher leaders who are utilizing some of these new grading practices. Two high school teachers provided the Board of Education and the public with an overview of mastery grading and actions that these teacher leaders have taken to date. The March Professional Learning Day provided time for all teachers to learn more about the pillar of "accuracy" as conveyed through Feldman's text through the facilitation of teacher-leaders and open discussions.
- **Social Emotional Learning, Elementary** - Elementary Counselors prepared slide decks for every day of school organized into monthly or unit based slide deck bundles. Reinforced the use of SEL practices from Sanford Harmony and best practices of Meet Up/Community Circles, Buddy Ups, and whole class SEL activities and lessons. Identified Read Alouds teachers could use in conjunction with SEL topics. Provided

professional development sessions for teachers to improve SEL practices such as using Sanford Harmony and conducting Community Circles. Collected teacher-reported data on the amount and frequency of SEL in their classrooms, as well as identifying which resources they use and areas of need. Collected and analyzed counselor data using Q to determine the number of students receiving Tier 2 interventions in SEL. **Updates for 2022-23 School Year:** SEL Elementary Canvas Course and Web Resources - In order to promote increased and continued SEL in elementary classrooms, Elementary Education created slide deck general resources for easy teacher use. These and other resources were then combined into a Canvas Course titled "SEL Central" that all teachers were invited to join. The slide decks embedded in the course are updated weekly. Teachers can also find resources for Sanford Harmony in the course, which are also distributed via email.

- **Social Emotional Learning, High School** - Monitored the ongoing General Education Tier 1- SEL actions, in the form of Class Lessons/activities (school wide), as well as monitoring the ongoing Gen Ed Intv Tier 2 - Social/Emotional 1:1 & the start of implementing student groups. Site progress was discussed during the High School Principals meetings 1x per month. Each high school provided school wide activities/lessons that supported the SEL Tier 1 intervention for at least 10 minutes each week. Additionally, the SEL Task Force has created an Action Plan for Tier 1 intervention for the 22-23 school year. **Updates for 2022-23 School Year:** Social Emotional Learning, High School - Implementation of weekly lessons and activities that supported the Monitored Tier 1- SEL plan. This included a collaborative effort by academic departments identifying and sharing resources that support Tier 1 SEL actions. TOHS used Purpose Prep curriculum to implement SEL lessons on a weekly basis. This program will not continue next year. Ongoing Gen. Ed. SEL Tier 2 interventions, along with the facilitation of student groups, was implemented by counselors at the sites. Site progress was discussed during the High School Principals meetings 1x per month.
- **Social Emotional Learning, Middle School** - Supported in the implementation of the newly adopted Second Steps curriculum. Monitored the ongoing General Education Tier 1 lessons. Also, monitored the ongoing Gen Ed Intv Tier 2 - Social/Emotional 1:1 & the start of implementing student groups. Worked directly with counselors and administrators to provide direction and professional development. Co-facilitated the Secondary SEL Task Force to develop an Action Plan for SEL for the 22-23 school year. **Updates for 2022-23 School Year:** Social-Emotional Learning (SEL), Middle School - Continued implementation of the Second Step social-emotional learning curriculum with the transition from counselors delivering the lessons in 2021-22 school year, to teachers delivering the lessons during the 2022-23 school year. Provided professional development in Second Step to all teachers and monitored the implementation of the lessons. The newly hired SEL TOSA provided ongoing support and professional development to teachers and also created a Canvas Course that includes pacing guides and supplemental resources for teachers. Also, continued to monitor the implementation of General Education Tier 2 social emotional learning provided by counselors through individual and small group counseling. Co-facilitated the SEL Task Force to engage in progress monitoring of the secondary SEL Action Plan. As part of this, administered the

SEL screener and will make revisions to the screener on an as needed basis to support in the identification of students in need of Tier 2 support.

- **Strategic Arts Committee / Plan** - Developing a 3-5 year Strategic Arts Plan to increase the support for access and equity to arts education for all students. Committee consists of 33 individuals representing school staff, community art leaders, and CVUSD Board Trustees. **Updates for 2022-23 School Year:** The Strategic Arts Plan was presented to the Board of Education in June 2022, and a Board resolution on Arts Equity was passed. This year, 2.2 FTE general music teachers were hired to teach 30 minutes/week of general music to all 4th and 5th grade students districtwide. This included the purchase of instructional curriculum and materials for these classes. In addition, arts integration training has been provided to a group of 40 elementary teachers in partnership with TO Arts.
- **Student Discipline Training** - Provided the CVUSD principals and assistant principals with professional development on interrupting inequitable student discipline. This professional development focused on acknowledging personal biases, understanding the impact of students missing school, understanding alternative and equitable practices, applying an equity mindset when addressing student discipline, and collaborating/calibrating around best practices.
- **Student District Advisory Council (SDAC)** - Facilitated the monthly Student DAC meetings with 24 student representatives from across the CVUSD high schools. Accomplishments included: completion and updates on bylaws, feedback and input regarding the Ethnic Studies pilot, and development of the Educational Equity committee, Environmental committee, Mental Health committee, Publicity committee, and various others that were already in existence. Additionally there was feedback and input regarding the new dress code policy, as well as updates of BP 9150, and student representative attendance and leadership at the CSBA conference. **Updates for 2022-23 School Year:** Continued guidance and support from the High School Instruction office with the Student DAC meetings. This year, there were 23 student representatives from across the CVUSD high schools. We reduced the number of meetings from 10 to 8 general meetings and added the Executive Board meetings at the conclusion of the general meetings, in accordance with other DAC practices. Accomplishments included: Passing of Board Bylaw 9150, feedback regarding SEL, feedback regarding our school lunches and nutrition services, and the continuation of committee work, in particular the Educational Equity committee, Environmental committee, Publicity committee, and various others that were already in existence. Two student representatives attended the student-led leadership conference at the CSBA Annual Education Conference.
- **Super DAC** - At the request of the DAC Executive Board, this year we initiated new communication and collaboration measures for all CVUSD advisory councils/committees. Two "Super DAC" meetings were held. The first in October provided members with essential information about the Greene Act, as well as a sharing of parent/guardian panelists. The second in March provided members with the student performance presentation provided to the Board of Education with an opportunity for all

groups to mix and engage in discussion. Additionally, this year began the "Super DAC" monthly newsletter which provided updates on the various advisory councils/committees through the Communication Snapshot.

- **Technology TOSAs** - The Technology TOSAs have provided over three dozen after school trainings and office hours, as well as completed 568 classroom visits at their assigned schools. Topics included educational software such as Edpuzzle, ESGI, IXL, Lexia, SRI, Seesaw, TurnItIn, Canvas, MasteryConnect, green screen, MergeCubes, Osmos, and Gimkit; Chromebook 1:1 classroom management, lesson planning and design, and model lessons; and troubleshooting assistance. **Updates for 2022-23 School Year:** Technology TOSAs - The Technology TOSAs have provided 53 after school training sessions and 10 hours of virtual office hours sessions. They have also completed 392 classroom visits at their assigned schools to date. Topics included educational software such as Edpuzzle, ESGI, IXL, Lexia, SRI, Seesaw, TurnItIn, Canvas, MasteryConnect, green screen, MergeCubes, Osmos, and Gimkit; Chromebook 1:1 classroom management, lesson planning and design, and model lessons; and troubleshooting assistance. Additionally, rolled out Canva Enterprise districtwide.
- **Teen Talk, High School** - Provided Health and Special Education teachers training on the Teen Talk curriculum. This included review and implementation of the course of study and materials provided by the Teen Talk representatives. There was also coordination with Special Education teachers for training on the Teen Talk Adapted for All Abilities curriculum and materials. **Updates for 2022-23 School Year:** Instruction and implementation of the Teen Talk curriculum continued with our Health teachers at each site and with 9th grade students. Additional training and refresher opportunities were provided for Health and Special Education teachers training on the Teen Talk curriculum. Teachers followed the 14 day notice for families and communicated the appropriate information at Back to School Night.
- **Teen Talk, Middle School** - Engaged in the professional development of the Health and Special Education teachers training on the Teen Talk curriculum. Worked with the science team to review materials provided by the Teen Talk representatives and developed the Course of Study. There was also coordination with Special Education teachers and Student Services administration for training on the Teen Talk Adapted for All Abilities curriculum and materials. **Updates for 2022-23 School Year:** Provided professional development to new Science teachers to ensure they have materials, resources, and training to implement Teen Talk during the 2022-23 school year. Also provided optional professional development to all science teachers on facilitating the Anonymous Question Box, which is a daily instructional routine. Provided a communication memo to all science teachers and principals to outline instructional and parent notification timelines to ensure they are met. This communication also provided information about the course outline, student materials, parent opt-outs, alternative assignment, professional development, and office hours.

