



Newbury Park - Thousand Oaks - Westlake Village

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Conejo Valley Unified School District

CDS Code: 5673759

School Year: 2022-23

LEA contact information:

Mr. Kenneth Loo

Assistant Superintendent of Instruction, State & Federal Program Coordinator

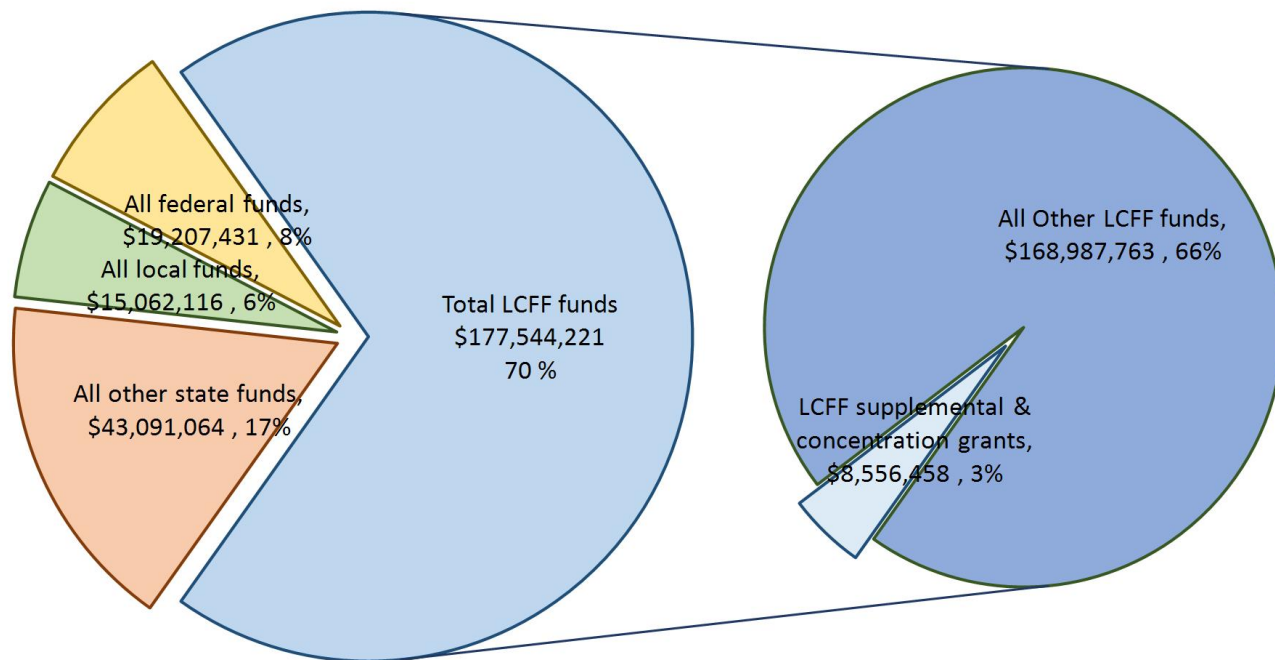
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(805) 497-9511

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

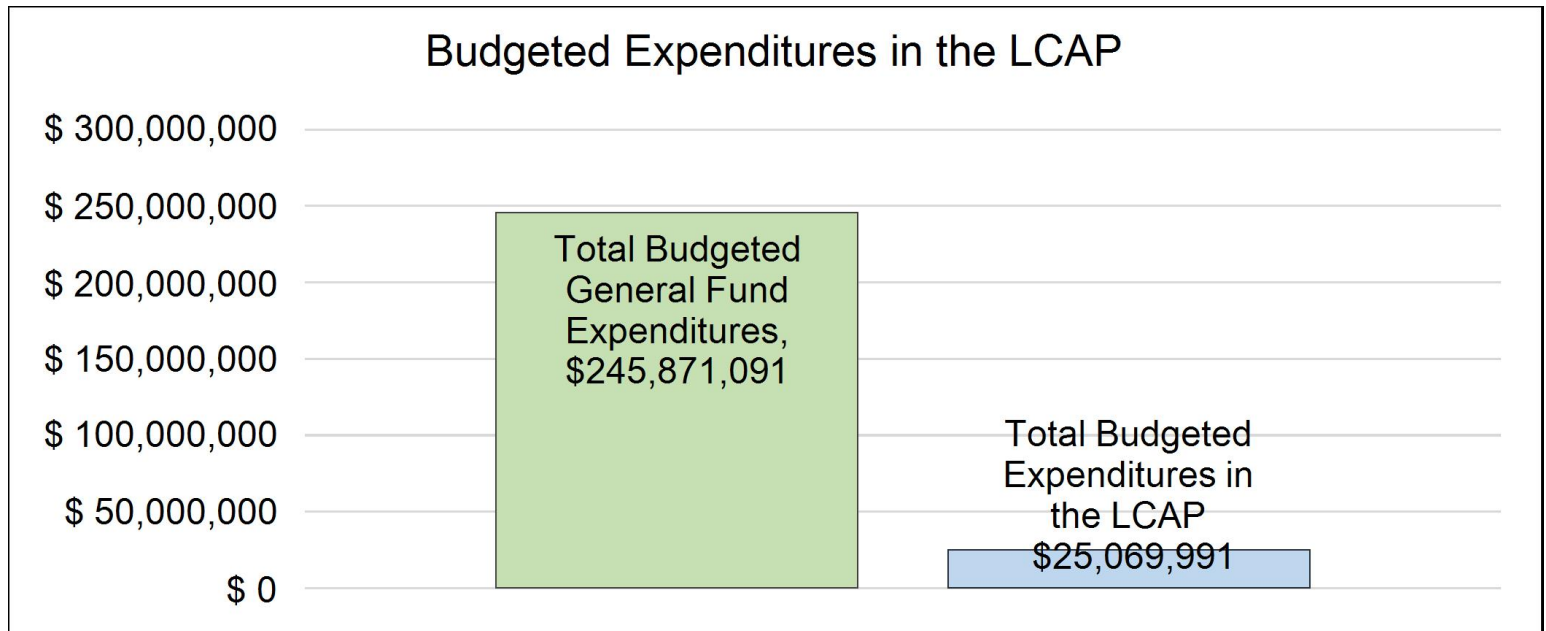


This chart shows the total general purpose revenue Conejo Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Conejo Valley Unified School District is \$254,904,832, of which \$177,544,221 is Local Control Funding Formula (LCFF), \$43,091,064 is other state funds, \$15,062,116 is local funds, and \$19,207,431 is federal funds. Of the \$177,544,221 in LCFF Funds, \$8,556,458 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Conejo Valley Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Conejo Valley Unified School District plans to spend \$245,871,091 for the 2022-23 school year. Of that amount, \$25,069,991 is tied to actions/services in the LCAP and \$220,801,100 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

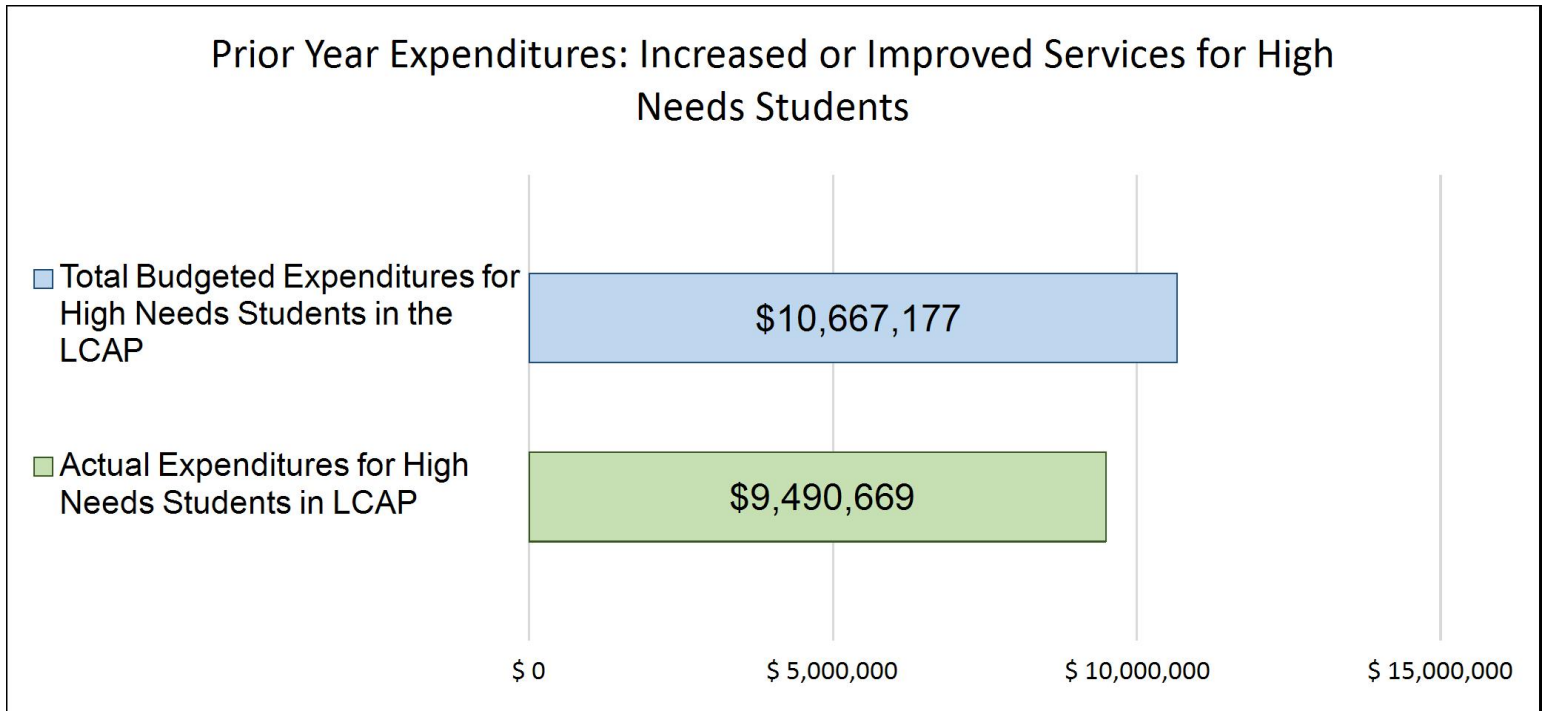
The majority of the expenditures in the general fund/budget that are not included in the LCAP are allocated for personnel and associated costs including health and welfare benefits. General operational costs including transportation, utilities, maintenance and operations, planning and facilities, and other operational costs of the District are not included within the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Conejo Valley Unified School District is projecting it will receive \$8,556,458 based on the enrollment of foster youth, English learner, and low-income students. Conejo Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Conejo Valley Unified School District plans to spend \$10,900,717 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Conejo Valley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Conejo Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Conejo Valley Unified School District's LCAP budgeted \$10,667,177 for planned actions to increase or improve services for high needs students. Conejo Valley Unified School District actually spent \$9,490,669 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$1,176,508 had the following impact on Conejo Valley Unified School District's ability to increase or improve services for high needs students:

As noted in Goal 2, the 2021-2022 school year presented challenges in recruiting/hiring some staff and providing training specifically to improve services for high needs students. Teacher release for professional learning was difficult due to limited substitute teachers as a result of the global pandemic.



Newbury Park - Thousand Oaks - Westlake Village

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Conejo Valley Unified School District	Kenneth Loo Assistant Superintendent of Instruction, State & Federal Program Coordinator	kloo@conejousd.org (805) 497-9511

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The following funds provided in the California Budget Act of 2021 were not included in the CVUSD LCAP 2021-22 adopted on June 15, 2021.

- Expanded Learning Opportunity Program (\$1,477,596)
- Educator Effectiveness Block Grant (\$3,739,625)
- Special Education Alternative Dispute Resolution (\$205,834)
- Special Education Learning Recovery (\$1,157,815)
- A-G Completion Improvement Grant (\$543,821)

CVUSD has engaged or plans to engage its educational partners in the following ways listed below:

- Expanded Learning Opportunity Program (ELOP) - The primary purpose of these funds is for CVUSD to provide afterschool and summer school enrichment programs for students Grades TK-6 with a particular focus on serving unduplicated students (i.e. Low Income, English Learner, Foster Youth) CVUSD plans to engage its educational partners on the use of these specific funds through a committee involving CVUSD staff and, a presentation and survey feedback from School Site Councils, discussion with CVUSD labor partners.
- Educator Effectiveness Block Grant - The primary purpose of these funds is for CVUSD to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. CVUSD's Educator Effectiveness Block Grant Expenditure Plan was approved by the CVUSD Board of Education on December 15, 2021. This plan considered feedback on professional learning areas from educational partners from prior sources which include: CVUSD Local Control and Accountability Plan (p. 99-105) and CVUSD ESSER III Expenditure Plan (p. 3). A specific survey on these funds was sent to all CVUSD certificated teachers with 381 responses provided. Meetings with CVUSD Instructional Services and Student Services staff were held separately to discuss the Educator Effectiveness Block Grant with the school administrators and all District labor partners (UACT, CVPPA, CSEA).
- Special Education Alternative Dispute Resolution - The primary purpose of these funds is for CVUSD to work with families of students eligible for special education through disagreements that arose as a result of interrupted school scheduled due to COVID19. CVUSD provided information to the Special Education District Advisory Council (SEDAC- members are parents of students eligible for special education) to review the purposes of these funds and invited all parents of students with special education eligibility to complete a survey on how they would like to see the funds used. Results from the input included specific parent-training topics (e.g. how to navigate an Initial IEP meeting, how to provide reading support for your child at home, etc.) and parent outreach. Parent information and training sessions have been scheduled for the Spring 2022.
- Special Education Learning Recovery - The primary purpose of these funds are to provide additional learning opportunities for students eligible for special education, specifically those who were already identified by March 2020. Input has been obtained from parents via dialogue during a Special Education District Advisory Council (SEDAC) meeting, responses to a parent survey and communication with special education staff. CVUSD is planning to provide targeted interventions during Summer 2022, such as a speech and language summer camp, reading summer camp, additional adult support during the school year to allow for smaller group instruction, professional development with staff and other supports and interventions.
- A-G Completion Improvement Grant (\$543,821) - The primary purpose of these funds are to provide additional supports to help increase the number of high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility. Input will be received through the District's "Career Technical Education Advisory Committee" which represents students, teachers, site and district administrators, local business partners, community members, and Board of Education.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

CVUSD did not receive a concentration grant or the concentration grant-add on based percent of students who are low-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

CVUSD values meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. CVUSD's practices have been further enhanced during the pandemic to seek input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following documents and page numbers indicate how and when the CVUSD engaged its educational partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- CVUSD Learning Continuity and Attendance Plan (p. 4-16)
- CVUSD Expanded Learning Opportunities Grant Plan (p. 1)
- CVUSD Local Control and Accountability Plan (p. 99-105)
- CVUSD ESSER III Expenditure Plan (p. 3)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

CVUSD's Elementary and Secondary School Emergency Relief (ESSER) III expenditure plan was approved by the CVUSD Board of

Education on October 19, 2021 and received final approval from the Ventura County Office of Education (VCOE) on December 20, 2021. This plan includes \$1,232,112 for “Strategies for Continuous and Safe In-Person Learning”, \$6,965,606 for “Addressing Lost Instructional Time”, and \$4,123,406 for “Use of Any Remaining Funds” aligned with the ESSER III allowable uses. CVUSD ESSER III Expenditure Plan (p. 4-12) specifies which school year each ESSER III action will occur. On February 1, 2022, ESSER III funds were made available for implementation for the limited number of actions in the plan designated for the 2021-2022 school year. These actions include STRIDE Credit Recovery, additional staffing hours for tutoring and credit recovery, and Soliday Ready System-Materials and training and will begin in February and March 2022. Thus far, CVUSD successfully engaged its educational partners on the use of these funds. One anticipated challenge for this year’s implementation would be providing coverage to teachers who need to participate in professional learning. All other actions are specifically allocated for use in the 2022-2023 and 2023-2024 school year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

CVUSD’s Safe Return to In-Person and Continuity of Services Plan - CVUSD used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan through the following actions, which are specifically aligned to the 2021-22 LCAP:

- Engagement with parents and staff through multiple communications means, in alignment with CVUSD LCAP Goal 3, Action 1 “Effective Communication and Increased Media Exposure” CVUSD LCAP (p. 144).
- Continuity of educational services to provide social-emotional and academic support due to the pandemic, in alignment with CVUSD LCAP Action 1/Goal 6 “Intervention and Enrichment Opportunities” (p. 123), CVUSD LCAP Goal 4/Action 4 “Support, Train & Monitor SEL - Principally Directed at Targeted Students” (p. 155) and CVUSD LCAP Goal 4/Action 5 “Train, Implement & Monitor SEL” (p. 155).
- CVUSD ESSER III Expenditure Plan (p. 5-13) specifies how fiscal resources from ESSER III align with CVUSDs 2021-22 LCAP. The plan includes a column for “Plan Alignment” which details the CVUSD LCAP Goal and Action that corresponds with the ESSER III Action. For example, “Supports for English Learners (EL)” (p. 5) of ESSER III notes alignment with CVUSD LCAP Goal 1/Action 1 and Goal 3/Action 2.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as

a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary*

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Newbury Park - Thousand Oaks - Westlake Village

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Conejo Valley Unified School District	Mr. Kenneth Loo Assistant Superintendent of Instruction, State & Federal Program Coordinator	kloo@conejousd.org (805) 497-9511

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

See next page

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local assessments, and input from educational partners, Conejo Valley Unified School District is most proud of the below areas and plans to maintain or build upon this success:

- Secondary core literature - The development of new required lists of core literature titles at the secondary level included titles with an author or protagonist of an underrepresented group. Moving forward, additional titles will be added and professional learning will be provided to teachers.
- Adopting materials compliant with California Healthy Youth Act (CHYA) - This year, CVUSD implemented the board adopted "Teen Talk" and "Teen Talk Adapted for All Abilities" curricula in 7th and 9th grades in compliance with the California Healthy Youth Act (2016). Moving forward, CVUSD will gather feedback from students, teachers, and parents in order to engage in the cycle of continuous improvement.
- Establishing Wellness Centers at all high schools - Each of the five high schools in CVUSD opened Wellness Centers to support the mental health needs of our students. The Wellness Centers are staffed by qualified and caring individuals who provide daily intervention and support to our students in need. Next year, an expansion of confidential facilities and staffing will be provided for our growing number of students with social, emotional and mental health needs.
- Adopting new elementary ELA/ELD Wonders curriculum - Teachers TK-5 implemented the new ELA/ELD Curriculum Adoption including curriculum, instruction, intervention, and assessment using the Wonders materials, ConnectEd, Canvas, ESGI, and MasteryConnect. Teachers will receive ongoing support with pacing and professional learning, as well as adjusting the assessments for the second year of implementation.
- Co-teaching - CVUSDs middle and high schools provided a total of 35 sections of co-taught classes. For the 2022-23 school year, we will increase the number of co-taught sections as part of the ongoing efforts to increase LRE percentage as well as provide ongoing professional learning and collaboration for co-teachers. In addition, co-teaching will expand at some elementary schools.
- Gender Diversity Training - This year, all CVUSD teachers and certificated staff completed a training on supporting gender diverse students by learning about professional and legal responsibilities and specific actions to affirm gender diverse students. CVUSD will build and maintain this success by gathering feedback on the training from teachers to identify appropriate next steps and continue it's partnership with the LGBTQ+ Advisory Council.
- Adopting Ethnic Studies pilot course as optional elective course for 2022-2023 - The Ethnic Studies Working Group completed a course of study that is directly aligned with the CDE Ethnic Studies Model Curriculum that was approved by the Board of Education. Ethnic Studies teachers have been selected and will engage in a training over the summer for lesson planning and development.