- **Title I** - Met and coordinated with Title I principals on the use and spending of their Title I dollars, increased counseling for Title I schools with the addition of a Bilingual Counselor for Title I schools, determined site needs and then prioritized them with principals, and coordinated with Outreach Staff to provide parent family engagement opportunities for families and increasing family involvement in schools. **Updates for 2022-23 School Year:** Continued and increased counseling services using Title I dollars, including expanding the role of one counselor to include community outreach. Began the process of each Title I school having a Wellness Center and 5-day a week Mental Health Clinician to serve all students in the Wellness Center. Continued to fund Outreach Assistants at 5.25 hours per day to support families and school sites. Title I Schools, processes and budgets were also examined during the Federal Program Monitoring process and had no findings, which means we were fully compliant.
- **Transitional Kindergarten (TK)** - Researched and attended training on new TK laws including the addition of all 4 year olds by the 25-26 school year. Held TK/K information nights to share current information. Met with Amie Mills to determine our UPK programs and continuum in order to draft our CVUSD UPK plan, to be submitted to the Board by June 30, 2022. Launched a process for Extended TK birthdates to garner additional enrollment for next year and increase access to TK. **Updates for 2022-23 School Year:** Transitional Kindergarten (TK) - Hired MaryBeth Stovall to be the district's first TK TOSA. She coordinates TK teachers and aids at all schools. Each school hired a TK aid per TK classroom to maintain a 12:1 ration for all classrooms. Recruited and hired a roving TK aid to fill any vacancies in TK aid positions to stay within ratio. New classrooms were set up with materials, furniture, and instructional materials. Teachers selected a dramatic play area for their classroom using ESSER 3 funds.
- **Transitional Kindergarten and Extended TK** - Opened additional classes so that all school sites, except EARTHs, have at least one TK class. We also recruited and hired a class aid for all TK classes as well as a roving substitute aid to be available as necessary. She works 95% of days as a substitute, and on the other days she supports classes with needs. The TK TOSA has coordinated all TK teachers and aids for trainings, meetings, and collaboration. She also makes sure that TK aid coverage is done each day. There have been special circumstances of teacher and aid absences where she needs to fill in, plan for the class for short and long term, and then support new and inexperienced teachers. We have also ordered supplies for each classroom including dramatic play areas, manipulatives, building materials, and furniture.
- **UC Doorways / A-G** - Interfaced with Doorways staff and consultants as necessary, and collaborated with school and District staff to submit paperwork necessary to update current or approve new courses for A-G credit. So far this year, submitted a total of 63 updated or newly approved courses for A-G credit. **Updates for 2022-23 School Year:** Interfaced with Doorways staff and consultants as necessary, and collaborated with school and district staff to submit paperwork necessary to update current or approve new courses for A-G credit. So far this year, submitted a total of 41 updated or newly approved courses for A-G credit. In conjunction with each school site, made annual updates to each school site's A-G list.

- **Visual and Performing Arts at Elementary** - This year, all elementary students in grades 4 and 5 have been receiving general music instruction from a credentialed teacher. Instruments were purchased for the music classes including ukuleles, boom whackers, and orf instruments. Students have 30 minutes of weekly instruction from the 2.2 elementary music teachers.
- **Visual and Performing Arts TOSA** - Created a new position to enhance the arts throughout CVUSD. Meets frequently with school and District staff, as well as community leaders in the arts. Collaborates to support the All District Music Festival, analyzes trends in student arts participation, researches best practices in implementing arts standards, secures additional funding for arts, attends student shows and performances, and organizes the CVUSD Strategic Arts Plan. **Updates for 2022-23 School Year:** District Arts Coordinator, Mr. Brian Peter, continues to work closely with district and school staff to support and implement the Strategic Arts Plan, which was provided to the Board of Education in June 2022. This year, he has provided direction and oversight to the new General Music Teachers (Grades 4-5), and offered leadership in the planning of one-time Arts, Music and Instructional Materials Block Grant and Proposition 28 funding. He continues to be the District's representative for the All District Music Festival.
- **We-Tip** - In collaboration with the Risk Management department and Student Services, launched this new anonymous reporting platform which is available now on each student's Classlink page, every school's homepage, and advertised in posters throughout schools. Tips are submitted to school administration. Any life-threatening tips are submitted to law enforcement. District staff serve as the response team during after-hour emergencies.
- **WONDERS ELA/ELD Curriculum** - Implemented a new ELA/ELD curriculum this year TK-6. Purchased and distributed materials, held professional development sessions from publisher and CVUSD teachers, designed pacing guides and assessments for Wonders, incorporated digital resources, and supported teachers with implementation of the program. **Updates for 2022-23 School Year:** Wonders ELA/ELD Curriculum - Teachers continue to implement the Wonders Curriculum TK-5 for Language Arts. In TK, the curriculum also includes SS, Science, Math, and SEL. Teachers at Title I schools were provided training in the ELD instruction in Wonders with McGraw-Hill trainers. Teachers continue to implement newly adapted assessments from Wonders to use for report cards and benchmark assessments.



STUDENT SERVICES

- **All Student Services Department Collaboration** - All employees of the Student Services department meet quarterly to build community, give department updates so we all know what is happening in each division, provide individual team recognition, and give professional development on working together and understanding our unique work role and how it directly impacts the students we are here to serve
- **New Department of Mental Health & Wellness** - This year, we applied and received a federal grant from the California Department of Education (CDE) and the Office of Elementary and Secondary Education (OESE) for \$11.3 Million over the next five years. This funding allowed for the creation of our new department of Mental Health & Wellness Services led by our new Director of Mental Health & Wellness Services, Dr. Heather Chamberlin-Scholle.

Diversity, Equity and Inclusion:

- **African American District Advisory Council (AADAC)** - The African American District Advisory Council (AADAC) provides a parent and community voice for our African American and Black families to support our students in experiencing the maximum level of success at school, including academically, extra-curricular, social-emotional and wellness. Our goal is to build a strong partnership between CVUSD staff and families and to connect our community's African American and Black families to create a safer, more inclusive school environment and increase the academic opportunities and achievement of our Black students. This past year, AADAC focused on being more visible in schools, having a collective voice, and creating spaces for families to gather informally to create a closer connection to one another. 1 Shine did a presentation in front of AADAC, and as a result, CVUSD was able to put on its first-ever Black History Month celebration.
- **African American History Day Celebration** - CVUSD partnered with 1Shine of Compton to provide a Black History Month Event for the students and families of CVUSD. 1 Shine Youth is a nonprofit organization that provides youth with access to quality performing and cultural arts programming. Their unique approach to youth development is the implementation of literacy through the arts. Participating students receive academic reinforcement in English Language Arts and math concepts through hands-on performing and cultural arts curriculum. 1 Shine performed at Newbury Park

High School and Redwood Middle School for students and faculty and hosted a districtwide show for students and families in Thousand Oaks High Schools Performing Arts Center. That event was an overwhelming success, as over 800 students and families witnessed the singing, dancing, and artistic skills of this all-Black student group.

- **California African American Superintendents and Administrators (CAAASA)**
CAAASA has a history of hosting Institutes, state meetings, state conferences, and many special events since its inception. Serving as an informative link to the California Department of Education (CDE), CAAASA makes recommendations on topics, including curriculum and instruction, staff development, parent involvement, funding, and gender-specific issues. CAAASA has submitted testimony to the speaker of the Assembly, which would improve the status of African-American males relative to their disproportionate representation in the penal system and in the Nation's colleges and universities. The DEI office is actively engaged in attending conferences, collaborating creatively with the implementation of workshops, and extending our human resources connections. In March 2023, CVUSD sent a representative to a CAAASA conference to announce employment opportunities and provide exposure for a wider audience to learn about CVUSD.
- **Historically Black College & University (HBCU) College & Career Fair** - The DEI office coordinated two college tours for students to focus on expanding learning opportunities for students. Eight students went to Los Angeles to attend the Black College Expo, where over 200 colleges were represented, highlighting HBCUs. Students were able to apply to colleges on site and receive conditional acceptance if the requirements were met.

Mental Health and Wellness Services:

- **DIS and ERSES Services** - In Special Education, provided Designated Instructional Services (DIS) counseling to 478 students and Educationally Related Social Emotional Services (ERSES) to 187 students. Piloted a new service, Educationally Related Social Emotional Services-Family (ERSES-Family), for 17 families.
- **Grants** - Secured the following mental health grant funding: Prevention and Early Intervention (\$196,000), Middle School Wellness (\$150,000), and Mental Health Services \$11.3 million over the next five years.
- **Memorandums of Understanding** - Maintained and added Memorandums of Understanding with the following universities-Antioch Los Angeles, Antioch Santa Barbara, Cal Baptist University, California Lutheran University, California Southern University, California State University Long Beach, California State University Northridge; National University, Pacific Oaks, Pepperdine, University California Los Angeles, University Southern California.
- **Mental Health Intern Program** - Established new Memorandums of Understanding (MOUs) with California State University Northridge, Pacific Oaks University, and

Pepperdine University; and renewed MOUs with California State University Long Beach and California Lutheran University to host graduate student interns obtaining master's degrees in social work and marriage and family therapy. Thirteen interns provided wellness services to students to support student mental health in real-time during the school day.

- **Red Flag Warnings** - Followed up on 152 red flag warnings. Red flag warnings occur when students search for mental health or suicide-related content on CVUSD issued devices.
- **SEL Screener** - In collaboration with Instructional Services, developed and administered a social-emotional learning screener to middle school and high school students. The social-emotional learning screener demonstrated students' most common emotional needs and provided a focus for intervention. Motivation, anxiety, and social skills were the top social-emotional needs identified by students. Completed 900 SEL screeners within CVUSD high schools and 1,405 screeners within CVUSD middle schools.
- **Staffing** - Onboarded and trained two Mental Health Clinician II, 13 Mental Health Associates, and 27 graduate student interns in the provision of wellness services for students, including teaching evidence-based coping strategies to address a variety of social-emotional challenges to support the mental health needs of students to enable them to be productive learners. In the process of filling an additional 10 Mental Health Clinician I and 4 Mental Health Clinician II positions.
- **Student Monitoring** - Tracked students identified with higher-level mental health needs who received services through psychiatric hospitalizations, partial hospitalization programs, and intensive outpatient programs. We continue to provide ongoing monitoring and therapeutic support to these students.
- **Suicide Prevention Training** - Trained all secondary staff in suicide prevention protocols to prepare them to identify and intervene with students experiencing an acute mental health crisis. Piloted suicide prevention training at one elementary school site.
- **Tier 3 Mental Health Services** - Updated the Mental Health Team drive and included a "Quick Links" document to assist counselors and administrators in referring students for wellness and mental health services that are part of a student's individualized education plan (IEP).
- **Wellness Service Delivery (8/18/21 - 2/28/23)** - Maintained Wellness Centers at 5 high schools and established Wellness Centers at 5 middle schools.
 - Monthly total of 349 ongoing individual wellness counseling services to middle school students.
 - Ongoing small group wellness counseling services (lunch bunch) for 162 middle school students.
 - Social-emotional learning lessons on topics such as mental health, anxiety management, coping skills, and mindfulness to 3,807 high school students

- (numbers may be duplicated as some students attend more than one classroom lesson).
- Monthly total of 891 ongoing small group wellness counseling and workshops on social skills, mental health, positive body image, and grief and loss to high school students (numbers may be duplicated as some students attend more than one workshop or group).
 - Monthly total of 834 ongoing individual wellness counseling to high school students.
 - Logged the provision of supportive wellness services for 11,040 student drop-in visits. The intent of drop-in services is to provide students a safe space to achieve emotion regulation, take a break from school-related stress, work through a social-emotional challenge, and return them to class in an emotional state where they are ready and able to learn.
 - Assessed individual student needs at the onset of every drop-in visit. Used the Patient Health Questionnaire-9 (PHQ-9) and the Generalized Anxiety Disorder-7 screening tools to pre and post-test students' status at the onset of counseling and when counseling ended. Data is still being collected and will be analyzed at the end of the school year.

Multilingual Learners:

- **Bilingual Facilitators** - Bilingual Facilitators assist in English Learner compliance paperwork at all school sites. They also provide direct support in administering the initial and summative English Language Proficiency Assessments for California (ELPAC) state assessments. Furthermore, they provide interpretation/translation services to all of our Spanish-speaking parents.
- **Bilingual Paraeducators** - Bilingual Paraeducators provide support via small group instruction under the direct supervision of the classroom teacher. The support was provided to English Learners with the highest academic and language needs. Classroom support has also been provided in other languages, such as Russian and Mandarin.
- **CABE Training** - The California Association of Bilingual Education (CABE) provided four days of professional development to current and new DLI teachers. This training focused on building teacher and administrative capacity in the latest research on DLI as well as Dual Language Immersion program implementation.
- **Dual Language Immersion Program (DLI)** - With Instructional Services, launched the first CVUSD DLI Program starting with the incoming TK and Kindergarten class of 2022-23. Incorporated professional development, staffing, planning, materials, and marketing. **Updates for 2022-23 School Year:** The DLI program opened at Conejo Elementary with three kindergarten classes and one TK class. The school currently has 4 BCLAD teachers and plans to hire additional teachers as needed.
- **DLI Leadership Team** - Consists of District and site leadership staff members. The team meets monthly to review the program's progress, make adjustments based on overall student performance, review financials, and plan for program growth.

- **DLI Parent Presentations** - Facilitated ten morning and evening Dual Language Immersion parent presentations on the DLI program since the beginning of the school year - five in English and five in Spanish. The presentations provided parents with information about the benefits of students becoming bilingual, bi-literate, and bi-cultural.
- **DLI Website** - Maintain and update the DLI website with general information about the Dual Language Immersion program. Information topics include DLI research, sample schedules, enrollment, and contact information. The website also allows families to register for in-person or virtual presentations.
- **English Learner Master Plan** - In the process of updating the English Learner Master Plan. A total of ten virtual meetings were held with a representative from the California Association of Bilingual Education (CABE). Ensured representation from the school site, district, and community in the EL Master Plan Task Force. The updated plan should be completed by June 2023.
- **Equity Task Force (ETF)** - The ETF committee has continued working with the high school English departments to recommend core literature books from diverse authors for Board approval. In addition, several ETF members are working with the Ethnic Studies committee to assist in developing the new ethnic studies course.
- **Newcomer Academy at Newbury Park High School (NPHS)** - The program launched in August 2021 and is now completing its second year. As part of this program, newcomer students can either graduate with a high school diploma with 130 credits or decide to return for a fifth year of high school to complete the 130 credits under AB 2121. As of the current 22-23 school year, 37 newcomers will graduate this school year with a high school diploma under AB 2121. 17 out of the 37 students who are graduating this school year were part of the group of students who opted to stay at NPHS for a fifth year. There are 95 newcomer students who have enrolled in the Newcomer Academy since its inception.
- **Newcomer Academy Bilingual Social Worker** - A full-time bilingual social worker provides wrap-around services to all newcomer students. In addition to providing referrals and setting up appointments for clinics and other agencies for medical, dental, clothing, housing, etc, the social worker provides SEL and tutoring support.
- **Newcomer Academy Program Evaluation** - After an extensive program review by an external consultant, detailed feedback was provided on areas needing improvement/attention. The Newcomer Academy Taskforce is currently working on addressing the different areas needing improvement.
- **Newcomer Academy Professional Development** - All newcomer teachers were provided with four days of professional development on how to work more effectively with newcomer students. The training included in-classroom lesson demonstrations.

- **Newcomer Academy Transportation** - Free transportation was provided for TOHS and WHS students enrolled in the Newcomer Academy. There are approximately 15 students who utilize this service daily.
- **Project 2Inspire** - Offered twelve virtual and in-person parent trainings to Spanish-speaking parents on how the US educational system works, home-school communication, state standards, technology in the classroom, etc. An average of 25 parents attended these training sessions, and their feedback was positive.
- **Reclassification** - The goal of an English Learner program is to reclassify English Learners from Limited English Proficiency to Fluent English Proficiency. This reclassification allows English Learners to access the entire general education curriculum from elementary to high school. A total of 158 English Learners were reclassified this school year.