Each comprehensive high school site will offer an Ethnic Studies course for students in 9-12 in the 2022-23 school year for elective credit.

- Social Emotional Learning - This was the first year implementing specific actions to provide all students with social emotional lessons and activities as well as targeted, Tier 2 SEL support for some students. CVUSD will build and maintain on this success through the expansion of Wellness Centers to middle schools and on-going professional learning, supports and materials across all grade-spans.
- AADAC and LGBTQ+AC - CVUSD welcomed two new advisory councils, the African American District Advisory Council (AADAC) and LGBTQ+ District Advisory Councils during the 2021-22 school year. These two advisory councils will continue into the 2022-23 school year with efforts to increase representation from all school sites.
- Instructional materials - During the 2021-2022 school year, CVUSD continued to update it's curriculum and instructional materials in the areas of ELA/ELD (TK-5), History/Social Science (6-8), and Comprehensive Sexual Health and HIV Prevention (7th, 9th). CVUSD will build and maintain this success by providing on-going professional learning on these curricula as well as initiate the adoption process for Science/NGSS (6-12), History/Social Science (9-12), and Ethnic Studies (9-12).
- Least Restrictive Environment (LRE) Elementary - Elementary school sites focused on maximizing instruction in the general education classroom including opportunities for first instruction in the general education classroom, targeted services in the special education setting, and inclusion opportunities for students in all specialized programs. Administration analyzed best practices for creating co-teaching and inclusion going forward by minimizing mixed age classrooms in some specialized programs. Currently, the LRE rate for TK-5 is 71% of all Students with Disabilities accessing the general education setting for 80% or more of the school day.
- Elementary Achievement (2021-2022) - For elementary students, 73% or higher showed proficiency in Language Arts in all grade levels in Trimester 2. In Math 81% or higher showed proficiency in all grade levels in trimester 2. Progress will continue to be monitored in trimester 3.
- Dual Language Immersion (DLI) - The Multilingual Learners and Equity Director coordinated with Conejo Elementary administration and staff to effectively create, promote and recruit families to the new DLI program. The DLI program will start in August 2022 at Grades TK and K.
- The first year of the Newcomer Program at Newbury Park High School has been successful in meeting the academic and social skills needs due to the support provided by the bilingual social worker and counselor, smaller class sizes and additional bilingual paraeducator support in the classroom. Ongoing resources are being allocated for staffing and training for this important program.
- More than 200 Foster and McKinney-Vento youth were able to access the Conejo Closet in 2021-2022 to receive backpacks filled with school supplies to provide necessities for classes and intervention programs. These efforts will continue into the 2022-2023 school year.

- "Unique" curriculum licenses and training were available to new staff who taught an alternative curriculum to students' per their IEP throughout the year. Staff were appreciative of the training options that were offered during the school year to increase their knowledge and skills in navigating the "Unique" curriculum.
- High School Assistant Principals of Student Services continue to lead for students with disabilities and create a welcoming environment that not only supports students with disabilities on the high school campus, but also parents of students with disabilities. A similar approach will be implemented at the middle schools for the 2022-2023 school year utilizing the middle school Dean position.
- With the support of a full time bilingual psychologist, CVUSD has not been found to be disproportionate in over identifying English Learners in special education and we have successfully been able to have the Spanish portion of a Special Education assessment be completed by a Bilingual School Psychologist rather than utilizing an interpreter who is untrained to administer assessments.
- The GATE TOSA provided direct support to approximately 500 classroom teachers and staff members offering resource related assistance, site activity support, and differentiation strategies for both the academic and social emotional needs of gifted students. Staffing and efforts will continue into the 2022-2023 school year.
- BreakThrough Program completed seven parent presentations with topics ranging from Tips for a Successful Return to School, Talking with Your Child about Diversity and Identity, and Vaping and Marijuana: What You Need to Know. Presentations will continue into the 2022-2023 school year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following are: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance:

- CVUSD met all local indicators per the Fall 2021 California School Dashboard.
- State indicators were not reported on the Fall 2021 California School Dashboard.
- D/F lists are an on-going area of improvement for CVUSD at middle and high schools. School and District staff closely monitor these lists of students. At the end of Semester 1, 2022, 26% of middle school students received at least one D or F; and 26% of high school students received at least one D or F.

- Least Restrictive Environment (LRE) is an on-going area of improvement to better include and provide access to Students with Disabilities in the general education setting. Currently, 48% of all Students with Disabilities are in the general education setting for 80% or more of the school day. The state target for this metric is 62% (2022), 64% (2023) and 67% (2024).

Conejo Valley Unified School District will take the following steps to address these areas of low performance and performance gaps:

- CVUSD will formalize an Inclusion Plan for Students with Disabilities to describe the on-going and new actions to expand access and inclusion for Students with Disabilities into the general education setting. This will include actions/services TK-12 as well as the on-going review of Least Restrictive Environment (LRE) as a new LCAP metric.
- CVUSD will focus additional professional learning efforts on implementing Universal Design for Learning (UDL) in the area of implementing specific UDL areas of focus proactively in the lesson design process. This effort to improve and strengthen Tier 1 first instruction is aimed to support the academic achievement of all students, and particularly address the current inequitable academic achievement outcomes.
- CVUSD will analyze and disaggregate additional student performance measures, such as secondary D/F rates, in order to better understand and address the performance of all student groups.
- CVUSD will seek to increase the number of students, and in particular key student groups, that are graduating meeting the UC/CSU A-G requirements. This will be accomplished through an additional set of actions and services that address student intervention/supports and intentional student/family education about UC/CSU A-G requirements.
- CVUSD will maintain and increase efforts to provide social-emotional learning opportunities to all students through the expansion of Wellness Centers and delivering social emotional learning lessons and activities TK-12.
- CVUSD will hire an Assistant Director of Diversity, Equity and Inclusion to continue and deepen CVUSD's commitment and efforts towards equitable achievement for all students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

CVUSD has 4 broad goals outlined in the LCAP. The following are key highlights related to each goal:

Goal 1- In order to support conditions for learning and pupil outcomes, implement targeted actions and services that support positive student outcomes.

Goal 2 - Ensure staff is provided with targeted professional learning and has an understanding that all job responsibilities are structured to support positive student outcomes.

Goal 3 - Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes.

Goal 4 - Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes.

CVUSD's 2022-2023 LCAP takes these existing broad goals and incorporates additional metrics and actions/services in order to address the needs of all students, and in particular Foster Youth, English Learners and Low Income Students. These adjustments are a result of the ongoing commitment of CVUSD to work collaboratively with its educational partners in pursuit of fully realizing the potential of each and every student. Modifications to the 2022-2023 LCAP are also the result of a changing educational landscape as CVUSD responds to the academic and social emotional impacts of the global pandemic, while also initiating important efforts to advance Diversity, Equity and Inclusion. New LCAP metrics this year address the Least Restrictive Environment, UC A-G requirements, and additional analysis of student groups in the existing metric measuring D/F rates. Some additional actions/services in the 2022-2023 LCAP include: an Inclusion Plan for Students with Disabilities, additional staffing and supports to increase UC A-G requirements, Wellness Centers at middle school, anti-bias and response training for all administrators, and creation of an Assistant Director of Diversity, Equity and Inclusion.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A. CVUSD does not have any schools in CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A. CVUSD does not have any schools in CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A. CVUSD does not have any schools in CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

During the 2021-2022 school year, CVUSD engaged with its educational partners through the following means related to the LCAP and goals of CVUSD:

- 80 total meetings with CVUSD parent advisory groups, including: African American District Advisory Council (AADAC), District Advisory Council (DAC), District English Language Advisory Council (DELAC), Equity Task Force (ETF), Gifted and Talented Education District Advisory Council (GATEDAC), Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Others Advisory Council (LGBTQ+ AC), Special Education District Advisory Council (SEDAC), and Student District Advisory Council (SDAC).
- 9 meetings of the Budget LCAP Committee consisting of labor partners, representatives from advisory councils, and school/District staff.
- Monthly Communications meetings with individual labor partners - CSEA, CVPPA, UACT.
- LCAP presentations to AADAC, DAC, DELAC, SEDAC and SDAC
- LCAP webinar provided and advertised to all CVUSD families
- LCAP Feedback Survey with 2439 total responses, including CVUSD students, teachers, administrators, and classified and certificated staff.
- Consultation and resources from the VC SELPA
- CVUSD Board Study Session on District goals held on April 5, 2022
- Public hearing held on June 14, 2022. Superintendent did not have to respond in writing regarding feedback on the 22-23 LCAP. Final adoption on June 21, 2022.

A summary of the feedback provided by specific educational partners.

Through engagement of educational partners throughout this year, the following trends emerged upon analyzing the feedback from all educational partners.

- Parents/guardians requested additional analysis and disaggregation of student data in regards to all available student groups, and particularly in consideration of race and ethnicity.
- Parents/guardians and the CVUSD Board of Education requested a specific plan to address inclusion of Students with Disabilities into the general education setting.
- Parents/guardians and the CVUSD Board of Education requested specific efforts to increase students' completion of the CSU/UC A-G requirements.
- Students, staff, parents/guardians and the CVUSD Board of Education requested on-going and strengthened efforts to support the social emotional learning and mental health of students in light of the ongoing challenges posed by the global pandemic.
- Parents/guardians and staff request that additional feedback is gathered from professional learning efforts in order to make necessary adjustments to increase effectiveness and overall implementation.
- Parents/guardians request that additional staff are hired that represent marginalized student groups.

Below is a summary of the LCAP Survey feedback provided by these specific educational partners:

- 86% of parents/guardians report their children enjoy coming to school.
- 91% of parents/guardians report that the school creates a positive environment for learning.
- 86% of parents/guardians report that they are informed of their students' academic progress.
- 83% of parents/guardians report that students' differences were treated with respect.
- 96% of elementary students feel their teachers care about them.
- 89% of elementary students said they knew who to go to at school if they have a problem.
- 59% of middle school students and 68% of high school students feel comfortable going to their counselor.
- 88% of middle school students and 87% of high school students report that a counselor is available when needed.
- 93% of certificated staff know what to look for in students experiencing depression.
- 92% of certificated staff feel confident that they can meet their students' learning needs.
- 87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
- 79% of certificated staff feel students are engaged and motivated.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The 2022-23 LCAP was specifically influenced by the input of educational partners in the following ways:

New/adjusted metrics include:

- Least Restrictive Environment (LRE) - Measuring the percent of Student with Disabilities accessing the general education setting for 80% or more of the school day
- A-G Completion Rate - Measuring the percent of high school students meeting the UC/CSU A-G requirements
- Secondary D/F Rate (# of students receiving one or more D or F grade) - Expanding analysis and reporting to all students, Black or African American, Hispanic/Latino, White, English Learners, and Student with Disabilities.
- ELA and Math SBAC - Removed metrics noting the "distance from met" and replaced with the percent of students who "meet" or "exceed" standards according to assessment results.
- Ongoing survey and assessment of professional learning opportunities provided in order to determine effectiveness and adjustments to future training.

New/adjusted actions/services include:

- Formalize an Inclusion Plan for Students with Disabilities to describe the on-going and new actions to expand access and inclusion for Students with Disabilities into the general education setting. This will include actions/services TK-12 as well as the on-going review of Least Restrictive Environment (LRE) as a new LCAP metric.
- Seek to increase the number of students, and in particular key student groups, that are graduating meeting the UC/CSU A-G requirements. This will be accomplished through an additional set of actions and services that address student intervention/supports and intentional student/family education about UC/CSU A-G requirements.

- Building upon the success of high school Wellness Centers by expanding into the middle schools to provide general education students with wellness services which include presentations, small groups, and individual supports.
- Provide required anti-bias training to all administrators and classified supervisors and managers. Additional training will be provided to school and district administrators on responding to bias incidents. Training will occur before the 2022-2023 school year.
- Hire Assistant Director of Diversity, Equity and Inclusion to support key actions of CVUSD to advance DEI and increase equitable results for marginalized students.
- Additional and ongoing efforts to increase recruitment of staff members that are reflective of the diverse student body served in CVUSD schools.
- Strengthen professional learning and implementation efforts on Universal Design for Learning (UDL), an important instructional framework that supports access for a range of variable learners in order to ultimately increase student learning through Tier 1 first instruction.

Goals and Actions

Goal

Goal #	Description
1	In order to support conditions for learning and pupil outcomes, implement targeted actions and services that support positive student outcomes. This goal connects to four of the eight state priorities; implementation of standards (2), course access (7), pupil achievement (4), and other pupil outcomes (8). (Student Focused)

An explanation of why the LEA has developed this goal.

We chose a student focused goal in supporting positive outcomes because CVUSD believes that all students deserve an exceptional educational experience filled with opportunity and choice. At CVUSD, we have the right fit for every family and we believe that each child has unique gifts to discover. We strive to provide schools that are positive, safe, and inviting learning environments. CVUSD's LCAP goal 1 is designed to embody these beliefs, and ensure ideal outcomes for our students. The data that supports this goal is found in four of the eight state priorities: implementation of standards (2), course access (7), pupil achievement (4), and other pupil outcomes (8).

The data utilized to measure this goal will reflect student outcomes in achievement using metrics in the CA School Dashboard, Advanced Placement and International Baccalaureate exams, and local benchmark assessments. Although, based on the CA School Dashboard metrics, we overall continue to outperform county and state levels in English Language Arts, mathematics, suspension rates, chronic absenteeism, and college/career readiness; there are identified needs across CVUSD student groups in these identified metrics that continue to require support in order to meet the district's standard. Areas of identified need include: Chronic Absenteeism for the English Learner, Hispanic, Foster Youth, Socioeconomically Disadvantaged and Students with Disabilities student groups; Suspension rates for Native Hawaiian/Pacific Islander, American Indian/Alaskan Native students, and Foster Youth; Graduation rates for Homeless students; the College/Career Indicator for the All Students, Homeless, Socioeconomically Disadvantaged, African American, English Learner, and Students with Disabilities student groups; English Language Arts achievement for the Foster Youth and Students with Disabilities student groups; and Mathematics achievement for the African American, Foster Youth, Socioeconomically Disadvantaged, and Hispanic student groups.

After reviewing our 2019-20 LCAP and 2020-21 LCP, it was found that many of the actions and services being provided to students were proving successful in increasing student achievement. Some actions were modified or added to provide additional support to all student groups. Universal Design for Learning (UDL) was a focus for implementation in CVUSD prior to the COVID-19 pandemic and will continue to be a focus in the upcoming school year.

To better support our students with disabilities, we will maintain small group instruction in our Specialized Academic Instruction classes across all levels, as well as maintain and increase our sections of co-teaching available at each middle and high school campus. Co-teaching sections increase the number of students with disabilities taking general education courses during their school day, while providing support

from both a general education and special education teacher during the class period. Co-teaching will also be expanded to the elementary schools beginning 2022-2023 school year.

To continue support for our English Learner students, CVUSD will continue to fund an Director of Multilingual Learners; English Learner support staff, including bilingual facilitators and paraprofessionals; and additional bilingual staff at each school campus to ensure effective communication with Spanish-speaking families. In the 2022-2023 school year, CVUSD will continue offering an English Learner Newcomer program. The Newcomer program is an optional program that will immerse the students in learning English, while providing access to a rigorous high school curriculum to prepare them for college and career.

Textbooks for Foster Youth, English Learners, and Low Income students participating in dual enrollment courses are funded through the District and have proven successful in supporting underserved populations in accessing college level coursework that earns both high school and college credit.

The District’s CTE course offerings have evolved over the last 10 years as more technology based courses and electives, or in some cases technology based approaches have replaced previous hands-on experiences. The advent of CNC machinery within the industrial arts courses has shifted the course focus to a more academic focus that meets, or in some cases exceeds, industry standards. Further, the District has developed both a dual enrollment track and a large number of articulated courses that earn both high school and college credit.