Special Education:

- **Alternative Dispute Resolutions** - Encouraged and held Alternative Dispute Resolution meetings to resolve disagreements in lieu of filing a due process complaint with the Office of Administrative Hearing to preserve family relationships and prevent litigation costs through this informal process.
- **Assessment Team** - A special education assessment team, including a special education teacher, three school psychologists, and one speech and language pathologist, was in place during the summer of 2022 to support the completion of overdue evaluations/assessments.
- **Board Certified Behavior Analysts (BCBA) Training** - BCBA's have provided training in the following areas: Multi-tiered systems of support (MTSS), applied behavior analysis (ABA), behavior support plans, data collection, positive staff approaches, and functional behavioral assessments with general education teachers, paraeducators, and new special education teachers. BCBA's led the Non-violent Crisis Intervention (NCI) training with paraeducators, special education teachers, and site administrators. A total of 173 staff members, across ten training sessions, have been trained this school year. Staff was provided direct training with specific and targeted skills to manage students' behaviors across multiple settings on a school campus.
- **Co-Taught Classes** - Delivered specialized academic instruction through 61 co-teaching courses at secondary schools to provide opportunities for students with disabilities to access general education classes and learning time with non-disabled peers. Additional co-taught courses at the secondary schools were offered this year compared to last year's total of 35 co-taught classes. TOHS implemented two push-in classes as well, where a special education teacher pushed into two general education science classes to support students on a regular basis.

- **Intervention Curriculum** - Trained all elementary learning center teachers in implementing The Sonday Reading System, a comprehensive line of materials designed to help educators provide multisensory reading instruction to students from pre-K through 8th-grade reading levels. Literacy kits have been purchased for all middle school and elementary sites.
- **Professional Development (PD)** - Several ongoing professional development opportunities have been presented and attended in the 2022-2023 school year, including:
 - Summer sessions provided through a menu of professional learning options. A total of 14 sessions were offered across five days with topics including special education timelines, LRE and the continuum of services, Unique Curriculum training, General Education teacher tips for interpreting IEPs and implementing accommodations, co-teaching training, and more.
 - Provided monthly PD for related service providers (e.g. psychologists, SLPs, D/HH, OT, APE, BCBA) on topics such as legal case reviews, delivery and documentation of services, executive functioning, IEP talking points, Augmentative and Alternative Communication best practices, guidelines for the administration of ADOS, writing appropriate present levels of performance and goals, conducting functional behavior assessments, and assessment report writing tips.
 - Office hours were held monthly for school psychologists for individual case/assessment support with the lead school psychologist and special education leadership from November 2022 through May 2023.
 - New teachers working through CVUSD's induction program worked with the Inclusion TOSA, Special Education Coordinator, and Induction TOSA to support new special educators (both new to CVUSD and new to teaching/needing to clear their credential), through a series of professional development. Topics covered were: utilizing SIRAS, IEP Writing, Formal Assessments, Report Writing, Data Collection, Progress Monitoring, and Classroom/Behavior Management.
 - A new series of support for Middle School Deans was implemented where Deans are provided weekly meetings with the Director of Special Education for Secondary for targeted training as well as for individual case questions or overall questions in regards to the provision of special education needs and services. The first three weeks of each month is a virtual meeting. The last meeting of the month is an in-person meeting with the Directors of Student Services and the Director of Middle Schools to provide updates and/or targeted learning.
 - All special education teachers were invited to attend an optional professional learning opportunity three times this year where highlights, practices, important dates, and legal mandates are reviewed.
 - Monthly secondary department chair meetings have been held from January 2023 through May 2023. Topics covered included legal case review, special circumstance educational support (SCES) evaluations, writing effective present levels to build a legally defensible IEP, extended school year, goal development, and behavior interventions and supports.

- Weekly drop-in office hours have been held, from January 2023 through May 2023, to support elementary principals, special education teachers, and other service providers with special education-related topics.
- **Special Education District Advisory Council (SEDAC)** - The Special Education District Advisory Council works collaboratively with CVUSD Administrators and Board Members on things related to educational programs, policies, procedures, activities, and specific actions for students receiving special education services. Priorities for the 22-23 school year included but were not limited to:
 - 1.) Prioritizing and supporting opportunities for co-teaching, Universal Design for Learning, Career Technical Education, academic pathways, and inclusion and equity opportunities across all sites
 - 2.) Supporting student mental health and social-emotional learning
 - 3.) Increasing SEDAC member engagement and improving communication with parents/guardians and school administrators
 - 4.) SEDAC Committee Sessions to discuss and accomplish priorities
- **Strategic Plan for Inclusion** - Directors of Special Education met with the SEDAC curriculum committee, the community organization, THRIVE, Instructional Directors and the Special Education leadership team to solicit information needed to build an initial draft outline for the strategic plan for inclusion. The Directors of Special Education will continue to collaborate with Instructional Services and Student Services leadership to solidify the plan.
- **Summer Learning Camp** - Students with disabilities participated in the summer learning camp (this is different from Extended School Year) hosted at three elementary sites. The Summer Learning Camp was designed to support learning recovery and support the on-ramp into a full day of school all year long for students entering first through fifth grade this school year.
- **Summer Speech Clinic** - Hosted a summer speech clinic during the summer Extended School Year (ESY) program to provide speech and language therapy services to students in grades TK-Post-secondary.
- **Unified Sports Club** - Attended the Ventura County Special Olympics Youth Leadership Summit located at Cal Lutheran University. At this event, students from 10 other VC county schools came together to learn and build leadership skills that enhance each club's/school's ability to foster inclusion. Students presented and shared how each club operates at their school site.
- **Unified Sports Games** - Hosted and scheduled Unified Sports Games for basketball, bocce, track & field, and soccer to foster inclusion opportunities through sport. Our Unified Sports teams are Athletes (students with disabilities) and Partners (students without disabilities). Unified Bowling has been added to the game schedule for the 23-24 school year!

- **WIAT IV Training** - District-wide WIAT IV training was offered to all special education teachers to ensure teachers have the most current academic achievement assessment tools and assessments are given in accordance with the publisher's guidance.
- **Workability Coordinator** - The Workability Coordinator, College & Career Guidance Specialist, and special education teachers at high school sites collaborated to visit SAI classrooms to administer transition assessments, build transition portfolios, and provide college and career readiness information.

Student Support Services:

- **Attendance Presentations and Training** - Presented on *Attendance: Policies and Practices* at the District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC) meetings to increase parent awareness and understanding of the Education Code, Board Policy, and corresponding practices. Additionally, updated the Attendance webpage to reflect these policies and practices to build on consistency districtwide. Lastly, facilitated six Attendance Liaison meetings throughout 2022-2023 to build capacity and understanding of attendance policies and procedures for identified representatives from each school site.
- **BreakThrough Program** - Brought student and family meetings back to an in-person format at the District Educational Center in the newly designed and renovated BreakThrough office. Restarted student groups, including those focusing on Alcohol and Other Drug Prevention and Seekers looking to continue their strength-based capacity building after completion of the initial BreakThrough sessions. Hosted six parent/guardian events, including CVUSD Mental Health Supports, Helping Your Child Find Balance, Healthy Screen Habits, Substance Use & What Parents Need to Know, Fostering Connections, and A Reality Party to learn more about the substances students may be exposed to in their social lives.
- **Conejo Closet** - As of March 2023, provided 104 students from 68 families with clothing, shoes, toiletries, and school supplies from the Conejo Closet. The Conejo Closet is able to provide these items to our most vulnerable students and families as the result of having received multiple grants with the support of the Conejo Schools Foundation, including those from the City of Thousand Oaks (\$31,000) and the Ventura County Credit Union (\$5000).
- **Early Back Program for McKinney-Vento Students** - Hosted the Early Back Program for McKinney-Vento students, August 15-19, 2022, during which 65 students attended to receive support with the transition back to learning, both academically and socially. Reviewed foundational ELA and math concepts, and students participated in SEL daily. Provided students with backpacks filled with school supplies to kick off the school year.
- **Engaging Vulnerable Students** - Teachers across the district participated in “Engaging Vulnerable Students” professional development focused on identifying and supporting our Foster Youth and McKinney-Vento students. This PD provided strategies to address

how to break down the barriers to positive attendance and how to build trust and confidence among vulnerable students.