In an effort to address the on-going learning needs of all students while providing support and learning loss mitigation, the District will fund intervention periods at the secondary level in English language arts, mathematics, and for credit recovery purposes. Academic specialists will be employed at the elementary level to provide students with evidenced based supports in small groups, or individually, based on student need. Further, the following software platforms will be utilized to augment effective first instruction and as another layer of academic support: iLit for ELD students, IXL and Lexia, and Gizmos science software to name a few.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC (ELA)	*Note - CAASPP ELA was not administered in 2020 or 2021 due to COVID restrictions, so baseline information represents results from the Fall 2019 Dashboard:	*Note - CAASPP ELA was not administered in 2021 due to COVID restrictions and the CA Dashboard did not include this metric.			All student groups that are currently above Standard Met will continue to score above Standard Met. All student groups whose baseline is below Standard Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Distance From Standard: *Most recent data available is from the Fall 2019 Dashboard* ALL +33.9 AFRICAN AMERICAN +3.2 ASIAN +96.3 EL -37.1 FILIPINO +56.4 FOSTER -58.3 HISPANIC -21.9 HOMELESS -67.9 SWD -71.7 SED -28.5 TWO OR MORE RACES +63.1 WHITE +50.2				will increase 15 points per year until reaching Standard Met, and then will maintain Standard Met or higher.
SBAC (Mathematics)	*Note - CAASPP Math was not administered in 2020 or 2021 due to COVID restrictions, so baseline information represents results from the Fall 2019 Dashboard: Distance From Standard: *Most recent data available is from the Fall 2019 Dashboard*	*Note - CAASPP Math was not administered in 2021 due to COVID restrictions and the CA Dashboard did not include this metric.			All student groups that are currently above Standard Met will continue to score above Standard Met. All student groups whose baseline is below Standard Met will increase 15 points per year until reaching Standard Met, and then will maintain Standard Met or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL +11.2 AFRICAN AMERICAN -26.1 ASIAN +99.2 EL -58.1 FILIPINO +41.4 FOSTER -84.8 HISPANIC -52.9 HOMELESS -11.2 SWD -112.3 SED -58.9 TWO OR MORE RACES +42.5 WHITE +27.2				
A.P.	<p>*Note: the AP exam baseline will be updated beginning with the 2021-2022 school year.</p> <p>AP Exam Scores: Percent of students scoring a 3 or higher. ALL 78.3%</p>	<p>AP Exam Scores: Percent of students scoring a 3 or higher. ALL 70%</p>			Maintain at least a 75% or higher pass rate (score of 3 or higher) on all AP exams administered.
I.B.	<p>*Note: the AP exam baseline will be updated beginning with the 2021-2022 school year.</p>	<p>IB Exam Scores: Percent of students scoring a 4 or higher. ALL 98%</p>			Maintain at least a 95% or higher pass rate (score of 4 or higher) on all IB exams administered.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	IB Exam Scores: Percent of students scoring a 4 or higher. ALL 96%				
Suspension Rate	<p>*Note - Suspension rate was not reported on the Fall 2020 CA School Dashboard, so baseline information represents 2019 Dashboard:</p> <p>Dashboard reported percentage *Most recent data available is from the Fall 2019 Dashboard*</p> <p>ALL 1.6% AFRICAN AMERICAN 5.7% AMERICAN INDIAN 5.9% ASIAN 0.4% EL 2.3% FILIPINO 0.9% FOSTER 12.5% HISPANIC 2.8% HOMELESS 5.3% PACIFIC ISLANDER 3.8% SWD 4.6% SED 3.6% TWO OR MORE RACES 1.6%</p>	<p>*Note - Suspension rate was not reported on the Fall 2021 CA School Dashboard. The following info is from the 2021-22 school year:</p> <p>ALL 2.0% AFRICAN AMERICAN 5.9% AMERICAN INDIAN 2.6% ASIAN 0.6% EL 3.0% FILIPINO 1.5% FOSTER 11.5% HISPANIC 3.7% HOMELESS 5.5% PACIFIC ISLANDER 0% SWD 6.8% SED 3.7% TWO OR MORE RACES 0% WHITE 1.3%</p>			All student groups that are currently at a greater than 3% annual suspension rate will decrease 1% per year until a less than 3% rate is achieved, and then maintain a less than 3% suspension rate thereafter.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	WHITE 1.1%				
Chronic Absenteeism	<p>*Note - Chronic Absenteeism was not reported on the Fall 2020 CA School Dashboard, so baseline information represents Fall 2019 Dashboard.</p> <p>Dashboard reported percentage</p> <p>*Most recent data available is from the Fall 2019 Dashboard*</p> <p>ALL 5.5% AFRICAN AMERICAN 7.5% ASIAN 2.1% EL 7.3% FILIPINO 0.8% FOSTER 18.2% HISPANIC 7.5% HOMELESS 25.5% SWD 12.6% SED 10.1% TWO OR MORE RACES 2.8% WHITE 5.2%</p>	<p>2021-22 Chronic Absenteeism Rates:</p> <p>ALL 15% AFRICAN AMERICAN 17.6% ASIAN 6.7% EL 23.9% FILIPINO 10.2% FOSTER 23.8% HISPANIC 20.8% HOMELESS 39.7% SWD 29.9% SED 25.7% TWO OR MORE RACES 13.9% WHITE 13.3%</p>			All student groups that are currently at a greater than 5% annual Chronic Absenteeism rate will decrease 1% per year until a less than 5% rate is achieved, and then maintain a less than 5% Chronic Absenteeism rate thereafter.
College & Career Indicator, inclusive of A-G completion and	*Note - the College/Career Indicator was not	*Note - College/Career Indicator was not			All student groups that are currently at a less than 60% annual

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE pathway completion	<p>reported on the Fall 2020 CA School Dashboard, so baseline information represents 2019 Dashboard.</p> <p>Dashboard reported percentage *Most recent data available is from the Fall 2019 Dashboard*</p> <p>ALL 54.6% AFRICAN AMERICAN 32.3% ASIAN 87% EL 7.1% HISPANIC 28.5% HOMELESS 11.4% SWD 9.3% SED 28.3% TWO OR MORE RACES 60.9% WHITE 60.7%</p>	reported on the Fall 2021 CA School Dashboard.			College/Career Indicator rate will increase 2% per year until a greater than 60% rate is achieved, and then maintain a greater than 60% College/Career Indicator rate thereafter.
Secondary schools D/F rate to measure the implementation of a consistent grading policy.	The percent of students receiving at least one D/F during the first marking term of the 2018-2019 school year was: Middle School ALL 22% AFRICAN AMERICAN 26%	Semester 1, 2021-2022, percent of students receiving at least one D/F mark: Middle School: All 26%; Black/African American 31.6%; Hispanic/Latino 49%; White 15.8%; EL 73%; SWD 40%			Decrease the amount of secondary students that have grades that are D/F by 12%, to a D/F rate of 10% for all secondary students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ASIAN 9% EL 65% HISPANIC 43% SWD 44% SED 49% TWO OR MORE RACES 11% WHITE 13% High School ALL 26% AFRICAN AMERICAN 39% ASIAN 9% EL 63% HISPANIC 39% SWD 49% SED 43% TWO OR MORE RACES 18% WHITE 18%	High School: All 17.2%; Black/African American 34.2%; Hispanic/Latino 28.7%; White 13.6%; EL 27%; SWD: 66%			
Number of core literature textbooks written by an author and includes a protagonist that represents diversity.	As of the 2020-2021 school year, middle school has 7 such diverse titles, and high school has 16 such diverse titles.	As of the 2021-2022 school year, middle school has 9 such diverse titles, and high school has 19 such diverse titles. Metric will be replaced with adjusted metric below as agreed upon by the CVUSD Board of Education during the April 5, 2022			Each year, secondary students will have the opportunity to read at least one such core literature title. The number of core literature books written by an author and protagonist which represents diversity will increase by 100% at the middle school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Special Board Meeting on District Goals.			level and at least 50% at the high school level from the baseline year. Each year, secondary students will have the opportunity to read at least one core literature book that represents diversity
Adoption and implementation of curricula materials for middle school and high school that are compliant with the California Healthy Youth Act (2016)	In the 2020-2021 school year, existing Family Life (2005) and Glencoe Health (2005) are only partially compliant with the California Healthy Youth Act (2016)	Beginning with the 2021-2022 school year, began implementation of newly adopted materials compliant with the California Healthy Youth Act (2016).			All CVUSD middle school and high school are fully implementing curricula materials compliant with the California Healthy Youth Act (2016)
State CAASPP - CAST Science Assessment	As permitted for the 2019-2020 school year, CAST assessments were not administered. A baseline result will be determined during the 2021-2022 school year.	As permitted for the 2020-2021 school year, CAST assessments were not administered. A baseline result will be determined during the 2021-2022 school year.			All student groups that are currently above Standard Met will continue to score above Standard Met. All student groups whose baseline is below Standard Met will increase 15 points per year until reaching Standard Met, and then will maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Standard Met or higher.
Access to broad course of study	"Standard Met" for "Access to a Broad Course of Study" as indicated and measured through the 2019-2020 CA Dashboard Local Indicator.	"Standard Met" for "Access to a Broad Course of Study" as indicated and measured through the 2021-2022 CA Dashboard Local Indicator.			"Standard Met" for "Access to a Broad Course of Study" as indicated and measured through the 2023-2024 CA Dashboard Local Indicator.
Least Restrictive Environment (New Metric for the 2022-23 LCAP)	As of February 2022, the percent of Students with Disabilities accessing the general education setting for 80% or more of the day: Overall = 48% Grades TK-5 = 71% Grades 6-8 = 53% Grades 9-12 = 34%	New metric added for LCAP 2022-2023			State provided target of 67% overall of Students with Disabilities accessing the general education setting 80% or more of the school day.
UC A-G Completion Rates (New Metric for the 2022-23 LCAP)	2020-2021: Percent of students meeting A-G requirements: All - 56.2%(1,016) Asian - 74.7%(118) Black/African American - 51.4%(18) Hispanic - 35.2%(171) White - 63%(617) Two or More Races - 69.1%(76)	New metric added for LCAP 2022-2023			Percent of students meeting A-G requirements: All - 66.2% Asian - 79.7% Black/African American - 61.4% Hispanic - 55.2% White - 73% Two or More Races - 79.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners - 8.6%(6) Low-Income - 26.4%(200) Students with Disabilities - 36.4%(23) McKinney Vento - 14.8%(8)				English Learners - 28.6% Low-Income - 46.4% Students with Disabilities - 56.4% McKinney Vento - 34.8%
AP/IB Participation (New Metric for the 2022-23 LCAP)	2021-2022: Percent of 11th and 12th grade students taking at least one AP or IB course. ALL - 46.4% AFRICAN AMERICAN 38% ASIAN 55.1% EL 6.7% FOSTER 0% HISPANIC 32.3% HOMELESS 0% SWD 6.5% SED 19.4% TWO OR MORE RACES 48% WHITE 49.2%	New metric added for LCAP 2022-2023			Percent of 11th and 12th grade students taking at least one AP or IB course. ALL - 50.4% AFRICAN AMERICAN 42% ASIAN 59.1% EL 10.7% FOSTER 4% HISPANIC 36.3% HOMELESS 4% SWD 10.5% SED 21.4% TWO OR MORE RACES 52% WHITE 53.2%
The number of secondary core literature books featuring an underrepresented	As of the 2021-2022 school year, middle school has 9 such titles, and high school has 19 such titles.	Adjusted metric added for the LCAP 2022-23. This adjusted metric was agreed upon by the CVUSD Board of			The number of core literature books featuring an underrepresented author and protagonist

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
author and protagonist. (New Metric for the 2022-23 LCAP)		Education during the April 5, 2022 Special Board Meeting on District Goals.			will increase by a minimum of 1 title per school year in each grade-span (i.e. high school, middle school) as per the April 5, 2022 CVUSD Board Study Session. Each year, secondary students will have the opportunity to read at least one such core literature title.
Expulsion Rate (New Metric for the 2022-23 LCAP)	During the 2019-20 school year, CVUSD's expulsion rate was 0.0%	New metric added for LCAP 2022-2023 During the 2020-2021 school year, the expulsion rate was 0.00006%			Maintain an expulsion rate between 0 and 0.0003%.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increase Student Achievement - Principally Directed at Targeted Students	Implement evidence-based actions/services that increase the academic achievement of targeted students (EL, Foster, Homeless, SED): <ul style="list-style-type: none"> Bilingual classified salaries - \$700,000 (0860) 	\$8,704,634.73	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • ELD Support Staff, including staffing for ELPAC and IPT Assessments - \$60,000 (0860) • ELD Secretary and Office assistant II - \$152,000 (0860) • ELD office supplies - \$5,000 (0860) • English Learner supplemental services to provide targeted supports - \$82,040 (0860) • EL supplemental materials including iPad repair, headsets, ELD standards cards - \$5,000 (0860) • Director of Multilingual Learners to lead and facilitate supports and services for English Learner students and families - 35% 1.0 FTE paid of \$49,000 (0860) • High school Newcomer Program Staffing 2.0 FTE \$243,000 • High school Newcomer Program materials and supplies \$25,000 (0860) • Bilingual Social Worker 1.0 FTE \$140,000 (0860) • Foster and Homeless students will be explicitly invited to participate in ELA and math interventions and enrichment opportunities to provide equitable access to these academic supports (No cost) • Increase both CTE and dual/concurrent enrollment course offerings on all high school campuses, principally directed to meet the learning needs and goals of Foster Youth, English Learners, and Low Income students as a low percent (No cost) • Provide evidence based interventions including additional teaching and support inclusive of Academic Specialists, on- 		

Action #	Title	Description	Total Funds	Contributing
		<p>line curricular platforms, and enrichment programs that extend student learning. This action is principally directed to increase and improve ELA achievement of targeted student groups (EL, Foster, Homeless, SED)</p> <ul style="list-style-type: none"> • Academic Specialists, Paraprofessionals, Teacher salaries for Tier II interventions at \$164 per Foster Youth, English Learners, and Low Income pupil based on an estimated 5,000 targeted students - \$820,000 (OTRM) • Intervention funds providing additional staffing of 1 FTE to each of the middle schools and high schools for the purpose of: Credit recovery section at comprehensive high schools, one math intervention section at each comprehensive secondary school, ELA CSR for Grades 9-10, Reading and Passport sections at the middle school, and Math CSR for Grade 8. \$982,739 (OS1V) • All district elementary schools will maintain reduced class size (21.5:1) for grades TK-3, below the CA. Department of Education mandate of 24:1. This action is principally directed toward meeting the needs of Foster Youth, English Learners, and Low Income students. \$1,400,000 (0000) • Provide financial support for targeted students to attend Outdoor School - \$170,000 (0040) • Provide supplies/services for homeless students - \$1000 (0840) • Dual Enrollment/CTE Certificated Salaries (Coordinators) - \$354,960 (OCT0) • Dual Enrollment/CTE Supplies - \$28,500 (OCT0) • AVID Coordinator Stipend at each comprehensive high school - \$55,000 (AVID) 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • AVID Certificated Staffing of 3 sections at each comprehensive high school - \$153,000 (AVID) • Maintain elementary behaviorist to principally support Foster Youth, English Learners, and Low-Income students - \$71,000 (OTRM) • Apex online curriculum at Conejo Valley HS for the purpose of credit recovery and offering breadth of coursework - \$30,000 (0010) • Provide an alternative placement at Conejo Valley HS for students who become credit deficient and are therefore: at-risk of dropping out, who may desire a small school learning environment, or who would benefit from increased services that the continuation high school offers. Certificated Salaries \$1,600,000 (0000), Classified Salaries \$375,000 (0000), and school supplies/services \$50,000 (0000) • Foster and Homeless students will be explicitly invited to participate in interventions and enrichment opportunities offered districtwide, including summer programs, to provide equitable access (No cost) <p>Assessment practices and services principally directed to increase and improve achievement of targeted students groups (EL, Foster, Homeless, SED):</p> <ul style="list-style-type: none"> • Utilize common district assessments and practices to facilitate data analysis during each school's PLC or common planning time. This action is principally directed to increase and improve ELA achievement of targeted students (EL, Foster, Homeless, SED). 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide reduced fees for PSAT and AP Exams and IB Exams for Foster Youth, English Learners, and Low Income students – \$60,000 (0389) • New to 2022-23 LCAP: Dual Language Immersion program at Conejo Elementary with the first DLI classes for Transitional Kindergarten and Kindergarten. <p>Federally Funded Actions (Title I, Title III):</p> <ul style="list-style-type: none"> • Title I allocation for (Acacia, Conejo, Glenwood, Ladera, Madrona, Maple, and Walnut) at \$920.40/UPP to fund evidence based intervention programs, paraprofessionals, Academic Specialists, contract services, materials and supplies - \$1,063,977.23 (0620) • Achieve 3000 license for Title I Schools (Acacia, Conejo, Glenwood, Ladera, Madrona, Maple, and Walnut) that provides differentiated instruction to students in grades 3-5 with explicit practice in reading comprehension skills- \$68,418.50 (0620) • Provide Summer School for Emergent English Learners. To include certificated staffing (\$15,000 Title III) and ELD paraprofessional (\$5,000 Title III) 		
1.2	ELA/ELD, Increase Achievement	<p>Provide evidence-based actions/services that increase student ELA achievement including:</p> <ul style="list-style-type: none"> • Increase the number of diverse authors and stories represented in the secondary core literature lists. Adjust the structure of existing core literature lists to ensure that each year secondary students have at least one opportunity to 	\$543,613.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>read one of these core literature titles. Develop an on-going monitoring and feedback system to collect and analyze the input on these titles from secondary students and staff. Cost included below.</p> <ul style="list-style-type: none"> • Purchase appropriate textbook and instructional materials aligned with state standards and frameworks. Elementary ELA/ELD textbook adoption - \$428,613 (0080) payable August 2021 and August 2022. • Expand core literature, trade books, and library materials TK-12 to reflect student diversity. \$100,000 (A310) • Implement Universal Design for Learning (UDL) as the district's consistent instructional framework focused on providing multiple means of engagement, representation, and action/expression. (No cost) • Continue implementing the required Dyslexia Screener that includes District Benchmarks and a rapid naming screener in Kinder (no cost) • Maintain small group instruction in Specialized Academic Instruction (SAI) classes for middle school and high school students to no more than 15 students in each class. (No cost) • Maintain and increase co-teaching and mainstreaming into the general education classroom in order to increase inclusion of students with an IEP being in the general education setting for 80% or more of the instructional day. • Maintain access for inclusive opportunities in general education settings for students in elementary specialized programs (similar to Madrona exemplar) by reserving general education seats in the general education classes. School sites: Acacia, Aspen, Ladera, Madrona, and Maple. (No cost) 		