- **Gifted and Talented Education (GATE) District Advisory Council (GATE-DAC)** - Facilitated six GATE-DAC meetings in 2022-2023 in order to address the needs of the gifted learners throughout the district with input and advisement from parent/guardian representatives from each school site. This year, the Council focused primarily on Social Emotional Learning and learning loss.
- **GATE Activities** - As of March 2023, we hosted 19 GATE activities this year, five via Zoom and 14 in person, with 12 for elementary students and seven for secondary students. The purpose of these activities is to engage and support our GATE students in challenging and creative extensions with like-minded individuals.
- **GATE Professional Development** - Led “Comprehensive Strategies to Meet the Needs of Elementary Gifted Learners” and “Comprehensive Strategies to Meet the Needs of Secondary Gifted Learners” professional development for teachers across the district, providing easy-to-implement strategies to expand curriculum in-depth and complexity to not only meet the needs of gifted learners but also capture the unique and diverse interests of all students.
- **GATE Screening** - Implemented the Cognitive Abilities Test (CogAT) to third graders and rising third graders at all school sites as a part of the annual GATE screening and identification process. The screening seeks to identify students exhibiting traits of giftedness in verbal, nonverbal, and cognitive domains. Once identified, students are then included in GATE extensions, enrichments, and activities both at their school site and through the offerings from the Student Support Services department.
- **Holiday Toy Drive** - Partnered with Safe Passage Youth Foundation and the Thousand Oaks Police Department to plan a holiday toy drive for CVUSD’s Foster and McKinney-Vento students, during which 330 students received two gifts each.
- **Identification of McKinney-Vento Youth and Families** - Facilitated training for school site Liaisons, School Outreach Specialists, Bilingual Facilitators, and the Community Outreach Committee regarding properly identifying McKinney-Vento youth and families. Proper identification allows us to offer explicit support to some of our most vulnerable students and their families.
- **LGBTQ+ District Advisory Council (LGBTQ+ AC)** - Now in its second year of implementation, we facilitated six LGBTQ+ AC meetings giving a voice to both parent/guardian representatives from across the district and to our community partners. We continue to build productive partnerships and make recommendations to the district for the betterment of our LGBTQ+ population. This year, the Council focused on Diversity, Equity, and Inclusion as it applies to LGBTQ+ youth in schools, the School Success and Opportunity Act (AB 1266), the California Healthy Kids Survey (CHKS) and diverse titles in school libraries.

- **McKinney-Vento Transportation Plan** - Secured a transportation plan for students identified as McKinney-Vento, including door-to-door pickup and drop-off via our partnership with HopSkipDrive. As of March 22, 2023, students from 17 families accessed this service. These families cannot access CVUSD bus routes due to a nighttime location that is often uncertain and changing frequently. Therefore, CVUSD commits to meeting them where they are and providing consistent and reliable transportation to school for our students that are experiencing unstable housing.
- **Narcan Training** - Facilitated training for trainers in administering Naloxone (Narcan) in case of an overdose or suspected overdose for all five District Registered Nurses. Subsequently, facilitated district-wide training in the administration of Naloxone to volunteer staff at all school sites (88 certificated staff and 58 classified staff), and secured multiple doses of Narcan for each school site.
- **Restorative Practices for Elementary Principals** - In December and January, elementary principals and counselors engaged in three days of Restorative Practices training co-led, in partnership with VCOE and our Student Support Services department. Principals learned to address actions in response to bullying, harassment, and intimidation with a restorative rather than punitive mindset.
- **Restorative Practices Trainer of Trainer** - Ten District administrators from both Student Services and Instructional Services participated in a trainer of trainers certification on Restorative Practices led by The International Institute of Restorative Practices (IIRP). The series focused on training others in building community with students, staff, and families, leading community and restorative circles, engaging in conflict resolution, and applying a multitude of restorative practices as an alternative to suspension when appropriate. These ten trainers are now equipped to train certificated and classified staff across the district.
- **Tobacco Use Prevention Education (TUPE) Grant Award** - In February 2023, our district applied for a three-year TUPE grant to continue to engage with our students via curriculum and meaningful activities on the dangers of substance use, prevention of use, and resistance strategies. The grant award, in the amount of \$174,000 per year over three years, will ensure that our students in grades six through twelve actively engage in learning, dialogue, and action for maintaining substance-free lives and engaging in healthy and positive alternatives.
- **Trauma Informed Practices for Schools (TIPS)** - Facilitated TIPS training for Foster Youth/McKinney-Vento Liaisons at all school sites. The training addressed the impacts of trauma on foster youth and homeless children, how adverse childhood experiences impact students, and how to create trauma-sensitive environments at school.
- **Welcome Back School Supply Event** - Hosted the Welcome Back School Supply Event for Foster Youth and McKinney-Vento families to obtain backpacks, school

supplies, and personal necessities to open the school year feeling comfortable and confident.



HUMAN RESOURCES

Recruitment, Selection, and On-boarding

❖ **Certificated Activities:**

- Expanded recruitment strategies, with an emphasis on improving applicant diversity and expanding applicant pools.
- Executed MOU with UACT providing for a \$5,000 stipend in effort to attract and retain Speech Language Pathologists.
- In agreement with UACT, authorized a \$2,500 stipend to attract BCLAD candidates for the Dual Language Immersion program.
- Represented the District at the *Building a Powerful Education Conference*. Human Resources staff participated in a job fair at the event.
- Participation at virtual and in-person job fairs, including City of Thousand Oaks, CLU, and Pepperdine.
- Implementation of a four (4) tiered Substitute Teacher Salary Schedule, a competitive compensation structure that resulted in 67 new substitute teachers joining the District and another 10 currently in on-boarding; substantive improvement in coverage fill rate of up to 110 assignments per day.
- Reviewed all job descriptions before posting and included a statement on diversity, equity, and inclusion.
- Collaboration with the Communications Department regarding marketing materials.

❖ **Classified Activities:**

- Eighty (80) recruitments administered to date; evaluation of approximately 2,188 job applications for entrance qualifications;
 - 1,334 applicants invited to general assessment examinations - with 787 examinations scored and exam scores entered;
 - 530 applicants invited to oral panel interviews - with 379 applicants evaluated by subject matter experts and scores entered;
 - 509 applicants placed on respective job classification eligibility list to be certified for vacancies.
- Video recording of HR administered structured oral interviews for evaluation by subject-matter-experts to reduce turnaround time in the recruitment process.

- Expanded recruitment mediums to include Indeed.com, and job posting across college job platforms, and Facebook.
- Revisions to job specifications of Groundskeeper, Maintenance Electrician, and establishment of new classification, Maintenance Operations Specialist.
- Deployment of unproctored testing for entry level positions of Paraeducator I, Child Nutrition, Child Care, and Custodian to allow for administration at candidate's preferred place/time.
- Web-based transfer postings and application submission.
- Walk-in job fairs - on site hiring interviews for positions such as Paraeducator, Child Care, Child Nutrition and Campus Safety.

HR Information Systems - Escape and Frontline Web Based Education Suite

- Transitioned to a new staff evaluation tool in Frontline, Professional Growth module, beginning with certificated staff and piloting classified staff evaluations online.
- Added electronic forms for onboarding employees, sending out letters of reassurance, benefit forms, separation/retirement forms, and collecting changes in employee personal information and payroll information into the Frontline Central module.
- Transition of all classified employees to using web-based Frontline Absence Management to eliminate monthly paper timesheets during the school year.
- Continuous configuration efforts, training, and support for application use across employee groups.

Employment Transactions

- Continuous efforts for reconciling position control for classified and certificated position allocations with the 2022-2023 Adopted Budget.
- Processed approximately 708 classified employment transactions, including onboarding/assignment management of new hires into regular positions, processing of substitute hires, promotions, transfers in assignment, and employee retirements/separations.
- Processed approximately 771 certificated employment transactions, including onboarding/assignment management of new hires into regular positions, processing of substitute hires, promotions, modifications in assignment, and employee retirements/separations.
- Processed approximately 565 classified and 124 certificated employment transactions involving assignment and employment status management for at-will employment, including Academic Specialists and Walk-On Coaches.
- Provided monthly reporting and authorization of longevity eligibility increments for 97 classified employees.
- Authorized 73 auxiliary periods for certificated position assignments established through grant and general funds.
- Established ELOP funded positions.

COVID Protocols, Reporting, Updates to Staff

- Communicated regularly with Ventura County Public Health and entered all required data for students and staff in the county Qualtrics software.
- Sent notifications to staff and Association partners regarding positive case(s) on site.

- Administration of Supplemental Paid Sick Leave per CA legislative approval until December 31, 2022.

Employee Benefits Administration

- Processed employee benefit enrollment changes, including 297 transactions with plan changes amongst current employees, 198 employees newly enrolling, and 206 employees ending enrollment.
- Accounts receivable for approximately 96 current retiree payments for COBRA and/or retiree benefits participation.
- Determination of payroll deductions for part-time employees participating in health plans at prorated and/or full buy-in costs - 73 employees.
- Annual dependent verification for student status eligibility - 297 adult dependents audited; notification letters to adult child dependents no longer eligible - 52.
- COBRA notices sent - 206; COBRA notices sent - 168.

Conejo Cares Healthy Living Program and Committee

- Facilitated meetings of the Conejo Cares Healthy Living Program with representatives from POMS and Associates, Health Benefit Consultant, and District staff to collaborate in coordinating programs and resources to promote health living amongst CVUSD employees and their families.
- Employee Assistance Program (EAP) made available to employees through wellness funds provided by Anthem BlueCross, offering services including counseling, crisis consultation, legal consultation, financial consultation, dependent care, and daily living resources, etc.
- Provided healthy snacks to sites three times this year.
- Offered employee webinars, including Managing Stress and Eat Well, Live Well.
- Gift bags items with CC HealthY Living Program marketing distributed to new teachers.
- Using the Health Enhancement Systems platform, administered a program, *Health for the Holidays* and *Well Traveled* - a program promoting establishing work teams and engaging in and tracking physical activity motivated by team competition.
- Currently running a *Healthy Wage Weight Loss Program*.

Employee Resources - Webinars/Training/Presentations

- Provided virtual and in person training on Frontline Web Based Education Suite.
- Collaborated with Adult Education to offer CPR/First Aid certification with priority for Paraeducators, Health Clerks/Licensed Nurses, Campus Safety Assistants - over 110 employees certified to date.
- Updated Human Resources web page. Easy access to a Leave of Absence Procedures and Resources page on the website providing resources on Frontline Absence Management, process flow for leave requests and extended absences, parental leave requests, employee pay benefits and required certifications.

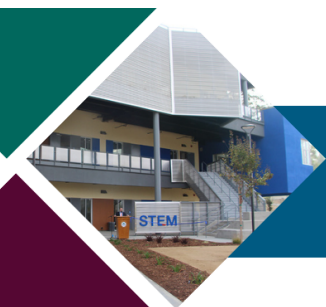
Labor Relations/Employee Relations

- Held monthly communication meetings - topics discussed generated by the District and the Associations.
- Negotiations - prepare proposals, counter proposals, and tentative agreements..

- Lead positions for Elementary Counselor, Secondary Counselor, Psychologist, and Speech Pathologist.
- Updated Seniority lists, including ranking 100 additional teachers based on current language for ordering of seniority for Probationary and Permanent teachers.
- Monitored completion of mandatory trainings and certifications.
- Coordination of industrial injury, medical, parental, and personal leaves of absences for approximately 160 classified and certificated employees.
- Supported administrative staff in efforts to engage in progressive performance management, including review of performance evaluations and any possible disciplinary action.

Personnel Commission Public Meetings

- Preparation of Personnel Commission meeting agenda and posting, with action items to approve field of competition for recruitments, ratification of eligibility lists, reclassification of positions in classified services, approval of advance step placement subject to Commission review; establishment of new job class(es), related job specification and salary allocation recommendations.



BUSINESS SERVICES

2022-23 - Award for Financial Reporting

- The District received the Association of School Business Officials International (ASBO) award for exceptional financial operations and reporting through the “Certificate of Excellence in Financial Reporting” (COE) program.
- Received award two years in a row, third year submitted.

Cooperation with other Agencies

- Participated in 3 table top emergency exercises with the City of Thousand Oaks, County OEM, T.O. Police
- Established a two-way radio communication with city EMS.
- Updated school emergency supply storage and inventory.
- Met with the City of Thousand Oaks, Conejo Recreation and Park District, and Thousand Oaks Police in the initial research and planning review of the “Open Campus” project.
- Continued to participate in regular exercises with the CTO OEM, weekly satellite phone tests with County OEM.
- Radio system is up and running. Purchased new handhelds and installed radios in Maintenance vehicles.
- Open campus project is up and running successfully.

2022-23 - Child Nutrition Services

- Down staff due to COVID, a tough labor market and supply chain issues, the team prepared and served meals to all students free of charge, while turning the operating budget from a deficit to a surplus.
- Distributed over one million meals during the 2021-2022 school year - a milestone. We are set to reach two million meals for 2022-2023.
- Fiscally solvent and not requiring any financial assistance from the General Fund for two consecutive years.
- Coming out of the pandemic dealing with staffing shortages, we began the 2022-2023 school year with a manager in place at every school.

2022-23 - Child Care

- Rebounding from less than 300 students, enrollment came back to approximately 1,200 students and current Summer Camp offerings are 90%+ sold out. General Fund support of Child Care has been reduced from \$800k to under \$200k projected for 2022.
- Successfully rebounded from the fiscal effects of the pandemic. During the pandemic, we were operating with a \$2 million deficit. Projected to break even for 2022-23.
- Increased enrollment of our toddler program at the City Center. During the pandemic, we were operating with 5-6 students and 1 teacher. This year we have 16 children (the max) and 2 staff members.
- Wonder Preschool increased enrollment in 2022-2023 and opened an additional classroom. Current projections for 2023-2024 indicate that we will be able to maintain that classroom next year.

2022-23 - Fiscal Services

- Held monthly training sessions for budget responsible staff
- Offered to all employees periodic one-on-one and group ESCAPE financial training. Target is for new hires, but also beneficial and utilized by others to enhance and improve their understanding of the capabilities and options in ESCAPE.
- Improved internal controls: Required all purchase requisitions to include support documentation (invoice, quote, etc.) and requisitioner to update ESCAPE when tangible items are “received” so accounts payable can initiate the payment process. Enables permanent storage and streamlines the independent audit.
- Maintained high efficiency in accounts payable during a transition year with onboarding of three new staff members. From March 2022 - February 2023, the department processed 25,636 payments and issued 8,865 warrants.

Budget/LCAP Committee

- Co-led the Budget/LCAP committee.
- Re-established the goals of the committee to educate and inform.
- Completed review of LCAP goals and how to read Fiscal Reports.
- Committee dissected ESSER 3. Final report is en route.

COVID

- Set up the main COVID testing site on Janss Road for the District and Community.

- Set up COVID testing locations at schools.
- Set up vaccine clinics on District property.
- Distributed COVID test kits to all schools.
- Distributed masks and other PPE to schools.
- Handled all accounting and Federal and State reporting for stimulus funding.
- Handling final years of COVID funding.
- Winded down testing center at Janss.

Athletics and Booster Relations with the District

- Held meetings with Athletic Directors, Assistant Principals, and Principals on coaching, donations, services, boosters, etc.
- Reinforced Board Policies and District procedures to ensure effective communications and consistency across schools
- Work continues, with the office of the Director of High Schools taking the lead.

2022-23 - Planning and Construction

- The two new members of the committee met with District staff for orientation.
- The orientation is effective as it promotes a collegial working relationship between the committee and District staff.
- WHS STEM building - Completed the project despite escalated costs by using a strategy of being our own contractor for the project. It was completed ahead of schedule and within budget.
- Other notable projects completed: Los Cerritos facelift; Century Academy - creating a high school; EARTHs - updated 27 classrooms; Sequoia - modernization and HVAC replacement; shade shelters at 4 elementary schools; NPHS softball field (addressed a Title IX), our girls played their first home game on OUR field; elementary playgrounds completed (2) and in progress (3), Conejo Elementary modernization is under way to coincide with the new DLI program.
- Taking advantage of historically low interest rates, the district issued a series three of Measure I bonds and set the district up for significant financial savings to taxpayers
- A highly productive year: Completed projects totaling: \$10,636,000 in Measure I, \$821,207 from TOPASS, \$500,000 in ESSR III, and \$244,404 from Developer fees.
- Initiated regularly scheduled, ongoing monthly meetings between M&O, Technology, and Planning to discuss projects and their possible impacts to the respective departments, identifying campus needs, and how to foster better cooperation and communication between our respective departments.
- To better adapt to inflationary costs, we have successfully implemented multi-prime contracting on all projects. This method eliminates a general contractor's overhead and profit while reducing general conditions costs. This has reduced the amount of project scope that has to be "scaled back".

2022-23 - Transportation

- Established a separate email address for Special Education and Regular Education applications to improve communications and enrollment processes.
- Improved efficiency. Example: we were able to add a third bus to Sequoia Middle School to relieve overcrowding on the buses by sharing the route with the Newcomer program.

- Updated the web page to include Special Education and Regular Education applications.