Action #	Title	Description	Total Funds	Contributing
1.3	Mathematics, Increase Achievement	<p>Provide evidence-based approaches to increase student mathematics achievement including:</p> <ul style="list-style-type: none"> • Implement Universal Design for Learning (UDL) as the district's consistent instructional framework focused on providing multiple means of engagement, representation, and action/expression. (No cost) • Maintain small group instruction in Specialized Academic Instruction (SAI) classes for middle school and high school students to no more than 15 students in each class. (No cost) • Maintain and increase co-teaching and mainstreaming into the general education classroom in order to increase inclusion of students with an IEP being in the general education setting for 80% or more of the instructional day. • Maintain access for inclusive opportunities in general education settings for students in Elem specialized programs (similar to Madrona exemplar) by reserving general education seats in the general education classes. School sites: Acacia, Aspen, Ladera, Madrona, and Maple. (No cost) 	\$0.00	No
1.4	Science and Health, Increase Achievement	Increase science academic language and literacy achievement to ensure opportunities for academic success and access to core curriculum to equip students with 21st Century skills that lead to high school graduation and college/career readiness.	\$66,903.80	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Implement adopted new instructional materials compliant with the California Healthy Youth Act. Develop an on-going monitoring and feedback system to collect and analyze the input on these titles from secondary students, families, and staff. Make adjustments to the course of study and instruction for the following year based on this feedback. • Gizmos online platform for all secondary schools - \$33,985 (cost split between 0085 and 0090) • Replacement costs for elementary science materials/supplies FOSS kits - \$2,500 (0080) • Implement Universal Design for Learning (UDL) as the district's consistent instructional framework focused on providing multiple means of engagement, representation, and action/expression. (No cost) • Science consumable and supplies - Elementary \$1.60/enrollment (0080) = \$10,457, Middle School \$1.60/enrollment (0085) = \$5,713.60, High School \$2.40/enrollment (0090) = \$11,248.20. • Maintain and increase co-teaching and mainstreaming into the general education classroom in order to increase inclusion of students with an IEP being in the general education setting for 80% or more of the instructional day. 		
1.5	History/Social Science, Increase Achievement	<p>Increase social science achievement to ensure opportunities for academic success and access to core curriculum to equip students with 21st Century skills that lead to high school graduation and college/career readiness.</p> <ul style="list-style-type: none"> • Adopt core curriculum and/or create consistent supplemental materials consistent with the Fair Education Act (2012) in K- 	\$368,533.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>12 history/social science curriculum, including the creation of a high school Ethnic Studies class to begin Fall 2022/23 school year. Costs included below.</p> <ul style="list-style-type: none"> • Fund the adoption of updated history/social science materials at the middle school that provide increased accessibility features in support of all students. \$249,913 (0085) • Develop and implement an Ethnic Studies Course by the Fall of 2022, fund release days for on-going collaboration and training- \$3,000 (0EFG) • Implement Universal Design for Learning (UDL) as the district's consistent instructional framework focused on providing multiple means of engagement, representation, and action/expression. (No cost) • Elementary History Social Science consumables for Scott Foresman 2006 HSS adoption in grades K-5 \$ \$112,620 (0080) • Maintain and increase co-teaching and mainstreaming into the general education classroom in order to increase inclusion of students with an IEP being in the general education setting for 80% or more of the instructional day. • New to 2022-23 LCAP: High school History/Social Science teachers pilot new core curriculum materials focused on accessibility and alignment with the Fair Education Act. Cost of teacher release \$3,000 (0EFG) 		
1.6	Intervention and Enrichment Opportunities	Provide evidence based interventions and enrichment opportunities including additional teaching and support inclusive of Academic Specialists, on-line curricular platforms, enrichment programs that	\$2,953,196.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>extend student learning.</p> <ul style="list-style-type: none"> • All district elementary schools will maintain reduced class size (21.5:1) for grades TK-3, below the CA. Department of Education mandate of 24:1. \$1,400,000 (0000) • Apex on-line curriculum as the primary delivery model at Century Academy and as well as for extended learning opportunities at the comprehensive high schools. \$47,775 (0090) • Adjusted to 2022-23 LCAP: Fund Middle School Outdoor School program for 6th Grade and 8th Grade students, including: registration, rent/Use fee for facilities, all meals as provided by the program and transportation costs. Certificated staffing \$140,000 (0040), classified staff \$102,000 (0040), transportation \$45,000 (0040), rental usage fees \$325,000 (0040), supplies and materials \$5,500 (0040), nurse staffing \$30,000 (0040) • Fund a district-wide unlimited Cyber High license agreement for remediation of high school credits - \$37,023 • Focus on the Arts CVUSD elementary arts program that provides student opportunities for off-site and onsite exposure performing arts experiences - \$28,000 (OFTA) • Fund and/or increase offerings in the Visual and Performing Arts middle school to pay for cost of accompanist and support staff - \$22,500 (0000) • Fund elementary music required instruments (recorders) in grade 3 at \$5/student - \$6,000 (0080) • Purchase "Note Flight" and "Sight Reading Factory" software for secondary sites to enhance the performing art programs and instruction - \$9,600 (A310) 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • We The People - CVUSD's 5th grade program designed to empower students to have a voice in their government, become responsible citizens, and actively engage in the practice of democracy \$21,000 (0WTP) • Provide Naviance for Grades 9-12 for college and career readiness - \$66,010 • Provide district and site activities for GATE students • Fund a full-time GATE teacher on special assignment in order to organize and facilitate district-wide efforts to support and engage GATE students and families. Certificated salary of \$116,000 (0810) • Provide Site GATE Facilitator Stipends: 22 at \$1354 per stipend - \$29,788 (1EEF) - Facilitators implement 3rd grade GATE screening annually, ensure that GATE students on their campus have access to activities and enrichments, and present resources and strategies to the teachers on their site to meet the diverse needs of GATE students both academically and socially-emotionally. • GATE certificated teacher release to conduct 3rd grade GATE screening- \$4,500 (0810) • Books, materials and supplies for GATE Program. \$10,000 (0810) • Additional GATE services- \$7,500 (0810) - Noetic Learning Math Enrichment including the summer LeapAhead! program and year-round Challenge math, as well as Odyssey of the Mind competition entries for students across multiple school sites districtwide. 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Fund CTE course and pathway materials, supplies, and equipment through Carl D. Perkins grant (07C2). Continue to explore relevant CTE pathway options and support existing courses through staffing allocation • Provide students transportation services for curriculum related field trips and extra curricular activities - \$500,000 (0ATH) 		
1.7	Assessment Program	<p>Utilize common district assessments and assessment practices to facilitate data analysis during each school's PLC or common planning time.</p> <ul style="list-style-type: none"> • Continue to support the development and administration of Elementary Benchmarks and Report Cards: \$1,600 (0380) • Continue to support the development and administration of Middle School Benchmarks: \$1,400 (0380) • Continue to support the development and administration of CAASPP: \$15,000 for headphones and login cards (0380) • Implement online assessment program that is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control. Teachers utilize this as one measure to provide students with choice on interest-based books in and out of the classroom. - \$30,404 (0MRD) • Student Assessment System. Continue MasteryConnect - a student assessment platform provides teachers with access to utilize and create formative and benchmark assessments that can gauge student progress toward standards mastery. - \$121,625 (0DTW) 	\$213,404.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • NWEA/MAP for CVHS and Century. NWEA/MAP is a research-based progress monitoring assessment that was implemented many years ago at CVHS and Century. Due to the transiency of the student populations at CVHS in particular, NWEA/MAP provides actionable data for teachers to adequately gauge student achievement and modify instruction in real time. - \$3,375 (ODTW) • Provide PSAT for 11th grade students. In order to provide equitable access to the PSAT/NMSQT for all 11th grade students, CVUSD began providing the PSAT/NMSQT for all 11th grade students at no charge many years ago. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) opens doors for opportunities to prepare and pay for college by increasing student access to nearly \$300 million in college scholarships. Based on student scores, each year, CVUSD has multiple students that qualify as National Merit Scholars; earning additional access to college scholarships. – \$40,000 (OPSO) 		
1.8	Instructional and Operational Costs	<p>Support school site activities for instructional and operational programs to support student learning opportunities.</p> <ul style="list-style-type: none"> • Fund a per pupil allocation by grade span for school operational costs, materials and supplies - \$1,000,000 (OPGR) • Technology endowment through Measure I Bond Initiative at \$100 per pupil for the purchase of technology including: laptops, Chromebooks, projectors, interactive boards and the like. Action to include digital citizenship lessons. - \$1,800,000 	\$2,800,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Inclusion (NEW to 2022-23 LCAP)	<p>New to 2022-23 LCAP: High school History/Social Science teachers pilot new core curriculum materials focused on accessibility and alignment with the Fair Education Act. Cost of teacher release \$3,000 (0EFG)</p> <p>Provide evidence-based approaches to increase the inclusion of Students with Disabilities into to the general education setting, including:</p> <ul style="list-style-type: none"> • Implement Universal Design for Learning (UDL) as the district's consistent instructional framework focused on providing multiple means of engagement, representation, and action/expression. (No cost) • On-going professional learning for teachers and paraeducators on UDL and inclusion, including a focus on walkthroughs and lesson design. (Goal 2) • Fund Teacher on Special Assignment position focused on implementation of UDL at the elementary grade span. (ESSR III Funding) • Reviewing existing inclusive preschool programs and access to general education preschool settings. (No cost) • Provide on-going professional learning to special education and general education teachers co-teaching a secondary class. (Goal 2) • Restructuring specialized programs at Aspen Elementary to create individual grade-level staffing to support inclusion and co-teaching. • Continue to include general education and special education teachers in the curriculum review process with an on-going focus on accessibility (No cost) 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Require an annual update to each school's faculty on the school and District's Least Restrictive Environment and on-going efforts to increase inclusion throughout the school. (No cost) • Hire a general education Board Certified Behavior Analyst (BCBA) to support general education and special education students in the general education setting. (Included LCAP Goal 1.1) • On-going participation for middle schools and high schools on Unified Sports/Youth Athletes Program 		
1.10	UC A-G Completion (New to 2022-23 LCAP)	<p>New to 2022-23 LCAP: As approved by the 2021-22 A-G Completion Improvement Grant Plan, provide evidence based approaches to increasing the rate of A-G eligibility for all students.</p> <ul style="list-style-type: none"> • Cyber High / Academic Support Classes - 2 sections per comprehensive high school until the 2024-2025 school year (A-G grant funded) • A-G Coordinator - A staff person dedicated to working directly with students, families, and staff on increasing A-G eligibility. (A-G grant funded; CTE grant funded) • Implement A-G "Family University" to provide proactive information to secondary students and families about A-G eligibility. (A-G grant funded) 	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, CVUSD was able to make progress towards Goal 1. Some challenges included difficulties hiring staff and related changes due to the global pandemic. Successes included the adoption and/or implementation of new instructional materials or courses. Based on educational partner input, there will be several changes to Goal 1's metrics and actions/services that adjust appropriately to meeting the needs of all students in the 2022/23 school year.

Challenges implementing Goal 1 during the 2021-22 school year included:

- Maintaining elementary behaviorist principally to support Foster Youth, English Learners, and Low-Income students was a challenge due to difficulties in hiring. The behaviorist did not begin work until 4/11/22.
- While the CVUSD core literature list was expanded and additional novels were purchased, an important shift was made during the school year in providing appropriate professional learning to teachers in order to work towards more culturally relevant instructional practices and the addition of diverse texts.
- Ethnic Studies was not offered as a Twilight (evening) Academy Program course for the 2021-22 school year as Twilight Academies were not offered at any high school programs.
- The facilities cost of Outdoor School continues to increase year to year.
- "We The People" culminated but not at an off site location as in the past. It was implemented at schools in consideration of the possible health and safety challenges due to the pandemic.
- Initial substitute shortage combined with other scheduled/planned trainings prevented districtwide English Learner training throughout the school year.

Successes implementing Goal 1 during the 2021-22 school year included:

- Maintained "Standard Met" across our local metrics, including in providing "Access to a Broad Course of Study."
- Increased the number of diverse core literature titles to 19 at the high school level and 9 at the middle school level.
- Maintained and increased co-teaching and mainstreaming into the general education classroom in order to increase inclusion in the Least Restrictive Environment
- Adopted and began implementation of instructional materials that are in compliance with the California Healthy Youth Act.
- Developed an Ethnic Studies course, with implementation of at least one section at each comprehensive high school planned for Fall 2022.
- Fund Outdoor School program registration, rent/Use fee for facilities, all meals as provided by the program and transportation costs.
- Adopted and implemented a new student assessment system, MasteryConnect.
- Provided PSAT for all 11th grade students.
- With the support of the District Foster/McKinney-Vento Coordinator and the school site Liaisons, nearly 300 of our most vulnerable students were invited to and participated in a variety of academic and social emotional interventions throughout the 2021-22 school year.)

- In addition to screening two grade levels for GATE eligibility, the GATE TOSA engaged nearly 600 students across the District in GATE activities designed to challenge students in a fun and collaborative virtual environment.
- The GATE TOSA provided direct support to approximately 500 classroom teachers and staff members offering resource related assistance, site activity support, and differentiation strategies for both the academic and social emotional needs of gifted students.
- GATE Facilitators participated in a variety of training/learning sessions each month in 2021-22, which included Overexcitabilities, Interest Inquiry/Passion Projects, Depth and Complexity, GATE Extension Strategies/Out of the Box Thinking/Learning, and Twice Exceptional Classroom Inclusion Strategies.\
- Unique licenses and training were available to new staff who taught an alternative curriculum to students' per their IEP throughout the year. Staff were appreciative of the training options that were offered during the school year to increase their knowledge and skills in navigating the Unique curriculum.
- More than 200 Foster and McKinney-Vento youth were able to access the Conejo Closet in 2021-2022 to receive backpacks filled with school supplies to provide necessities for classes and intervention programs.
- Restructure all high school Adapted Physical Education (APE) classes to have APE Specialist co-teach with the general education PE teachers in co-taught PE classes.
- The increase of hours from 3 to 5.25 for all bilingual facilitators and paraeducators has allowed for increased communication with families, more support for English Learners in the classroom and more access to bilingual staff at the school sites.
- The Newcomer Academy's social worker at Newbury Park High School assisted students and families throughout the school year in bridging and strengthening a home school connection as well as providing community resources to assist our families with basic needs such as health, housing and mental health support services to both students and families.
- The Multilingual Learners and Equity Director coordinated with Conejo Elementary administration and staff to effectively create, promote and recruit new families to the Dual Language Immersion (DLI) program. The DLI program will start in August 2022.
- The first year of the Newcomer Program at Newbury Park High School has been successful in meeting the academic and social skills needs due to the support provided by the bilingual social worker and counselor, smaller class sizes and additional bilingual paraeducator support in the classroom.
- Support, training and guidance was provided districtwide for the following digital platforms: Rosetta Stone, Achieve 3000, Smarty Ants and Imagine Learning. Even though usage varied from one school to another, there was an overall increase of student usage of the different digital platforms.
- Emergent English Learners attended the 2021 summer school in order to provide continuity and support as they continue to learn the English language.

Instances in which a planned action was not implemented or differed substantially from how it was described in the adopted LCAP include:

- EL supplemental services to provide targeted supports differed substantively.
- Academic Specialists, Paraprofessionals, Teacher salaries for Tier II interventions at \$164 per Foster Youth, English Learners, and Low Income pupil based on an estimated 5,000 targeted students differed substantively.
- Maintained elementary behaviorist principally to support Foster Youth, English Learners, and Low-Income students differed substantively due to difficulties in hiring. The behaviorist was not hired until April 2022.

- Technology endowment through Measure I Bond Initiative at \$100 per pupil for the purchase of technology including: laptops, Chromebooks, projectors, interactive boards and the like differed substantively due to the implementation of the 1:1 Chromebook initiative. As a result, the site-based allocation was lowered to \$50 per pupil to allow for districtwide funding of 1:1 student devices.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Significant material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, included:

- The Technology endowment through Measure I was modified substantively by the implementation of our district wide 1:1 Chromebook program. Schools began receiving \$50 per pupil for the purchase of technology, and CVUSD is funding the full cost of 1:1 Chromebooks at the district level so schools no longer have to purchase them out of their endowment allotments.
- EL supplemental services to provide targeted supports differed substantively due to the reduced cost in staffing required to administer the ELPAC test.
- Maintain elementary behaviorist to principally to support Foster Youth, English Learners, and Low-Income students differed substantively due to difficulties in hiring. A behaviorist was hired and began work on 4/11/22.

An explanation of how effective the specific actions were in making progress toward the goal.

Effectiveness of an action or groups of actions can be measured through outcomes identified in the corresponding goal metric, as noted below:

- Elementary student achievement in the 2021-2022 school year stayed commensurate or improved compared to pre-pandemic data as a result of the effectiveness of Tier 1 instruction, school based interventions by classroom teachers and academic specialists, and materials alignment from curriculum and assessment committees. The use of newly adopted ELA materials and fidelity to the adopted math program provided consistency in instruction, as well as pacing guides developed by lead grade level teachers. All grade levels with lower than 70% student proficiency in trimester 1 raised the proficiency to 73% or higher by Trimester 2. No elementary grade level had less than 81% proficiency in math and 73% proficiency in ELA in Trimester 2.
- Access to a broad course of study increases as a result of the effectiveness of the following actions services: Ethnic Studies pilot, Middle School TCI for History/Social Science, Dual Language Immersion program, adoption of Teen Talk and Teen Talk for All Abilities, Wonders ELA/ELD TK-5.
- Some positive gains in Least Restrictive Environment (LRE), over time, has been a result of increasing co-teaching sections from the 2020-21 school year by nine (9), for a total of 35 co-taught sections in 6-12 for the 2021-22 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes made to this goal, expected outcomes, metrics, or actions include:

- New Metric for 2022-2023, Least Restrictive Environment (LRE) - Measuring the percent of Student with Disabilities accessing the general education setting for 80% or more of the school day
- New Metric for 2022-2023, A-G Completion Rate - Measuring the percent of high school students meeting the UC/CSU A-G requirements upon high school graduation
- Secondary D/F Rate (# of students receiving one or more D or F grade) - Expanding analysis and reporting to all students, Black or African American, Hispanic/Latino, White, English Learners, and Student with Disabilities
- ELA and Math SBAC - Removed metrics noting the “distance from met” and replaced with the percent of students who “meet” or “exceed” standards according to assessment results in order to increase comprehensibility of metric
- An Inclusion Plan for Students with Disabilities is noted as a new set of actions in Goal 1
- CSU/UC A-G Completion - Hiring A-G Coordinator positions at each comprehensive high school to increase the number of students meeting A-G requirements through - intervention and proactive student/family education
- Increasing cost for Newcomer Program sections no longer being paid from prior stimulus funding
- Reducing cost for staffing to support EL assessments due to new ELPAC testing interface
- Additional cost to provide scholarship and funding for English Learners, Foster Youth and Low Income Students to participate in 6th Grade and 8th Grade Outdoor School
- Eliminating cost of dual enrollment textbooks for Foster Youth, English Learners, and Low Income students due to lower dual enrollment participation and availability of online, free resources for these courses.
- Dual Language Immersion program at Conejo Elementary with the first DLI classes for Transitional Kindergarten and Kindergarten beginning the 2022-2023 school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Ensure staff is provided with targeted professional learning and has an understanding that all job responsibilities are structured to support positive student outcomes. (Internal Focused).</p> <p>This goal connects to five of the eight state priorities; (2) implementation of standards (4), pupil achievement (5) pupil engagement (7), course access (8), and other pupil outcomes.</p>

An explanation of why the LEA has developed this goal.