2022-23 - Technology

- Took a long term approach on technology support and sustainability.
- Initiated the Data Center Project to update and improve connectivity and reliability of the network.
- Increased overall wireless capacity for student devices.
- Created a help desk and improved response to critical issues.
- Completed the 1:1 rollout for students.
- Implemented and supported the Chromebook 1:1 Initiative. Implemented hardware refresh processes and support procedures. Utilized Emergency Connectivity Funding (ECF) for the purchase of touchscreen devices for TK-2 students.
- Completed major infrastructure improvements including the installation of a Palo Alto network firewall, Lightspeed Web-Filtering solution, and data center migration to the District Operational Center. Migrated iPad devices from Airwatch to Intune, moved to a new help desk system which includes an inventory management/reporting system, and automated account provisioning and modifications based on human resources employment data.
- Instituted the internal process to support the sale of obsolete / surplus technology items on the GovDeals online auctioning site. To date, 21 auctions have sales totaling over \$46,000.

2022-23 - Maintenance and Operations and Energy

- Submitted and received \$11m grant for battery backups at schools.
- Worked with TESLA to come to an agreement on installation and service of battery backup units.
- Tesla Mega Pack Installations:
 - They will lower electric bills during periods of high demand through peak shaving.
 - Will provide a clean backup power supply during unexpected power outages.
 - Gives CVUSD the capability of generating an annual revenue potential to the schools through the Grid Service agreement program.
 - Each comes with a 10 year full-service warranty.
 - Working with the installer to complete six schools.
 - Estimated annual electricity savings of \$155,305.
 - Estimated 20-year savings of \$3,602,818.
 - Value of Mega Packs is \$7,928,000 with a project cost to the District of \$0.
 - Phase 2 will bring on another 9 schools starting the summer of 2023.
- Initiated a campaign to install \$50,000 worth of SMART controllers that enable our District personnel to monitor and control, in real time, all/any irrigation related service issues (leaks, rain delays, volume flow, etc), potentially saving the District thousands with improvements in water conservation.
- Established a program to improve the existing communication process between our office and office managers, teachers and their union, district staff, and the principals. Quarterly meetings have been held and continue to be calendared to discuss various topics pertinent to district-wide concerns and improving customer service. We also held 1-1 meetings with our in-house staff as an outreach to improve communication.

2022-23 - Purchasing

- Administered the RFB solicitation and execution of a multi-year contract with Arakelian Enterprises, Inc. (dba Athens Services) in late 2021 under RFB #2021-03 - District-wide Waste Disposal and Recycling Services for the Maintenance & Operations department.
- Implemented the Bonfire eProcurement system in late 2022 to better manage and improve the efficiency of our district-wide public solicitations (e.g. bids, RFP's, etc.).
- Administered the RFP solicitation and execution of a multi-year contract with Moss, Levy and Hartzheim, LLP in early 2023 under RFP #2023-01 - Auditing/ACFR Services for the Fiscal Services department.

Transportation

- Although we do not own our own buses, we submitted a \$3 million grant to purchase electric buses and lease them to our transportation contractor for use with our students.
- Ultimately, we were put on a wait list until additional funding is available.
- Established a bus route for CVHS.
- Transportation was subject to labor shortages and rising fuel costs.
- Successfully worked with our contractor to ensure student transportation was successful.

Facility Use

- Completed the Facility Use Audit Report and presented recommendations.
- Worked out an agreement with Safe Passages for a presence at Acacia.
- Worked out a use agreement with Adelante as a Tier 1 user group.
- Completed renewals for MATES and BRIDGES Charter Schools.
- Updated the facility use fee schedule. Met with several user groups.
- All rental agreements were updated. Currently negotiating with Garden.

2022-23 - Safety and Risk Management

- **Emergency Response Improvements:** Revised the standard list of school emergency supplies and facilitated the purchase of needed supplies and storage containers. Developed guidance documents for assessing the special requirements of disabled students in the event of an emergency. Realigned the Comprehensive School Safety Plan template to comply with CDE guidance.
- **Ergonomic Program:** Established a written ergonomic program. Collaborated with the Technology Services department to enlist the aid of site technicians and train them in identifying and reporting staff ergonomic concerns. Many of the site technicians have been instrumental in correcting workstation issues that did, or potentially could, result in cumulative injuries. Risk Management has also partnered with M&O in the use of Safety Credit funds to purchase equipment to reduce staff exposure to injury from moving supplies/equipment and repetitive work tasks.
- **Injured Employee Medical Care:** After searching for a medical provider that would provide better service to our employees injured at work, Risk Management has established a very positive and promising relationship with a new occupational clinic in Thousand Oaks. This clinic has thus proven very responsive to the needs of our injured staff and has provided us with excellent communication as to the status of each case.



COMMUNICATIONS

Brand New Websites Launch Districtwide & Website Management

- At the end of October 2022, the CVUSD launched a custom, brand new website template for the District and all CVUSD websites. This completed a five-month process of designing the website templates, and migrating each and every webpage from the District's old website content management system to the new website content management system (Blackboard, which has since been acquired by Finalsite).
- This new website content management system has a built-in website accessibility tool to help the District continue to work towards meeting high accessibility standards.
- Importantly, this new website content management system is much more user-friendly on the back-end, with school site website content managers now feeling inspired and empowered to more frequently update their websites. There has been positive feedback from school sites on the ease of editing, with one school site even saying it was "fun" to do.
- We continue to provide on-going support to all school sites and District staff to maintain their website content and build new web pages upon request.

Communications Committee: Monthly Meetings with Social Media Managers

- The composition of the CVUSD's Communications Committee was adjusted for the 22-23 school year, and its members are now comprised of our elementary school site Social Media Managers (a newly created stipend role). A key takeaway from last year's volunteer Communications Committee members was to convert the purpose of the Committee into an action oriented meeting where content can be discussed, created, and shared out to the Conejo community. Meetings continue to be held monthly.

Continuation of Communications Internship Program

- The Communications team entered its second year of welcoming interns to its small team. Three high school student interns began in October. Interns come to the District office weekly, and have been a valuable addition to our team.



Crisis Communication

- Once again, built and continue to update a dedicated web page for CVUSD's COVID-19 Safety Plan and to serve as a one-stop shop for resources and information related to K-12 schools guidance from health officials: www.conejousd.org/CVUSDForward
- Continue to make available links to resources for testing information.
- Provide messaging support to school sites on a case-by-case basis regarding sensitive incidents related to campus safety.

District News

- The News section of the District website continues to be updated with important information and highlights of the District's unique programs, academics, and

accomplishments. **More than 108 news articles** have been posted so far during the 22-23 school year.

Dual Language Immersion Program - Marketing and Advertising, including:

- Developed new video content featuring students, teachers, and parents of the program and the benefits of the program. Information about the program's information sessions and tours was included in e-communications, print ads, and social media paid campaigns. Printed posters have been hung up in businesses near Conejo Elementary School. Created flyers and ordered customized promotional items (bookmarks, balls and pencils) which the DLI outreach team have used for outreach to preschool and prospective families.



Expanded Reach and Engagement on Social Media

- CVUSD's Facebook, Twitter, and Instagram pages have all seen upward growth in total followers. Original content continues to be posted to engage with and inform the broader community about CVUSD unique academic offerings, programs, and accomplishments.

Formation of the New Social Media Manager Roles for All Elementary School Sites and SHINE

- Prior to the start of the 22-23 school year, an Instagram, Facebook, and Twitter account was created for each elementary school site and the SHINE Homeschool program. Some schools were on one or two of the social media channels, but very few were on all three. The goal of these new stipend roles is to create consistent, engaging content to share information about all of the exceptional educational experiences taking place on our campuses. Social Media Managers received training, and meet monthly to discuss thematic, strategic content, best practices, and more.

Graphic Design

- Provide on-going graphic design support for a variety of key initiatives and programs (designing posters, brochures, banners, infographics, etc.)

Maintain Regular, Consistent District Wide Communication

- For the 22-23 school year, the District has continued its Weekly Communication Snapshot, a districtwide communication deployed to all stakeholders via email, text, and mobile app. This weekly communication consists of upcoming event information, District news, school highlights, and more.

Marketing Content and Advertising

- The District's communication team continues to place/run print and digital advertisements to expand exposure for the District and reach new, targeted audiences. We also continue to take advantage of new ad opportunities - and take advantage of cost-free opportunities on social media, earned media coverage, and through e-communication to share important information about enrollment opportunities and to highlight CVUSD's unique academic offerings and programs.
- By the numbers:
 - 6 print advertisements were designed and placed in local publications (3 different publications total)
 - 8 social media campaigns on Facebook/Instagram
- Development of vibrant social media presences from elementary school sites help

localize highlights and information to current and prospective families.

Marketing/Information Launch for Extended 2019 Birth Date Eligibility to Apply to Enroll in Transitional Kindergarten

- Created/deployed districtwide e-communication regarding the expanded age eligibility, and promoted on social media with custom graphics.

Media Relations

- Continue to build relationships with local news reporters. Through press releases and media outreach, there has been a variety of positive news coverage from the Ventura County Star, Thousand Oaks Acorn, and Conejo Valley Lifestyle Magazine to highlight the District's award-winning schools, unique program offerings, and more. A few highlights include:
 - Conejo Valley Lifestyle Magazine: [Class Act - Local School Inspire Student Success](#) (page 25)
 - Ventura County Star - [Newbury Park elementary school first of kind in county to earn international certification](#)
 - Thousand Oaks Acorn - [Forget the score, it's all about the fun](#)

Online Course Directory

- A custom and interactive Online Course Directory was developed utilizing javascript code. This new resource allows prospective and current families and students to browse course offerings and determine pathways to graduation day. A filter system also allows for the browsing of different categories of courses - including those that meet the A-G course requirements.

Public Records Act Requests

- Received, coordinated, reviewed, and provided documents for at least 29 California Public Records Act requests. Several requests required reviewing tens of thousands of pages of email communications, while others involved providing facility-related contracts and costs.



SUPERINTENDENT'S OFFICE

Board Agenda Management

- **BoardDocs Agenda Management System**
 - Streamlined Board Agenda and Board policy/administrative regulation management
 - Implemented diverse committee structure with efficient multi-user use
 - Created the agenda and prepared for all action, information, and presentation items
 - Updated Board Bylaws, Policies, and Administrative Regulations

Board Meeting Management

- Structured the Board Room with support of TOPH/FD
- Restructured room setup for public speaker convenience
- Retained security services for Board meeting safety management
- Reached Board consensus and approval to move regular meetings to Wednesdays to accommodate attendance at City Council meetings

Cabinet-level Meetings on a Weekly Basis

- Cabinet meetings are scheduled every Monday to discuss various topics across the District related to each department. Such as everything listed above
- Review Board of Education Agenda items and Advisory Agendas
- Problem solve and brainstorm matters facing the District and school sites
- Future planning across all departments

Communication with Other City Agencies

- Increased communication with City Manager, General Manager of CRPD, and Chief of Police
 - Structure of meetings
 - Cross agency planning
 - Board Meeting supports and structures

Communication with School Site Personnel

- Weekly Board Reports:
 - In an effort to open up communication, the superintendent provides a copy of his weekly Board report to our Board of Education. These Board reports are created each week and sent to the Board normally on Saturday or Sunday. The information is compiled during the week and gives a rather lengthy overview of what is happening within each CVUSD department, along with information received from the Ventura County Office of Education and State-level agencies.
 - District and school leadership, office managers, association presidents, Teachers on Special Assignment

COVID-19 Guidance and Resources

- Continue to maintain a dedicated web page with COVID-19 resources and information for CVUSD families with:
 - CVUSD's COVID-19 Safety Plan, updated in accordance with K-12 schools guidance from health officials.
 - Customized one-sheets for each school site, including school-specific contact information for who families should contact regarding positive COVID tests, or other health concerns.
 - A 2022-2023 school year FAQ.
 - An updated list of COVID-19 testing sites and information for CVUSD's COVID-19 testing site, which operated through February 24, 2023.
 - Links to additional resources and information from health officials and the County of Ventura.
 - www.conejousd.org/CVUSDForward

- Distribution of COVID-19 at-home tests to families

CVUSD Organizational Charts

- Updated [organizational charts](#) for each division and made available for public viewing on the CVUSD website

CVUSD Website Enhancements

- Created an accessible web page, including an online form and guidelines, for individuals and/or organizations [requesting to conduct research within the district](#).
- Created an accessible web page for public access to the [CVUSD Board Governance Calendar](#) and [Board approved resolutions](#)

Filled Open Leadership Positions

- Assistant Superintendent of Student Support Services - Dr. Shanna Egans
- Director of Elementary Special Education - Dr. Erin Roderick
- Director of Secondary Special Education - Ms. Dawn Thomas
- Director of Mental Health Services - Dr. Heather Chamberlin
- Assistant Director of Diversity, Equity, and Inclusion - Dr. Dwight Rogers
- Principal at Cypress Elementary School - Ms. Michelle McDonald
- Principal at Madrona Elementary School - Ms. Gina Mandell
- Principal at Wildwood Elementary School - Mr. Kevin Lynch
- Principal at Century Academy - Dr. Yuliya Eisenberg

Included More Diverse Recognitions at Board Meetings

- Student recognitions for sports, Visual and Performing Arts, and academic achievements

Increased Weekly Communication/Service to Board Members

- Coordinated with all school sites and departments to provide Board members with a weekly listing of District events of interest
- Coordinated school site visits for new Board Trustee Lisa Powell
- Coordinated visits to Wellness Centers and Outdoor School for Board members

Individual Meetings with Board Members

- On a bi-weekly basis, the superintendent meets with Board Members one-on-one
 - Meets with Student Board Member monthly
 - Reviews the Board agenda and topics for upcoming meetings
 - Debriefs the most recent Board meeting or advisory meetings
 - Discusses concerns shared with them from community members
 - Frontloads or reviews any pertinent information from the district's perspective

Keynote Speaker for the Annual State of the Schools Event

- This luncheon event returned in-person, for the first time since before the COVID-19 pandemic. Hosted at the Hyatt in Westlake Village more than 150 individuals, including city leaders, partner agencies, local businesses and community influencers were in attendance to learn more about and to celebrate our CVUSD schools. As the keynote speaker, the following topics were highlighted:

- About CVUSD (background information, leadership, budget, students served, etc.).
- Academic Excellence, Enriching Activities and Premier Athletics: recent awards and recognitions of schools, staff and students.
- CVUSD's commitment to the arts, students wellness and parent engagement.
- An overview of how Measure I continues to make an impact, along with invaluable Community Partnerships and the importance of on-going communication efforts.

Masters In Governance Training

- New Board Trustee Lisa Powell is scheduled to attend Masters in Governance Courses 1-3 during the 2022-2023 school year, and will attend the remaining two courses during the 2023-2024 school year

Panel Member for Dannis Wolver Kelly (DWK) Attorney Firm

- **Shareholder event for the firms attorneys**
 - How has the need for legal services changed and what do you see in the near future? Where do you see us headed (or where should we head) regarding virtual vs. in-person advice/activities including investigations, negotiations, board meetings, etc.
 - With so many politicized/divisive issues, disruptive board meetings etc., what guidance do you look for from legal counsel beyond “just the law”? What is the appropriate role of legal counsel regarding the political aspects of these issues? We have experienced this (and perhaps some still are) regarding pandemic-related issues (school closing/opening, pro-mask/vax vs. anti-mask/vax etc.), and things are already heating up with the impending November election.
 - Following up on the above, so many legal issues these days are novel and we are often “building the plane in the air” along with the district to try and address new issues. What kind of advice do you want/expect from legal counsel when we are in uncharted territory?
 - For the flip side of b. and c. above, what do you NOT want or expect from an attorney/firm when you ask for advice? What needs and concerns of boards and districts should legal counsel learn/know more about and be sensitive to in order to provide the most effective counsel?
 - How do you distinguish among attorneys/firms? What factors lead you to hire/keep an attorney/firm or get rid of them?

School Site Visits

- Superintendent, Board members, Cabinet Members, and Grade Span Directors are regularly out at school sites
 - Classroom Walkthroughs
 - Measure I projects
 - Budget discussions
 - Employee discussions
 - Teacher of the Month (virtually and in person)

- School site events and programs

Translation/Closed Caption for Board Meetings

- Enhanced the Board meeting video live stream experience with Closed Captioning available in English and Spanish

Worked Through the Process of Board Elections for Three Trustee Seats

- Answered phone calls and emails regarding Trustee Areas
- Listened to feedback of controversial items brought forward by our community
- Structured Board meeting setup and technology to accommodate large crowds



CVUSD FORWARD

Newbury Park - Thousand Oaks - Westlake Village