Hiring, training, and retaining highly qualified staff is CVUSD's internal focused goal that ensures the success of the district's three other LCAP goals centered on student, school, and community outcomes. An analysis of CVUSD's 2019 California Dashboard results indicate many areas of success; however, there are clear growth areas including the need to increase supports and access for CVUSD's diverse student groups in all Dashboard indicators. Therefore, the actions and metrics grouped together serve as a concentrated efforts to both hire and train staff to support all CVUSD students, acknowledging the need for equitable practices that offer support to these diverse student groups. Below describes some of the major actions and metrics within LCAP Goal 2:

CVUSD will hire special education staff, including paraeducators, administrators, teacher mentors, and related service providers. CVUSD will focus professional learning efforts on Universal Design for Learning for all staff, on-going special education training for site administrators, for teachers utilizing the district's adopted UNIQUE curriculum, and professional learning communities focused on analyzing data and providing targeted, data-driven supports. Progress for students with disabilities in the district will be measured by their academic achievement in both English Language Arts and Mathematics as indicated by progress indicated in the California Dashboard.

CVUSD will hire bilingual staff certificated staff including teachers, counselors, psychologists, and administrators in continued efforts to better support bilingual students and families in the district. CVUSD will focus professional learning efforts on Universal Design for Learning for all staff, additional training to certificated staff on English Language Development, and professional learning communities focused on analyzing data and providing targeted, data-driven supports. Progress will be measured through the gains of English Learners and some Hispanic students with Spanish-speaking families indicated in the California Dashboard.

CVUSD will maintain positions of Director and Coordinator of Student Support Services in order to provide targeted support to students in the foster system, as well as students and families that may be housing insecure or economically disadvantaged. In order to provide equitable access to school, academic and extracurricular programs and resources, professional learning will be provided to Foster and McKinney-Vento school site liaisons. Additionally, regular training will provided to attendance liaisons specifically to increase attendance and reduce chronic absenteeism among of these students. Progress will be measured through the California Dashboard.

Finally, CVUSD will engage in targeted and districtwide professional learning on diversity, equity and inclusion (DEI). This is a multi-year approach which initiated in the 2020-2021 school year with the regular training provided to all school administrators and school counselors. In the 2021-2022 school year, districtwide professional learning days will be used, in part, to provide large-scale training to all CVUSD teachers with a focus on defining DEI and focusing on perspective-taking of diverse student groups. Additionally, small group training will continue for administrators, counselors, and begin with small groups of teachers across the district. This training focus will be measured through the progress of student groups in all of the CA Dashboard Indicators.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification	Reclassification rate for 2019-2020 school year: ALL 7.8%	Reclassification rate for 2020-2021 school year: ALL 8.3%			English Learner reclassification will increase 1% per year.
English Learner Progress	*Note - ELPAC was not administered in 2020 due to COVID restrictions, so baseline information below represents 2019 Dashboard data. English Learner Progress *Most recent data available is from the Fall 2019 Dashboard* ALL 53.3%	English Learner Progress *Most recent data available is from the Fall 2019 Dashboard* ALL 53.3%			English Learner Progress per the ELPAC will increase at least 1% per year until at least 60% is reached, then the group will maintain at least 60% thereafter.
Maintain Class Size	Staffing ratios of 21.5:1 K-3 and 30:1 4-12 were maintained.	Staffing ratios of 21.5:1 K-3 and 30:1 4-12 were maintained.			Maintain staff ratios of 21.5:1 TK-3 and 30:1 grades 4-12.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Learning	All teachers were offered 3 days of paid professional learning in district priorities, with additional optional opportunities offered at a rate of \$30/hour.	All teachers were offered 3 days of paid professional learning in district priorities, with additional optional opportunities offered at a rate of \$30/hour.			Ensure that all certificated staff are offered at least 3 days of paid professional learning each year.
Instructional Materials	As measured in the most recent CA Dashboard Local Indicators, 100 percent of students and teachers had access to standards-aligned instructional materials.	As measured in the most recent CA Dashboard Local Indicators, 100 percent of students and teachers had access to standards-aligned instructional materials.			As measured by the 2023-2024 CA Dashboard Local Indicators, ensure that all students and teachers have access to standards-aligned instructional materials.
Fully Credentialed Teachers & Appropriately Assigned	As measured in the most recent CA Dashboard Local Indicators, all teachers are fully credentialed and appropriately assigned	As measured in the most recent CA Dashboard Local Indicators, all teachers are fully credentialed and appropriately assigned			As measured by the 2023-2024 CA Dashboard Local Indicators, ensure that all students and teachers have access to standards-aligned instructional materials.
Professional Learning Feedback	During the 2022-23 school year, create a common and consistent survey to educators in order to gather specific feedback on provided training. Establish	New Metric for LCAP 2022-23			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	baseline during the 2022-23 school year.				

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Hire and Retain Highly Qualified Staff	<p>Hire and retain highly qualified staff to meet the learning needs and goals of all students.</p> <ul style="list-style-type: none"> Maintain effective counselors, psychologists, with a focus in bilingual candidates. Certificated salaries - \$1,200,000 Maintain an appropriate Induction program aimed at the Induction and retention of effective general education and special education teachers (Certificated @ \$280,000; Classified @ \$50,000; Supplies @ \$14,000) Employ 3rd-year School Psychologist Interns (Classified \$60,000; 0260 Salary Stipend \$12,000 per intern) Recruit and retain BCBA support for students. (Certificated @ \$349,147) Recruit and retain para-educators, coaches, advisors, including the changing of part-time paraprofessionals to full-time paraprofessionals (2/3 of all positions will be full-time). This action will increase service to all Special Education students. (\$1,530,000 Classified) Recruit and retain classified support staff (Classified \$523,162; Services \$120,663; Supplies \$13,150) Maintain CVUSD's capacity to serve post-secondary students within CVUSD rather than at VCOE and Simi Valley. (No cost - reallocation of current FTE) 	\$4,890,122.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Recruit and retain effective teachers system wide with a focus on bilingual teachers at the elementary level. (Certificated Salaries \$244,800; Classified Salaries \$417,200; Supplies \$20,300; Services \$67,700) • Maintain and continue to fund positions to support elementary specialized program sites, and secondary schools with the goal of increasing the effectiveness of special education services in general and the IEP process specifically. Restructure existing positions to augment support. (No cost) • Principal on Special Assignment to support families, site administrators, and staff at the elementary sites that offer specialized programs • Maintain three Assistant Principals of Student Support Services assigned to the three comprehensive high schools. This action is principally directed at supporting the diverse needs of targeted students as well as SWD. This action will be funded through the restructuring of current positions. (No cost) • Assign an administrator from Redwood Middle School to support (e.g. manage the office, conduct informal classroom observations, participate in IEP meetings) elementary sites, two (2) days per week. This action is principally directed at supporting elementary. • Increase Occupational Therapist allocations by 0.4 FTE for a total increase in allocation of 5.5 FTE in order to provide direct services and conduct assessments • Increase deaf and hard of hearing allocation by 1.0 FTE to serve students with deaf and/or hard of hearing disabilities 		

Action #	Title	Description	Total Funds	Contributing
2.2	Hire and Retain Highly Qualified Staff - Principally Directed at Targeted Students	<p>Hire and retain effective staff principally directed to meet the learning needs and goals of Foster Youth, English Learners, and Low Income students.</p> <ul style="list-style-type: none"> • Increase recruitment efforts to expand applicant pools that reflect classified and certificated educators with diverse backgrounds and experiences. • Maintain an appropriate Induction program aimed at the Induction and retention of effective teachers. (Certificated @ \$135,000 OPAR) • Maintain effective Director of Student Support Services, and a Coordinator of Student Support Services. (Certificated Salaries, Coordinator 100% = \$167,972 and Director 52% = \$106,521 (0840) 	\$409,493.00	Yes
2.3	Effective Professional Learning Opportunities	<p>Provide effective professional learning opportunities to meet the learning needs and goals of all students.</p> <ul style="list-style-type: none"> • Increase Teacher/Principal effectiveness through job performance evaluations. Budget increased based on need and prior year expenditure. (\$77,000 @ Contract services - Talent Ed) • Provide additional and ongoing Professional Learning Community Training district-wide. Contract/services \$20,500 (Title II/EEF); Teacher release \$5000 (Title II/EEF) • Provide Classified staff with targeted professional learning opportunities and may include additional training for bilingual and special education paraeducators, and campus safety assistants - Remaining OCTR grant 	\$313,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li data-bbox="604 217 1486 358">• Increase support and services to teachers specifically to the implementation of technology as an instructional tool, including EduProtocols. Technology TOSA \$107,000 and teacher release \$12,500 (Title II/EEF) <li data-bbox="604 402 1451 544">• School site administrators will receive ongoing training on special education topics, including but not limited to IEP requirements, continuum of services, and least restrictive environment (LRE) best practices. (No cost) <li data-bbox="604 587 1507 911">• Provide site principals, co-administrators (Assistant Principals and Deans) with leadership training as part of our long-term professional learning plan. Provide principals and co-administrators with training specific to support for equity, SWD, IEP process, and LRE requirements and to include: leading/facilitating IEP meetings, creating a site-level special education review team (SERT) at each site, protocols/expectations for successful IEP meetings - mock IEP training, expectations for secondary principals (No Cost) <li data-bbox="604 954 1486 1096">• Provide a training manual to all staff including administration related to any and all compliance issues related to Title IX, sexual harassment reporting, mandated reporting, and bullying protocols (No cost) <li data-bbox="604 1140 1493 1281">• Provide on-going training to school administrators on the implementation of restorative justice practices with students, staff, and families when addressing harm in a learning community (No cost) <li data-bbox="604 1325 1507 1466">• UNIQUE training for specialized program teachers who utilize UNIQUE Learning System. 2-3 hour training prior to the start of the 2021-2022 school year. (Cost of teacher training pay, contracts/services \$12,000.00) 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide teacher training on implementing strategies to meet the needs of GATE and high achieving students. (No cost) • Provide required professional learning for all teachers and certificated staff during three professional learning days focused on defining and introducing key concepts of DEI such as perspective taking, foundational vocabulary, and critical shifts in thinking about CVUSD's diverse student groups. (No cost) Completed 2021/22. • Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues. (No cost) Completed 2021/22. • Complete gender-diversity training for all elementary teachers by the end of the 2021-2022 school year. To date, 6 of 17 elementary schools have completed an initial gender diversity training, and all other elementary schools will engage in this training during a faculty meeting. (No cost) Completed 2021/22. • NEW 2022/23: Principals and teachers will attend professional learning in alignment with District goals. 3 professional learning days are provided during the 22/23 school year. Professional learning priorities focused on DEI, UDL and SEL will also be supported through additional teacher release and contract services - \$79,500 (Title II/EEF) • NEW 2022/23: Provide required anti-bias training to all administrators and supervisors. Bias incident response training required for all school administrators. • NEW 2022/23: Provide ongoing training, support, and collaboration for secondary co-teachers. 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • NEW 2022/23: Training on reading instruction for TK-5 teachers and specialists • NEW 2022/23: Provide all middle school teachers with training on implementing the Second Step SEL curriculum before the beginning of the 2022-23 school year • NEW 2022/23: Provide ongoing training and collaboration opportunities for secondary teachers to discuss and understand the causes and impacts of their grading practices. Develop a task force of teachers from each secondary school to engage deeply in alternative grading practices, who will lead other teachers in this initial implementation. 		
2.4	Effective Professional Learning Opportunities - Principally Directed at Targeted Students	<p>Provide effective professional learning opportunities principally directed to meet the learning needs and goals of Foster Youth, English Learners, and Low Income students.</p> <p>Contract services and teacher release time for professional learning focused on English Language Development standards and lesson design. Contract services, \$20,000 (0860). Teacher release \$90,000 (0860).</p> <p>Support and enhance the expansion of the AVID program in order to increase the number of students meeting the A-G college requirements by funding AVID summer institute training and cost of AVID membership. \$50,000 (AVID)</p> <p>Provide quarterly training to school site Foster and McKinney-Vento Liaisons to ensure equitable access, resources and support for students (No cost)</p> <p>Provide bi-monthly training to school site attendance liaisons on tiered strategies to increase attendance and engagement, and to reduce</p>	\$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>chronic absenteeism among Foster Youth, English Learners, and Low Income students (No cost)</p> <ul style="list-style-type: none"> • NEW 2022/23: Provide ongoing training to Newcomer Program faculty and staff on best-practices to support the academic, social emotional and college/career needs of Newcomer. • NEW 2022/23: Provide required anti-bias training to all administrators and supervisors. Bias incident response training required for all school administrators. • NEW 2022/23: Provide training to Dual Language Immersion teachers and staff for those implementing the program in 2022-23, as well as the staff that will be preparing to teacher in the 2023-24 school year. Partner with professional associations that directly support dual language programs. 		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, CVUSD was able to make progress towards Goal 2. Some challenges included the limited availability of substitute teachers to provide teacher release for training, as well as the amount of new teachers being supported by the Induction Program. Successes included providing training to all teachers on gender-diversity and DEI. Based on educational partner input, there will be changes to Goal 2's actions/services to address the ongoing training needs throughout CVUSD.

Challenges implementing Goal 2 during the 2021-22 school year included:

- Three induction TOSAs provided support to approximately 75 new teachers from August-January. This was an increased number of mentor teachers needed from previous years and as was stated in the 2021-22 LCAP. Therefore, CVUSD hired an additional Induction Mentor through OEFG to provide additional support.
- Due to the shortage of available substitute teachers, no contact services and teacher release time for professional learning focused on the ELD standards and lesson design were implemented during the 2021-22.

- Initial substitute shortage combined with other scheduled/planned trainings prevented districtwide English Learner training throughout the school year.
- Retaining .25 FTE BCBA for students in general education setting and 2.75 FTE BCBA in the special education setting impacted the amount of support general education teachers received training and modeling needed to implement behavioral strategies in the general education setting as a Tier I intervention and/or Tier II intervention. .

Successes implementing Goal 2 during the 2021-22 school year included:

- Teacher training on Diversity, Equity, & Inclusion (DEI), Universal Design for Learning (UDL), and social-emotional learning (SEL) occurred on two teacher professional development days, August 16 and November 1. In teacher feedback surveys, teachers highlighted that the counter storytelling examples, self-reflection opportunities, and sharing of narratives provided them with the most learning during these DEI sessions.
- All elementary gender-diversity professional learning sessions were completed by the end of the 2021-22 school year. All secondary gender-diversity sessions were completed in August 2021.
- All secondary teachers engaged in professional learning on August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues.
- Assistant Principals of Student Support Services continue to lead on all three comprehensive campuses for students with disabilities as well as those who are identified as English Learners, Foster youth/Homeless, and GATE.
- CVUSD hired qualified and experienced staff for the AVID program and expanded recruitment efforts to rising 9th grade students to increase enrollment.
- Paraprofessional hours were increased from 3 to 5.25 hrs., which added support for Spanish-speaking students in TK-12 classrooms and may have supported the retention of qualified personnel.
- Technology TOSA provided over 300 school site classroom visits throughout the school year to support the implementation of technology as an instructional tool.
- Negotiated a BCLAD stipend with UACT for teachers who have a BCLAD credential and teach Spanish at the Dual Immersion Program at Conejo Elementary.
- An AVID section for Newcomer students at NPHS was successful as it included a myriad of educational services and study skills that students can utilize year after year. This also included providing tutoring services during lunch and after school.
- Retaining and keeping BCBAs has supported both general education and special education teachers with implementing behavioral strategies in both general education and special education settings. BCBAs have conducted Functional Behavioral Assessments as part of a special education assessment and have developed comprehensive and legally defensible Behavior Intervention Plans that they train and model for staff to implement.
- High School AP Student Services continue to lead for students with disabilities and create a welcoming environment that not only supports students with disabilities on the high school campus, but also parents of students with disabilities.

Instances in which a planned action was not implemented or differed substantially from how it was described in the adopted LCAP includes:

- No contract services and teacher release time for professional learning focused on the ELD standards and lesson design were implemented during the 2021-22 school year due to substitute shortage.

- Contracts/services and teacher release for on-going Professional Learning Communities was limited due to the difficulties in finding available substitute teachers.
- CVUSD did not provide a training manual to all staff including administration related to any and all compliance issues related to Title IX, sexual harassment reporting, mandated reporting, and bullying protocols. CVUSD instead did provide training resources, templates, and training on responding to allegations of racism and discrimination. Training on Title IX will be provided during the 2022-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Significant material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, included:

- 2021-22 LCAP allocated \$100,000 for contract services and teacher release time for professional learning focused on English Language Development standards and lesson design. However, there were no expenditures for this original allocation due to substitute shortage.
- This year, not all funds were spent on providing additional and on-going Professional Learning Community training due to the difficulties in identifying substitute teachers to provide teacher release for training and in consideration of the other priorities required to address the pandemic.

An explanation of how effective the specific actions were in making progress toward the goal.

Effectiveness of an action or groups of actions can be measured through outcomes identified in the corresponding goal metric, as noted below:

- English Learner Progress and Reclassification Rates improved or remained consistent from prior years due to the hiring of bilingual support staff and previous training provided on ELD.
- Professional learning on social emotional learning this year is effective as demonstrated through the Tier 1 and Tier 2 SEL metrics in Goal 4 demonstrating the amount of time students receive SEL lessons and/or the percent of students engaging in additional SEL supports.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes made to this goal, expected outcomes, metrics, or actions include:

- Adding a metric to consistently gather feedback from educators on professional learning in an effort to continuously improve these opportunities.

- Provide required anti-bias training to all administrators and supervisors. Bias incident response training required for all school administrators.
- Provide ongoing training, support, and collaboration for secondary co-teachers.
- Provide all middle school teachers with training on implementing the Second Step SEL curriculum.
- Provide Training on reading instruction for TK-5 teachers and specialists.
- Add EduProtocols as one effective educational technology instructional strategy.
- Provide ongoing training to Newcomer Program faculty and staff on best-practices to support the academic, social emotional and college/career needs of Newcomer.
- Provide training to Dual Language Immersion teachers and staff for those implementing the program in 2022-23, as well as the staff that will be preparing to teacher in the 2023-24 school year. Partner with professional associations that directly support dual language programs.
- Strengthen professional learning efforts and implementation of UDL through the lesson design process
- Provide ongoing training and collaboration opportunities for secondary teachers to discuss and understand the causes and impacts of their grading practices. Develop a task force of teachers from each secondary school to engage deeply in alternative grading practices, who will lead other teachers in this initial implementation.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	<p>Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes. (Community Focused)</p> <p>This goal connects to four of the eight state priorities; (3) parent involvement (4), pupil achievement (5) pupil engagement (8), and other pupil outcomes.</p>

An explanation of why the LEA has developed this goal.

CVUSD Staff is committed to informing, engaging and promoting each of the premier educational offerings available in the Conejo Valley Unified School District. On an on-going basis, we strive to continually improve communication for CVUSD – both internally and externally and build new avenues for community engagement. We use a variety of traditional and digital methods to facilitate communications with broad, and diverse audiences. We believe quality education and effective communication go hand-in-hand. Effective District and school communications facilitate increased family and community involvement in students’ education.

In order to achieve successful communication efforts and reap the rewards of an engaged community of educational partners the following principles are key: COLLABORATION with members of our school sites, District Office, community partners, and broader community. RELIABILITY & TRANSPARENCY in gathering and sharing information. ACCURACY, QUALITY & TIMELINESS when presenting information in an easy to understand format across a multitude of communication avenues. FLEXIBILITY in adapting to ever-evolving communication needs.

CVUSD staff facilitates monthly collaboration meetings with parent educational partners through a variety of District Advisory Councils (DAC), including DAC, Special Education DAC (SEDAC), GATE-DAC, and DELAC. Additionally, student voice is paramount in our district and a priority. As such, the superintendent’s committee called Student District Advisory Committee (SDAC) collaborates monthly to bring items to the Board of Education that are important to this educational partner.

Marketing programs like the Newcomer Program at NPHS, SHINE (homeschool program), Century Academy, and the elementary magnet programs provide opportunities for all of our families in the District. Visiting the link EnrollCVUSD.com provides a one stop hub for all enrollment information. Analysis of relevant data through CHKS, online Pre Enrollment forms, and the CA Dashboard Indicators informs our practice and outcomes of student achievement. This data is consistently communicated to all of our educational partners .

Community and parent outreach continues to be a priority. We achieve this goal through platforms such as Blackboard connect, Facebook, Twitter, Instagram and the CVUSD app to effectively communicate with our constituents. Additionally, our educational platform Canvas, as well as a number of parent education nights available for parents, has proven to be effective regarding communication.

Ongoing efforts to strengthen ties with the community, and keep our educational partners connected, supports the District's larger goal of academic success for the students we serve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Participation in Co-Curricular Activities	<p>The percent of high school students participating in at least one student activity or athletics program.</p> <p>*Note - participation in activities and athletics made an unusual drop due to the COVID-19 pandemic. Baseline data will be updated during the 2021-2022 school year.*</p> <p>*Most recent data available is from the 2018-2019 school year*</p> <p>ALL 59.6%</p> <p>AFRICAN AMERICAN 66.7%</p> <p>AMERICAN INDIAN 55.3%</p> <p>ASIAN 68.0%</p> <p>EL 24.4%</p> <p>HISPANIC 46.3%</p>	<p>The percent of high school students participating in at least one student activity or athletics program.</p> <p>ALL 45%</p> <p>AFRICAN AMERICAN 51%</p> <p>AMERICAN INDIAN 43%</p> <p>ASIAN 55%</p> <p>EL 18%</p> <p>HISPANIC 38%</p> <p>PACIFIC ISLANDER 44%</p> <p>SWD 32%</p> <p>SED 30%</p> <p>TWO OR MORE RACES 57%</p> <p>WHITE 47%</p>			<p>All student groups that are currently at a less than 60% participation in activities and athletics will increase 1% per year until a greater than 60% rate is achieved, and then maintain a greater than 60% participation rate thereafter.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PACIFIC ISLANDER 56.1% SWD 39.4% SED 40.7% TWO OR MORE RACES 72.8% WHITE 62.6%				
Opportunities for Meaningful Participation	Grades 7 and 11 students reporting opportunities for meaningful participation per the biennial CHKS survey. *Baseline data will be available after CHKS is next administered in Fall 2021*	The California Healthy Kids Survey was administered during Spring 2022; however, the results have not yet been released. Once released, this metric will be updated on the LCAP document available on the www.conejousd.org/LCAP website.			The percent of 7th and 11th grade students reporting opportunities for meaningful participation will increase 1% per year.
Positive Top of Mind & Awareness of Diverse Academic Offerings in the Community	2022-2023: Establish a baseline metric to demonstrate the degree to which parents/guardian feel informed about their child's academic offerings through the delivery of an annual Communications Survey.	Adjusted metric for the 2022-2023 LCAP.			Desired outcomes will be established once baseline metric is set in the 2022-2023 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	<p>*Note - Graduation rate was not included in the 2020 Dashboard. Baseline data will be available once the Fall 2022 CA School Dashboard is released.*</p> <p>Graduation Rate *Most recent data available is from the Fall 2019 Dashboard* ALL 96.6% AFRICAN AMERICAN 97% ASIAN 97.6% EL 76.7% HISPANIC 93.3% HOMELESS 70.3% SWD 89.3% SED 93.3% TWO OR MORE RACES 100% WHITE 97.6%</p>	<p>*Note - the Graduation Rate Indicator was not reported on the Fall 2021 CA School Dashboard.</p>			<p>All student groups that are currently at a less than 90% 4-year cohort graduation rate will increase 2% per year until a greater than 90% rate is achieved, and then maintain a greater than 90% graduation rate thereafter.</p>
High School Dropout Rate	Annual Dropout rate: ALL <1%	Annual dropout rate maintained at less than 1%.			Maintain a less than 1% annual high school dropout rate.
Grade 7 and 8 Dropout Rate	Annual Dropout rate: ALL 0%	Annual dropout rate maintained at 0%.			Maintain a 0% annual dropout rate for students in grades 7 and 8.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expanded Reach & Engagement on Social Media	Continue to share engaging & informative content. Build brand identity and influence on social media as a trusted source for information. Facebook Likes as of June 2021: 4,819 and 5,566 Facebook Followers.. Instagram Followers as of June 2021: 2,274. Twitter Followers as of June 2021: 4,865.	Facebook Likes as of May 2022: 4,978 and 5,371 Facebook Followers. Instagram Followers as of May 2022: 2,508. Twitter Followers as of May 2022: 5,220.			Increase of Total Number of Followers on each Social Media Channel (growth and successes on these platforms will be showcased in an annual social media “round-up” report). An annual target growth of 5% Facebook likes, Instagram followers and Twitter followers will be used - for a total target of 15% growth of total likes and followers (respectively) on each platform by the end of the 2023-24 school year. *It is important to note that algorithms are frequently adjusted by social media sites, which can impact measurable analytics. As such, in addition to total growth, the District will also track engagement and reach of its social media content in the aforementioned annual social media

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					report by utilizing cost-free analytics tools. The rate at which our audience is engaging with our content will remain a key focus.
Volume (and Value) of Marketing Content Produced	Promotional content produced for the District, school sites and programs. Increase of part-time communications department employee to full-time, with expansion of roles and responsibilities to include video content creation.	Increased hours of part-time communications employee with expanded responsibilities to include video creation.			Desired outcome includes having two full-time Communication Department team members to produce more content. This larger team will create, comprehensive and impactful marketing materials for each school site, programs & the District as a whole. There will also be a special focus on the promotion of the Dual Language Immersion Program, expected to open in the 2022-2023 school year, including the creation of unique marketing assets - including, but not limited to brochures, flyers, website creation, interest forms, social media

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					outreach campaigns, etc.
Parent and Family Engagement - Local indicator	"Standard Met" for "Parent and Family Engagement" as indicated and measured through the 2019-2020 CA Dashboard Local Indicator.	"Standard Met" for "Parent and Family Engagement" as indicated and measured through the 2021 CA Dashboard Local Indicator.			"Standard Met" for "Access to a Broad Course of Study" as indicated and measured through the 2023-2024 CA Dashboard Local Indicator.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Effective Communication and Increased Media Exposure	<p>CVUSD will provide effective communication and increased media exposure through the following actions/services:</p> <ul style="list-style-type: none"> Increase the District's exposure & positive top of mind in the community it serves through print, digital and social media. The District will utilize paid and cost-free strategies to increase exposure about its unique academic offerings and programs. This may include print advertisements with local news agencies, earned (free) media exposure, the use of free social media platforms, and targeted advertising opportunities available across social media platforms, at cost. Additionally, the District's Communication team will continue to create custom marketing and promotional pieces for the District, its schools and various programs. \$75,000 (0ADV). Establishment of a Communications / Marketing Committee comprised of representatives from each school site (reps may include parents, staff members, students, etc.). The Committee's work will focus on innovative communication, marketing, and the building of overall brand unity for the 	\$128,488.80	No

Action #	Title	Description	Total Funds	Contributing
		<p>District’s schools and programs. Of special focus will be reaching targeted populations with important information about the unique offerings on our campuses. Also of focus will be strategies for the successful, continued implementation of community engagement and two-way communication best practices. A subcommittee of this committee may also be created to focus on crisis communication and provide feedback from various educational partners .</p> <ul style="list-style-type: none"> • Expand the District’s current Web Content Specialist’s daily work hours from .60 FTE to 1.0 FTE to allow for a new job duty: video content creation. The additional work hours will be dedicated to the creation of video content for the District and its school sites. The creation of meaningful video content is a critical component to sharing information about our schools, programs, and the overall mission of the District. Paid through base funding. • The District will continue to deploy communication at regularly scheduled intervals to all educational partners (weekly and/or monthly). Communicating on a set schedule will aid in keeping educational partners informed on important District news and events. The District will continue to post important news and information to its websites/social media channels, and create new, dedicated webpages as needed. CVUSD will also determine students' preferred means of communication and how information can be most seamlessly delivered to them. • Crisis Communication Management: Provide immediate central and school-site communications support to administrators and key staff during emergencies and crises. Effectively communicate important information to all educational partners in a timely manner. Continue to adjust our crisis communication response tactics (including use of the Blackboard “all-call” communication system), as needed, 		

Action #	Title	Description	Total Funds	Contributing
		<p>based on best practices and feedback. Blackboard contract - \$53,488.80 (OCDE)</p> <ul style="list-style-type: none"> • Continue Communications Department internship program with CVUSD student interns. This is a mutually beneficial program - providing “real word experience” in the field of communication to students, while the District benefits from the exceptional talents of students. Expand student internship program to focus on specific areas of marketing (e.g. web design, photography/videography, writing). • Create an FAQ related to all Special Education and related services districtwide. (No cost) • Communicate information to the Board and the public regarding LCAP action and service implementation (No cost) • Maintain district's Diversity Equity and Inclusion webpage to include: confidential reporting, resources for educators and families, and on-going updates on actions/progress. • NEW 2022/23: Elementary social media managers identified at each school site to promote positive programs and events at schools. Social Media Managers will be trained and have a monthly, virtual Communications Committee meeting with the CVUSD communications team. • NEW 2022/23: Examine the content, duration, and title of the LCAP survey in order to increase completion and content making it more effective. • NEW 2022/23: Create a separate Communications Survey to create a baseline metric measuring the degree to which parents/guardians feel informed about the academic opportunities. 		

Action #	Title	Description	Total Funds	Contributing
3.2	Market and Expand Signature Programs	<p>Expand signature practices for all schools and encourage innovation. Increase choice opportunities for students and families. Market and expand the elementary Independent Home School Program (SHINE), Ladera STARS Academy, Open Classroom Leadership Magnet, Acacia School for Enriched Learning, Century Academy, Discover, and Conejo Elementary Dual Immersion Program for the 22/23 school year.</p> <ul style="list-style-type: none"> • Signature program marketing and advertising - \$55,000 (OADV) • Stipend for families participating in TK-12 SHINE program - \$125,000 (HOM) • Certificated salaries for TK-12 SHINE program - \$660,000 (HOM) • Materials and supplies for TK-12 SHINE program - \$5,000 (HOM) 	\$845,000.00	No
3.3	Increase Parent Engagement	<ul style="list-style-type: none"> • Increase opportunities for parents to more fully participate in the education of their children. Expand opportunities for the Newbury Park cluster. This service is principally directed at Foster Youth, English Learners, and Low Income student groups, K-12 within the Newbury Park cluster of schools. • Increase TK-12 parent engagement in all district advisory councils (DAC, DELAC, GATE-DAC, SEDAC). • Maintain district's LGBTQ+ Working Group to engage parents, community members, staff, and students in on-going efforts to better support LGBTQ+ students in CVUSD. 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Increase Parent Engagement - Principally Directed at Targeted Students	<p>Increase parent/family engagement principally directed at Foster Youth, English Learners, and Low Income student groups</p> <ul style="list-style-type: none"> Maintain effective Student Support Services support staff for outreach with Foster/McKinney-Vento parents/families - \$85,000 (0840) Materials and supplies for Student Support Services - \$25,000 (0840) Increase the number of parent nights for bilingual families to discuss the different school processes across the district. All schools with 21 ELs or more must have a functioning ELAC and participate in 5 ELAC meetings per year. - \$5,000 (0840) Broadcast districtwide shows and events on Channel 20. \$5,000 (036M) Maintain Director of Multilingual Learners to increase parent engagement and access to district information and resources through weekly outreach in the community. Continue engagement in all district advisory councils (DAC, DELAC, GATE-DAC, SEDAC, AADAC, LGBTQ+-DAC, SDAC) NEW 2022/23: Establish Assistant Director of Diversity, Equity and Inclusion to support and enhance DEI efforts throughout CVUSD. \$180,000 (Supplemental) NEW 2022/23: Hiring A-G Coordinator - Each comprehensive high school will add an A-G Coordinator to address the low A-G eligibility rates among our high school students and provide outreach and information to both high school and middle school families. Outreach will include presentations to 8th grade families, as well as high school students and families. 	\$534,089.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Title I and Title III actions/services:</p> <ul style="list-style-type: none"> • Maintain outreach assistants at all Title I sites (Acacia, Conejo, Glenwood, Ladera, Madrona, Maple, and Walnut), providing opportunities for parents to more fully participate in the education of their children. Classified Salaries - (0620) - \$110,553 • Maintain outreach specialist for Title I Parent and Family Engagement Program in order to coordinate support and services for all site outreach assistants, coordinate the Title I parent conference, and student tutoring program, and parent ESL classes. (0620) - \$74,536 • Continue to provide annual Title I parent conference for families that focuses on developing parent skills for supporting student academic achievement. (0620) - \$15,000 • Fund Project2Inspire program for English Learner families to increase their involvement and provide the information and skills to navigate the school system and thereby support the achievement of their students. \$34,000 (ONEL) 		
3.5	Celebrate Success of All Students	<p>CVUSD will celebrate the accomplishments and improvements of students through intentional recognition of student success:</p> <ul style="list-style-type: none"> • Showcase student programs and activities (no cost) • Post Secondary graduation event (no cost) • Implement incentive/recognition program for positive and improving student attendance (No cost) 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Celebrate Success of All Students - Principally Directed at Targeted Students	<p>CVUSD will celebrate the accomplishments and improvements of students through intentional recognition of student success principally directed at Foster Youth, English Learners, and Low Income student groups.</p> <ul style="list-style-type: none"> Showcase student programs and activities including Reclassification Celebration night (No cost) Recognition for Foster Youth upon completion of grade spans at 5th, 8th, and 12th grade (No cost) 	\$0.00	Yes
3.7	Develop a 4-Year Plan for All High School Students	<p>Develop a four-year plan for every 9th-12th grade student to include pathway to graduation, co-curricular participation, ongoing intervention tracking, Naviance exploration, and accomplishment of the College and Career Readiness Indicator as per the California Dashboard. Naviance cost is included in Goal 1.</p>	\$0.00	No
3.8	Caps and Gowns for Graduating Seniors - Principally Directed at Targeted Students	<p>Rent caps and gowns for graduating seniors to ensure all eligible graduating seniors are able to participate in graduation ceremonies. This action is principally directed to Foster Youth, English Learners, and Low Income student populations. 30,000 (OCG0)</p>	\$30,000.00	Yes
3.9	Develop Connections Between the District and Private, Home School, and Charter Programs	<p>Develop stronger connections between the District and area private, charter, and home schools through the creation of a liaison from both Instructional and Student Support Services.</p> <ul style="list-style-type: none"> Maintain Homeschool and Educational Programs Consultant position to serve as a liaison between CVUSD and local homeschool families and organizations - \$39,672 (base funding) Continue to provide information through webinars, flyers, social media, and website about TK-12 SHINE program. (no cost) 	\$39,672.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Continue to participate in community annual alternative education information night (no cost) 		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, CVUSD was able to make progress towards Goal 3. Some challenges included higher participation in alternative learning programs which resulted in additional costs, as well as the necessary adjustments to engaging both virtually and in-person with families due to the pandemic. Some successes included the creation of two new advisory councils and CVUSD's Dual Language Immersion school. Based on educational partner input, there will be changes to Goal 3's actions/services that include additional staffing to effectively engage with families.

Challenges implementing Goal 3 during the 2021-22 school year included:

- The expanded need for SHINE certificated staffing due to the increase number of students/families seeking alternatives to in-person learning due to the pandemic and the requirements of Assembly Bill 130 regarding independent studies.
- Adjusted the amount of time and meetings with LGBTQ+ Working Group given the addition of the LGBTQAC to engage parents, community members, staff and students in on-going efforts to better support LGBTQ+ students in CVUSD.
- Not all activities and celebrations were held in-person early into the school year, which may have impacted participation and engagement.

Successes implementing Goal 3 during the 2021-22 school year included:

- African American DAC (AADAC) and LGBTQ+ were added to the DEI website to maintain the district's Diversity, Equity and Inclusion work regarding confidential reporting, resources and on-going updates on actions/progress.
- Dual Language Immersion (DLI) was created with a dedicated, new DLI web landing page, direct mail tri fold sent via USPS to all households assigned to Conejo Elementary School, printed DLI postcards and banners and other resources with information about the DLI program and how to enroll students.
- An increase in the number of parent nights for bilingual families to discuss the different school processes across the district, NPHS Newcomer social worker and other school sites provided parent nights throughout the year. - Project 2Inspire parents graduates have also provided parent presentations.
- Ongoing promotion of information about SHINE on social media highlighting that CVUSD has a homeschool option in advertisement(s). SHINE continues to grow in enrollment and interest as an alternative educational option for CVUSD families.
- Project 2Inspire trained another group of parents this school year on topics ranging from educational technology to how the US school system works. They also worked with parents on how to get more involved in their child's education.

- By maintaining a full time bilingual psychologist, we have not been found to be disproportionate in over identifying English Learners in special education.

Instances in which a planned action was not implemented or differed substantially from how it was described in the adopted LCAP includes:

- Additional SHINE teachers and staffing were required due to the high number of students/families seeking alternatives to in-person learning due to the pandemic.
- The Family, Community and Equity Coordinator position was not created because the duties of this position were included in the creation of the Director of Multilingual Learners and Equity.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Significant material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, included:

- Certificated salaries for TK-12 SHINE program was budgeted for \$660,000 for the 2021-2022 school year. However, due to the pandemic and AB 130's requirement for LEAs to provide independent study, there was a material difference in more staffing and spending for TK-12 SHINE staffing, which was approximately \$250,000 over the anticipated budget.
- Stipends for families participating in the TK-12 SHINE program was budgeted for \$125,000 for the 2021-22 school year, however, enrollment in the SHINE program only required \$18,338.36 to be expended.
- The annual Title I parent conference for families that focuses on developing parent skills for supporting student academic achievement was budgeted for \$15,000 but had a material difference in less cost (approximately \$2,235.85) as a result of not holding the conference in-person but providing it through Zoom.
- Project2Inspire program for EL families was implemented but the cost was less than budgeted because the program was held virtually.
- The Newcomer Academy training was not implemented this year due to substitute coverage availability and changing program goals. A training plan has been developed and ready to be implemented the following school year 22-23.

An explanation of how effective the specific actions were in making progress toward the goal.

Effectiveness of an action or groups of actions can be measured through outcomes identified in the corresponding goal metric, as noted below:

- Social media followers continue to increase across the District Facebook, Twitter and Instagram demonstrating successful growth.
- Continue to engage with all educational partners via weekly, districtwide messages sent via text, email and app. At one point in January the weekly communications were switched to daily communications to keep up with important health and safety information related to COVID-19.

- Continue to strategically place online and print advertisements for CVUSD to engage with prospective educational partners and inform the broader community.
- Successfully launched the first high school internship program for the District’s Communications Department. Three high school 12th grade students completed a yearlong internship (students attended Westlake High, Thousand Oaks High and Newbury Park High).
- Successfully launched the District’s first Communications Committee comprised of parents and staff members. Meetings were held monthly. The composition of this Committee will be altered for the 22-23 School year to be comprised of each elementary school sites Social Media Managers (new roles).
- An increase in parent/guardian engagement on important issues and the LCAP increased as a result of CVUSD initiating AADAC and LGBTQ+AC during the 2021-2022 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes made to this goal, expected outcomes, metrics, or actions include:

- Annual survey of community members to assess effectiveness of District’s communication efforts
- Hiring of an Assistant Director of Diversity, Equity and Inclusion
- Removing the “Family, Community and Equity Coordinator” due to the creation of the “Director of Multilingual Learners and Equity” position created in 2021-2022
- Hiring an A-G Coordinator - Each comprehensive high school will add an A-G Coordinator to address the low A-G eligibility rates among our high school students and provide outreach and information to both high school and middle school families. Outreach will include presentations to 8th grade families, as well as high school students and families.
- Elementary social media managers identified at each school site to promote positive programs and events at schools. Social Media Managers will be trained and have a monthly, virtual Communications Committee meeting with the CVUSD communications team.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	<p>Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes. (School/Community Focused)</p> <p>This goal connects to four of the eight state priorities: (4), pupil achievement (5) pupil engagement (6) school climate (8), and other pupil outcomes.</p>

An explanation of why the LEA has developed this goal.

Data and educational partner feedback demonstrate the need to increase actions and services for all students in the area of their social-emotional well-being and mental health. Educational partners throughout the District including DAC and Student DAC, Principals and Board of Education meetings have reported a theme of concern regarding the increasing social-emotional and mental health needs of students. CVUSD is committed to providing the appropriate and necessary social-emotional and mental health support to students. CVUSD believes that providing this support is foundational to student academic success, and aligns to the California Department of Education's Whole Child approach for the LCFF. In order to achieve this goal, CVUSD will provide mental health support, social-emotional learning (SEL) lessons, student outreach support, professional development, and engage in ongoing data gathering and data analysis to monitor the needs of students.

Mental health support will be provided through a wellness program that serves middle and high school students while they are on campus through the provision of evidence-based mental health interventions. Additionally the BreakThrough student assistance program, will serve students and their families by identifying areas of need and resources. In addition, the Conejo Recreation Park District (CRPD) Youth Outreach Program will continue to provide outreach and support services for identified middle school students. School counselors, school psychologists, mental health clinicians, wellness counselors, intensive school-based therapists, and social workers provide a variety of social-emotional and mental health supports for students.

Social-emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible (healthy) decisions. SEL will continue to be provided in TK-8 through Sanford Harmony lessons (TK-5) and Second Step lessons (6-8). Students in grades 9-12 will receive support through the Wellness Counseling Program. Students in grade 6-12 will be administered a universal screener to assess and monitor areas of social emotional development. This data will be analyzed regularly to identify students who may be in need of additional support or intervention.

CVUSD understands the importance of a student's physical, social, and emotional health. SEL and mental health supports help students build important skills that promote their overall academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Total time all students access SEL lessons by end of school year; survey results from all students on their understanding of SEL strategies and use of the strategies	Varies by grade span: TK-5 = 45 min/month 6-8 = 0 minutes 9-12 = 0 min	TK-5: 97% of teachers report implementing SEL at least once a week. 6-8: 15-20 minutes a week of SEL lessons are provided through the delivery of Second Step. 9-12: 10-15 minutes a week of SEL lessons or activities are provided.			District-wide implementation of MTSS Tier 1, which includes consistent SEL teaching, modeling and reinforcement. Also, Elementary and MS school students participate in 60 minutes/week of SEL lessons; HS students participate in 45 minutes/week of SEL lessons All students can easily identify 5 skills/strategies to support them in peer relations, coping and self-advocacy; students demonstrate use of these skills
Some students access targeted SEL lessons via individual and/or small group intervention and demonstrate learned	Varies by grade span: TK-5 = approximately 100 students total 6-8 = approximately 25 students total	18% of TK-5 students, 13% of middle school students, and 15% of high school students have received individual or small			Increase access to general education targeted intervention as part of Tier 2 via creating small group and individual lessons

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
skills in the school setting.	9-12 = approximately 20 students total	group SEL intervention.			<p>and schedules that are ongoing - increase access to 30% of population (percent of population will not be a “cap” if student need is higher)</p> <p>All CVUSD students who express a social-emotional need report they are able to access their school counselor for meaningful support.</p>
Number of Wellness Centers at all five high school sites.	<p>Presently, physical space for the Wellness Centers have been identified and a few are furnished. Opening of Wellness Centers for student access will begin in August 2021.</p> <p>There are also no existing reports from high school students assessing whether or not their social emotional needs are being met in a timely manner through</p>	Wellness centers are open and operating at all five high schools.			<p>All five high schools maintain a Wellness Center to establish a safe and supportive environment for students throughout the school day to support and respond to any social-emotional needs</p> <p>High school students report that they are able to have their social emotional needs responded to, in a timely manner, via accessing wellness</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	services provided by the Wellness Center.				center services when in need.
Local Climate Survey - CA Dashboard Local Indicator	"Standard Met" for "Local Climate Survey" as indicated and measured through the 2023-2024 CA Dashboard Local Indicator.	"Standard Met" for "Local Climate Survey" as indicated and measured through the 2021 CA Dashboard Local Indicator.			"Standard Met" for "Local Climate Survey" as indicated and measured through the 2023-2024 CA Dashboard Local Indicator.
Number of districtwide presentations provided to parents/guardians	During the 2021-2022 school year, 7 presentations were provided through BreakThrough, Student Services, or Instructional Services	New metric for 2022-23 LCAP			A presentation or informational event on wellness will be provided once a month districtwide
Number of wellness presentations provided to students	Baseline data will be collected in the 2022-2023 school year.	New metric for the 2022-23 LCAP			Outcome will be determined once baseline measure is identified
Students feeling safe at school	Grades 7 and 11 students reporting feeling safe at school per the biennial CHKS survey. *Baseline data will be available after CHKS is next administered in Fall 2021*	The California Healthy Kids Survey was administered during Spring 2022; however, the results have not yet been released. Once released, this metric will be updated on the LCAP document available on the www.conejousd.org/LCAP website.			The grade 7 and grade 11 CHKS survey data regarding students feeling safe in school will increase by at least 1% each time the survey is administered and then maintain at 98% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in good repair	In 2021-2022, all facilities were noted in good repair using the Facilities Inspection Tool (FIT)	New metric for the 2022-2023 school year.			All facilities were noted in good repair using the Facilities Inspection Tool (FIT)

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	BreakThrough Student Assistance Program - Principally Directed at Targeted Students	<p>The Breakthrough Student Assistance Program helps students and their families, who are predominantly Foster Youth, English Learners, and Low Income students, navigate their way through the school system safely and successfully. Breakthrough welcomes any student, Kindergarten through 12th grade, and his/her family in the Conejo Valley Unified School District. Students and/or parents can self-refer to the program or be referred by concerned administrators, staff members, parents, or friends. This action is principally directed at meeting the social-emotional needs of Foster Youth, English Learners, and Low Income students.</p> <ul style="list-style-type: none"> 1.6 FTE Counselors for BreakThrough Program and coverage at schools depending on the number o BreakThrough requests and needs. BreakThrough support staff - \$360,000 (0000) Implementation and facilitation of BreakThrough Program evening events - \$2,500 (0000) 	\$362,500.00	Yes
4.2	Youth Outreach Program - Principally Directed at Targeted Students	Conejo Recreation Park District (CRPD) Youth Outreach Program agreement with the City of Thousand Oaks and CRPD for outreach and support services principally directed at meeting the social-	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		emotional needs of Foster Youth, English Learners, and Low Income students - \$100,000 (0YW0)		
4.4	Support, Train & Monitor SEL - Principally Directed at Targeted Students	<p>Addressing the social-emotional and mental health needs of our Foster Youth, English Learners, and Low Income students is a priority. CVUSD understands the need for continued focus and emphasis on SEL as we transition to a full day of in-person instruction. SEL improves academic outcomes, classroom behavior resulting in increased academic engagement, and SEL is strong investment in the lives of children including decreases in school dropout rates, substance use, teen pregnancy and mental health issues</p> <ul style="list-style-type: none"> • Provide ongoing social emotional learning opportunities to Newcomer Academy English Learner students- Maintain a full-time bilingual school psychologist to serve and support students. 1 FTE - \$145,000 (0000) • Maintain four (4) School Psychologist interns to serve and support students. (15k stipend each) - \$60,000 (0260) • Maintain a Mental Health Clinician to serve and support Foster Youth, English Learners, and Low Income students - \$115,000 (0260) • Hire 2 part time Intensive School Based Therapist (ISBT) to serve and support Foster Youth, English Learners, and Low Income students. 2.0 FTE \$40,000 (0260) • Hire one additional Title I Social Worker and maintain one Title 1 Social Worker for Title I schools to provide mental health support to Foster Youth, English Learners, and Low Income students - \$240,000 (0620) 	\$600,000.00	Yes
4.5	Train, Implement, & Monitor SEL	Addressing the social-emotional and mental health needs of our students is a priority for CVUSD. CVUSD understands the need for continued focus and emphasis on SEL. SEL improves academic outcomes, classroom behavior resulting in increased academic	\$1,006,842.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>engagement, and SEL is an investment in the lives of children including decreases in school dropout rates, substance use, teen pregnancy and mental health issues.</p> <ul style="list-style-type: none"> • Staff employ SEL lessons to all CVUSD students TK-12 at least 30 minutes/week for the 21/22 school year, 45 minutes/week for the 22/23 school year, and 60 minutes/week for TK-8 and 45 minutes/week for high school for the 23/24 school year. In addition, create and deploy a survey to assess students understanding of SEL strategies and use of the strategies. No cost. • Create Wellness Centers at all five HS sites to establish a safe and supportive environment for students throughout the school day to support and respond to any social-emotional needs. Design an assessment tool to measure whether or not their social emotional needs are being met in a timely manner through services provided by the Wellness Center. Paid through grant funds. • Increase access to ongoing general education targeted intervention via creating small group and individual lessons - increase access to 15% of population for the 21/22 school year, 20% for the 22/23 school year, and 30% for the 23/24 school year (percent of population will not be a “cap” if student need is higher). Paid through grant funds. • Provide inclusion specialist services to support school sites with inclusive opportunities for students with IEPs, but specific to students in specialized programs (No cost) • Provide explicit social-emotional learning instruction to middle school students using Second Step curriculum • Implement Sanford Harmony SEL lessons provided by school counselors and on-going professional learning in trauma-informed care to elementary teachers (No cost) 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Initiate restorative justice practices with students, staff, and families when addressing harm in a learning community. Provide on-going training to school administrators (No cost) • Fulcrum/Stand Proud program implementation for all 5th grade students focused on developing character skills as part of a year long social-emotional Learning (SEL) program in conjunction with school counselors and teachers.(\$150,000) (OFSP) • Implementation of Tier 1 site level supports such as Wellness Wednesdays, student universal screener, and other measures implemented to track and monitor the social-emotional wellbeing of students (No cost) • Continue to fund 5 elementary counselors to provide students with ongoing mental health support \$698,842 (OELM salaries), \$8,000 (OELM materials & supplies), \$150,000 (OELM) Services And Other Operating Expenditures) • Maintain SEL Task Force for elementary and secondary grade-spans consisting of school and district staff to facilitate and monitor implementation of SEL • NEW 2022/23: Over the course of four years, CVUSD will increase allocation of, and funding for, mental health associates and mental health clinicians in order to provide direct mental health services to students. This staffing increase is in regards to DIS counseling on a student's IEP. • NEW 2022/23: Expand Wellness Centers to all middle schools. Paid through grant funds. • NEW 2022/23: Existing facilities will be renovated to increase the number of confidential spaces to provide secondary wellness and mental health services. 		

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, CVUSD focused on Social Emotional Learning for students through all 3 Tiers: School and classroom level SEL, Individual and Small Group Counseling with School Counselors and Individual and Small group Counseling with Mental Health Clinicians. Social Emotional Learning programs Sanford Harmony (elementary) and Second Step (middle school) were utilized by classroom teachers and school counselors. High school counselors are creating their own library of classroom lessons based on monthly themes for SEL.

Challenges implementing Goal 4 during the 2021-22 school year included:

- Hiring positions that were budgeted for with qualified staff, such as a second elementary social worker, school psychologist interns and inclusion specialist. Some positions were able to be filled mid-year and others still remain vacant.
- Student engagement with Second Step has been a challenge due to the video based delivery format.
- Restorative Justice practices are in the early stages of implementation, beginning with middle school this year.

Successes implementing Goal 4 during the 2021-22 school year included:

- All school sites have implemented the Tier 1 Second Step lessons. Counselors have provided lesson videos to the general and special education teachers have shown the videos to their classes.
- All five elementary counselors have provided monthly SEL slide decks for teachers to use to teach Tier 1 SEL in their classrooms. These slide decks contain videos, read alouds, community circle topics, buddy activities, and class activities as well as reminders for teachers about Everyday Practices for SEL.
- All 5th graders have experienced the Stand Proud Ranch Day and Ropes Course and then had a follow up site visit with Fulcrum. The last site visits will occur on May 26, 2022.
- 2,930 elementary students have received SEL support including some classroom lessons, and individual or small group counseling. This is approximately 46% of all elementary students.
- Middle School Assistant Principals and Deans have attended three training sessions for restorative practices and have begun implementation.
- Breakthrough - Breakthrough counselors have completed 197 family interviews using the Brief Risk Reduction Interview and Intervention Model as of 5/13/22. There have been a total of seven parent presentations with title ranging from Tips for a Successful Return to School, Talking with Your Child about Diversity and Identity, and Vaping and Marijuana: What You Need to Know.
- The mental health clinician has overseen wellness centers at all of the high schools and supervises 13 wellness counselors and 4 mental health clinicians. As of 3/30/22 wellness centers have served 1868 high school students who attended SEL lessons, 1100

high students attended mental health related workshops, 6,698 high school students who received support through drop in services and 695 students who received ongoing individual counseling.

Instances in which a planned action was not implemented or differed substantively from how it was described in the adopted LCAP includes:

- Only 1 of 4 school psych interns was hired due to the low number of applicants seeking the position.
- Only 1 of the 2 budgeted bilingual social workers was hired in the 2021-22 school year due to the low number of applicants seeking the position.

Inclusion specialist/TOSA was hired this school year but the candidate was unable to relocate from out of state and began the position in January 2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Significant material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, included:

- Allocated funds were not spent to identify and coordinate student procedure schedules, substitute LVN procedures, training of staff, and assist with the management of caseloads of the other District nurses. These actions did occur but during the staff's regular work schedule and therefore no additional funds were needed to pay for additional time.
- Inclusion specialist/TOSA was hired this school year but the candidate was unable to relocate from out of state and began the position in January 2022.

An explanation of how effective the specific actions were in making progress toward the goal.

Effectiveness of an action or groups of actions can be measured through outcomes identified in the corresponding goal metric, as noted below:

- Both Tier 1 and Tier 2 metrics demonstrate an increasing number of students receiving social emotional learning and supports while in school. This can be attributed a group of specific actions that include: delivering SEL lessons/activities, administering SEL screeners to secondary students, and training staff on SEL practices.
- The hiring of elementary counselors, participation in Fulcrum/Stand Proud, on-going training with Sanford Harmony SEL lessons, and hiring of Title I Social Worker all positively impact elementary students as evidenced by the LCAP survey noting that 96% of elementary students feel their teachers care about them, and 89% of elementary students said they knew who to go to at school if they have a problem.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes made to this goal, expected outcomes, metrics, or actions include:

- Additional metric for the number of # of wellness presentations given to students by school counselors and mental health staff
- Additional metric for the number of districtwide presentations/webinars provided to CVUSD parents/guardians
- Wellness Centers will expand to CVUSD middle schools
- Existing facilities will be renovated to increase the number of confidential spaces to provide secondary wellness and mental health services.
- Maintain SEL Task Force for elementary and secondary grade-spans consisting of school and district staff to facilitate and monitor implementation of SEL
- Identify and implement a multi-year plan to increase wellness and and mental health services and staffing
- Provide ongoing social emotional learning opportunities to Newcomer Academy students

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
8,556,458	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.13%	0.00%	\$0.00	5.13%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

CVUSD'S 2022-2023 LCAP includes principally directed actions and services to increase and/or improve services for our Foster Youth, English Learners and Low Income Students. Supplemental funds are used to support and direct actions/services that provide direct support to these students, as well as school-wide or district-wide supports that principally target the learning needs of Foster Youth, English Learners and Low Income Students. For each LCAP action provided, CVUSD provides complementary actions that are directed at serving the needs of Foster Youth, English Learners and Low Income Students. These actions are designed to increase levels of academic and social-emotional support. CVUSD analyzed the needs of our Foster Youth, English Learners and Low Income Students by reviewing academic, engagement, suspension, and attendance data, and college & career. Based on the analysis of the California Dashboard indicators there were identified needs for each of the student groups.

Actions that directly meet the needs and goals of Foster Youth, English Learners and Low Income Students include:

GOAL 1, ACTION 1: Increase Student Achievement - Principally Directed at Targeted Students

GOAL 2, ACTION 2: Hire and Retain Highly Qualified Staff - Principally Directed at Targeted Students

GOAL 2, ACTION 4: Effective Professional Learning Opportunities - Principally Directed at Targeted Students

GOAL 3, ACTION 4: Increase Parent Engagement - Principally Directed at Targeted Students

GOAL 3, ACTION 6: Celebrate Success of All Students - Principally Directed at Targeted Students

GOAL 3, ACTION 8: Caps and Gowns for Graduating Seniors - Principally Directed at Targeted Students

GOAL 4, ACTION 1: BreakThrough Student Assistance Program - Principally Directed at Targeted Students

GOAL 4, ACTION 2: Youth Outreach Program - Principally Directed at Targeted Students

GOAL 4, ACTION 3: Support, Train & Monitor SEL - Principally Directed at Targeted Students

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

CVUSD continues to keep comprehensive support for all identified student groups a priority, using supplemental grants to implement and support academic, social-emotional, and parent outreach programs and services at all school sites. These services are principally directed for Foster Youth, English Learners and Low Income Students, and those that may benefit from intervention programs and opportunities available throughout the District. CVUSD has developed research-based, best instructional practices frameworks and models to guide site development of academic, social-emotional, and parent outreach programs and services for Foster Youth, English Learners and Low Income Students, including Universal Design for Learning, CASEL competencies, and the California Department of Education Family Engagement Framework.

The District believes the use of researched-based intervention programs to support the academic and social-emotional development of

Foster Youth, English Learners and Low Income Students is the most effective use of these funds. Academic specialists will be employed at elementary sites to provide students with evidenced-based support in small groups, or individually, based on student need. At the secondary level, students will be provided with before and after school tutoring, credit recovery, and additional interventions. The following software platforms will be utilized to augment great first instruction or as an additional layer of academic support: iLit, Smarty Ants, Imagine Learning, and Achieve 3000 for English Learners as well as Lexia, and IXL ELA and Math.

When developing enrollment procedures, CVUSD provides all information in both English and Spanish, and creates paper packets in addition to online procedures in the event that access to the online portal may present challenges to any family. Furthermore, CVUSD conducts home visits on a regular basis to provide enrollment information and help families complete the process as needed.

In order to improve outcomes for Foster Youth and Low Income Students, CVUSD provides staff with targeted professional learning designed around an understanding that all job responsibilities are structured to support positive student outcomes. This is consistent with LCFF Priority 10 Statement of Model Practices to, "Provide information and support to LEAs regarding the unique educational needs of foster youth through professional development and technical assistance " (California Department of Education, 2020-a, para 2). For CVUSD, this includes quarterly training with the school site Foster and McKinney-Vento Liaisons to break down barriers to access, as well as to provide additional resources and support as needed by individual students or families. During each meeting, student data is reviewed, followed by discussions regarding available resources to support students and families. Additionally, the Foster and McKinney-Vento Liaison training includes a regular review of the law and our collective role in supporting positive student outcomes and success. Training will help liaisons at each school site fully understand the rights and responsibilities that the law provides for these students. This will help foster youth and McKinney-Vento students have immediate access to enroll, transfer of credits and the possibility of reduction in graduation requirements. By working with the county and our community partners CVUSD is able to support school site liaisons in identifying the best resources for each student. Having a Family, Community and Equity Coordinator further enables CVUSD to reach more of our low-income families. This position focuses on working with our community partners to make sure our low-income families are receiving the support and guidance they need. Ongoing training will also be provided to Title I outreach assistants and principals on effective practices for engaging parents and families.

As part of increasing our services to Foster Youth, English Learners and Low Income Students, CVUSD will maintain a Director of Multilingual Learners and Assistant Director of Diversity, Equity and Inclusion. Weekly outreach in the community within CVUSD will occur in order to engage with and provide resources to our low-income students and their families. This will provide more families the opportunity to connect with a bilingual District representative who is able to help families navigate the school system and to directly provide access to resources in their own setting. Parent and family outreach efforts at elementary Title I sites are guided by the Parent and Family Engagement Plan that outlines guidelines, expectations, and practices for parent and family engagement. Outreach assistants and the Title I Outreach Program will provide families with technology support, ESL classes, parent workshops, and student tutoring. Similarly, all elementary, middle, and high school sites will provide parent and family outreach to support Foster Youth, English Learners and Low Income Students, ensuring it is linguistically accessible, provides parents and families with resources, and ensures meaningful engagement as supported by the LCFF Priority 3 Statement of Model Practices (California Department of Education, 2020-b, para 1).

In order to improve services to our English learners, students will be provided explicit learning acceleration opportunities in the areas of ELA, EL and Mathematics. Families and students will be encouraged to participate in the additional learning opportunities in various forms above

and beyond the instructional day, which will also include intentionality in augmenting Designated and Integrated ELD instruction across content. In 2022-2023, CVUSD will have increased Bilingual liaison staff and bilingual paraprofessionals support to ensure the families benefit from the opportunities that are being targeted to accelerate learning by providing increased services for English Learners during and after the instructional day. The newly adopted ELA/ELD K-5th curriculum will provide a rigorous and targeted instruction in Designated and Integrated ELD across content areas. In addition, content specialists and bilingual staff will be strategically assigned to further support students in the classroom. Specialized language, literacy and math learning platforms will be infused during the instructional day to support student outcomes, specifically in English proficiency and academic language. In the middle school years, English Learners will have the opportunity to attend literacy acceleration opportunities to ensure English proficiency and literacy in English is supported for any potential learning loss. High school students will also benefit from the new and specialized service in the Newcomer Academy in one centralized location. Our newly arrived English Learners at the emerging stage of language acquisition will be provided the opportunity to attend a concentrated High School program, including social emotional support for acclimation as well as customized instructional support. Transportation will be available for all CVUSD qualifying students. In addition, at the elementary level, the creation of a dual language program at Conejo Elementary will offer the opportunity for students to develop bilingualism, biliteracy, and multiculturalism in TK-5. These services for English learners are aligned to 4 principles in the California EL Roadmap: Assets Oriented & Need Responsive Schools, Intellectual Quality of Instruction & Meaningful Access, System Conditions that Support Effectiveness, Alignment & Articulation within and across Systems (California Department of Education, 2017).

References:

California Department of Education (CDE). (2017). California English learner roadmap: Strengthening comprehensive educational policies, programs, and practices for English learners. <https://www.cde.ca.gov/sp/el/rm/>

California Department of Education (2020-a). LCFF Priority Statement of Model Practices. <https://www.cde.ca.gov/eo/in/lcff-pri10-practices.asp>

California Department of Education (2020-b). LCFF Priority Statement of Model Practices. <https://www.cde.ca.gov/eo/in/lcff-pri3-practices.asp>

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

CVUSD did not receive a concentration grant or the concentration grant-add on based percent of students who are low-income, English learners, and/or foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$21,526,006.60		\$1,800,000.00	\$1,743,984.73	\$25,069,991.33	\$18,314,869.23	\$6,755,122.10

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increase Student Achievement - Principally Directed at Targeted Students	English Learners Foster Youth Low Income	\$7,552,239.00			\$1,152,395.73	\$8,704,634.73
1	1.2	ELA/ELD, Increase Achievement	All Students with Disabilities	\$543,613.00				\$543,613.00
1	1.3	Mathematics, Increase Achievement	All Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.4	Science and Health, Increase Achievement	All Students with Disabilities	\$66,903.80				\$66,903.80
1	1.5	History/Social Science, Increase Achievement	All Students with Disabilities	\$368,533.00				\$368,533.00
1	1.6	Intervention and Enrichment Opportunities	All Students with Disabilities	\$2,953,196.00				\$2,953,196.00
1	1.7	Assessment Program	All Students with Disabilities	\$213,404.00				\$213,404.00
1	1.8	Instructional and Operational Costs	All Students with Disabilities	\$1,000,000.00		\$1,800,000.00		\$2,800,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Inclusion (NEW to 2022-23 LCAP)	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.10	UC A-G Completion (New to 2022-23 LCAP)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	Hire and Retain Highly Qualified Staff	All Students with Disabilities	\$4,890,122.00				\$4,890,122.00
2	2.2	Hire and Retain Highly Qualified Staff - Principally Directed at Targeted Students	English Learners Foster Youth Low Income	\$409,493.00				\$409,493.00
2	2.3	Effective Professional Learning Opportunities	All Students with Disabilities	\$196,000.00			\$117,500.00	\$313,500.00
2	2.4	Effective Professional Learning Opportunities - Principally Directed at Targeted Students	English Learners Foster Youth Low Income	\$160,000.00				\$160,000.00
3	3.1	Effective Communication and Increased Media Exposure	All Students with Disabilities	\$128,488.80				\$128,488.80
3	3.2	Market and Expand Signature Programs	All Students with Disabilities	\$845,000.00				\$845,000.00
3	3.3	Increase Parent Engagement	All Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.4	Increase Parent Engagement - Principally Directed at Targeted Students	English Learners Foster Youth Low Income	\$300,000.00			\$234,089.00	\$534,089.00
3	3.5	Celebrate Success of All Students	All Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.6	Celebrate Success of All Students -	English Learners Foster Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Principally Directed at Targeted Students						
3	3.7	Develop a 4-Year Plan for All High School Students	All Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.8	Caps and Gowns for Graduating Seniors - Principally Directed at Targeted Students	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
3	3.9	Develop Connections Between the District and Private, Home School, and Charter Programs	All	\$39,672.00				\$39,672.00
4	4.1	BreakThrough Student Assistance Program - Principally Directed at Targeted Students	English Learners Foster Youth Low Income	\$362,500.00				\$362,500.00
4	4.2	Youth Outreach Program - Principally Directed at Targeted Students	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
4	4.4	Support, Train & Monitor SEL - Principally Directed at Targeted Students	English Learners Foster Youth Low Income	\$360,000.00			\$240,000.00	\$600,000.00
4	4.5	Train, Implement, & Monitor SEL	All Students with Disabilities	\$1,006,842.00				\$1,006,842.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
166,938,845	8,556,458	5.13%	0.00%	5.13%	\$9,274,232.00	0.00%	5.56 %	Total:	\$9,274,232.00
								LEA-wide Total:	\$9,274,232.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Increase Student Achievement - Principally Directed at Targeted Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,552,239.00	
2	2.2	Hire and Retain Highly Qualified Staff - Principally Directed at Targeted Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$409,493.00	
2	2.4	Effective Professional Learning Opportunities - Principally Directed at Targeted Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	
3	3.4	Increase Parent Engagement - Principally Directed at Targeted Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
3	3.6	Celebrate Success of All Students - Principally	Yes	LEA-wide	English Learners Foster Youth		\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Directed at Targeted Students						
3	3.8	Caps and Gowns for Graduating Seniors - Principally Directed at Targeted Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
4	4.1	BreakThrough Student Assistance Program - Principally Directed at Targeted Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$362,500.00	
4	4.2	Youth Outreach Program - Principally Directed at Targeted Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
4	4.4	Support, Train & Monitor SEL - Principally Directed at Targeted Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$360,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$26,641,833.85	\$26,083,901.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Increase Student Achievement - Principally Directed at Targeted Students	Yes	\$8,580,094.73	\$9,909,267.00
1	1.2	ELA/ELD, Increase Achievement	No	\$550,469.41	\$568,679.00
1	1.3	Mathematics, Increase Achievement	No	\$50,000.00	\$12,389.00
1	1.4	Science and Health, Increase Achievement	No	\$66,914.00	\$57,205.00
1	1.5	History/Social Science, Increase Achievement	No	\$392,920.91	\$365,534.00
1	1.6	Intervention and Enrichment Opportunities	No	\$4,480,186.00	\$2,712,063.00
1	1.7	Assessment Program	No	\$216,404.00	\$176,613.00
1	1.8	Instructional and Operational Costs	No	\$2,800,000.00	\$2,800,000.00
2	2.1	Hire and Retain Highly Qualified Staff	No	\$4,979,760.00	\$4,963,315.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Hire and Retain Highly Qualified Staff - Principally Directed at Targeted Students	Yes	\$409,493.00	\$409,493.00.00
2	2.3	Effective Professional Learning Opportunities	No	\$413,000.00	\$310,596.00
2	2.4	Effective Professional Learning Opportunities - Principally Directed at Targeted Students	Yes	\$150,000.00	\$50,000.00
3	3.1	Effective Communication and Increased Media Exposure	No	\$128,488.80	\$128,489.00
3	3.2	Market and Expand Signature Programs	No	\$845,000.00	\$1,061,938.00
3	3.3	Increase Parent Engagement	No		
3	3.4	Increase Parent Engagement - Principally Directed at Targeted Students	Yes	\$434,089	\$434,089.00
3	3.5	Celebrate Success of All Students	No		
3	3.6	Celebrate Success of All Students - Principally Directed at Targeted Students	Yes		
3	3.7	Develop a 4-Year Plan for All High School Students	No		
3	3.8	Caps and Gowns for Graduating Seniors - Principally Directed at Targeted Students	Yes	\$30,000.00	\$30,000.00
3	3.9	Develop Connections Between the District and Private, Home School, and Charter Programs	No	\$39,672.00	\$39,672.00
4	4.1	BreakThrough Student Assistance Program - Principally Directed at Targeted Students	Yes	\$362,500.00	\$362,094.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Youth Outreach Program - Principally Directed at Targeted Students	Yes	\$100,000.00	\$100,000.00
4	4.4	Support, Train & Monitor SEL - Principally Directed at Targeted Students	Yes	\$600,000.00	\$585,623.00
4	4.5	Train, Implement, & Monitor SEL	No	\$1,012,842.00	\$1,006,842.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$8,509,806	\$9,039,692.00	\$10,542,310.00	(\$1,502,618.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increase Student Achievement - Principally Directed at Targeted Students	Yes	\$7,427,699.00	\$9,030,317.00		
2	2.2	Hire and Retain Highly Qualified Staff - Principally Directed at Targeted Students	Yes	\$409,493.00	\$409,493.00		
2	2.4	Effective Professional Learning Opportunities - Principally Directed at Targeted Students	Yes	\$150,000.00	\$50,000.00		
3	3.4	Increase Parent Engagement - Principally Directed at Targeted Students	Yes	\$200,000.00	\$200,000.00		
3	3.6	Celebrate Success of All Students - Principally Directed at Targeted Students	Yes				
3	3.8	Caps and Gowns for Graduating Seniors - Principally Directed at Targeted Students	Yes	\$30,000.00	\$30,000.00		
4	4.1	BreakThrough Student Assistance Program - Principally Directed at Targeted Students	Yes	\$362,500.00	\$362,500.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.2	Youth Outreach Program - Principally Directed at Targeted Students	Yes	\$100,000.00	\$100,000.00		
4	4.4	Support, Train & Monitor SEL - Principally Directed at Targeted Students	Yes	\$360,000.00	\$360,000.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$161,109,558	\$8,509,806		5.28%	\$10,542,310.00	0.00%	6.54%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Conejo Valley Unified School District



The Conejo Valley Unified School District (CVUSD) believes ALL students deserve an exceptional educational experience filled with opportunity and choices.

At CVUSD, we have the right fit for every family and we believe each child has unique gifts to discover.

Our schools are positive, safe and inviting learning environments.

We believe in a partnership between the community, parents, students and faculty.

To ensure ideal academic outcomes for our students, we use teamwork, relationship building, trust and accountability to lead the way into a bright future, together.

CVUSD FORWARD

Newbury Park - Thousand Oaks - Westlake Village



17

Elementary Schools
(Including **FOUR** Magnet Schools)

1

K-8 School

4

Middle Schools

4

High Schools
(three traditional & one continuation high school)

1

Online Hybrid School
(Grades 6-12)

1

Home School Program
(Grades TK-12)

World Class Academics • Safe Schools • Engaging Student Activities

our schools: SAFETY, QUALITY & COMFORT



While teachers are the heart of education physical surroundings also provide support. Our schools are equipped with safe, well-equipped, and comfortable classrooms. Thanks to the passage of Measure I, a \$197M school facilities bond, CVUSD continues to modernize its facilities to provide state-of-the-art learning experiences to meet the needs of the families served.

four DISTRICT GOALS

goal ONE: Implement targeted actions and services that support positive student outcomes. *(Student focused)*



goal TWO: Ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes. *(Internal focused)*



goal THREE: Provide communication and targeted outreach that informs the community of programs & opportunities that support positive student outcomes. *(Community focused)*

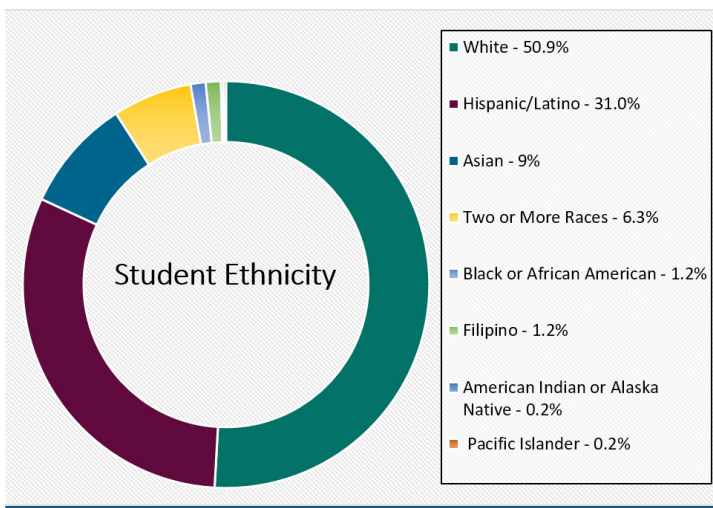


goal FOUR: Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes. *(Student and school focused)*



our STUDENTS

CVUSD has a history of academic excellence. We are proud of the overall achievement of all of our students, and we hold strong to our commitment that every child matters.



STUDENTS WITH DIVERSE NEEDS

11.2%
Receive Special Education Services

12.3%
Receive English Learner Services

22.0%
Receive Free or Reduced Meals