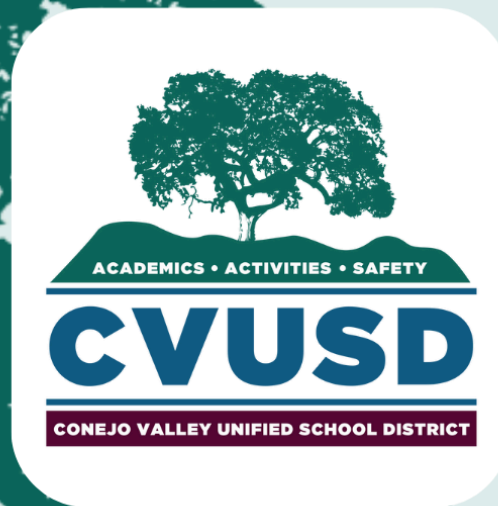
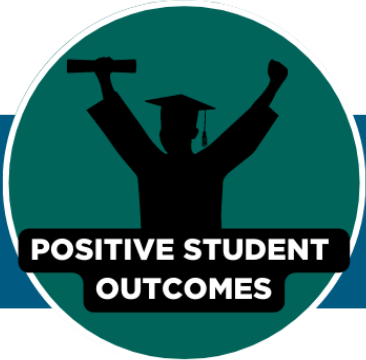


Board of Education Study Session

**A 2023–2024 SCHOOL YEAR
UPDATE ON DISTRICT GOALS**



Feedback to District Goals from 5-27-21, 4-5-22 and 5-5-23 Board Study Sessions



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

ADDITIONAL GOAL 1 METRICS

Metric	Baseline	Desired Outcome for 2023-24	Progress To Date (2023-24)
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.	The number of core literature books written by an author and protagonist which represents diversity will increase by a minimum of one (1) new title at middle school and a minimum of one (1) new title at the high school. Each year, secondary students will have the opportunity to read at least one core literature book that represents diversity.	2 additional core literature titles were adopted on February 21, 2024 - <i>Almost American Girl</i> by Robin Ha (8th Grade), and <i>Overground Railroad</i> by Candacy Taylor (11th Grade). In total 7 new middle school and 10 new high school titles have been added since 2020-21 that feature an underrepresented protagonist and author.
Secondary schools grade distribution to measure the implementation of a consistent grading policy.	2018-19 Trimester 1(MS) and Semester 1 (HS) Grade Distribution results: Middle School:	Increase the number of passing marks (C or better), by 2%.	2023-24, Semester 1 Grade Distribution results: Middle School: A = 53.1%, B = 26%, C =

	<p>A = 52.5%, B = 28.9%, C = 11.2%, D = 4.8%, F = 2.7%</p> <p>High School: A = 52.0%, B = 27.0%, C = 13.0%, D = 5.1%, F = 2.9%</p>		<p>12.7%, D = 5.3%, F = 2.9%. Reduction of 1.6% D or F from last year.</p> <p>High School: A = 54.7%, B = 23.6%, C = 13.2%, D = 5%, F = 3.6%. Reduction of 1.4% D or F from last year.</p>
UC A-G Completion Rates (New Metric for the 2022-23 LCAP)	<p>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) English Learners -8.6%(6) Low-Income -26.4%(200) Students with Disabilities -36.4%(23) McKinney Vento -14.8%(8)</p>	<p>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% English Learners - 28.6% Low-Income - 46.4% Students with Disabilities - 56.4% McKinney Vento - 34.8%</p>	<p>Most recent 2022-2023 data of percent of students meetings A-G requirements: All - 65.18% Asian - 76.50%, Black/African American - 58.82% Hispanic - 40.35% White - 74.04% Two or More Races - 71.6% English Learners - 1.27% Low-Income - 38.19% Students with Disabilities - 10.46% McKinney Vento - 4.55%</p>
Least Restrictive Environment (New Metric for the 2022-23 LCAP)	<p>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%</p>	<p>State provided target of 67% overall of Students with Disabilities accessing the general education setting 80% or more of the school day.</p>	<p>As of February 2024, the percent of Students with Disabilities accessing the general education setting for 80% of more of the day Overall = 53.4% (PK to Post-Secondary) TK - 5 = 74.4% 6 - 8 = 43.8% 9 - 12 = 40.2%</p>

ADDITIONAL GOAL 1 ACTIONS/SERVICES

LCAP Location	Additional Descriptions	Progress To Date (2023-24)
1.2	Increase the number of diverse authors and stories represented in the secondary core literature lists. Adjust, if needed, the structure of existing core literature lists to ensure that each year secondary students have at least one opportunity to 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.	<p>2 additional core literature titles were adopted on February 21, 2024 - Almost American Girl by Robin Ha (8th Grade), and Overground Railroad by Candacy Taylor (11th Grade). In total 7 new middle school and 10 new high school titles have been added since 2020-21 that feature an underrepresented protagonist and author.</p> <p>All secondary ELA, ELD, and SAI teachers who teach English, will complete 2 full days of training with UCLA Center X “De-Normalizing Literature”. Unit planning and collaboration will continue for new and existing core literature titles.</p>
1.4	Update the existing Human Growth and Development instruction for Grades 4, 5, and 6.	Adopted new materials and participation structure during the December 14, 2021 Board of Education Meeting.
1.5	Adopt core curriculum and/or create consistent supplemental materials consistent with the Fair Education Act (2012) in K-12 history/social science curriculum, including the creation of a high school Ethnic Studies class to begin Fall 2022/23 school year.	Ethnic Studies student enrollment and number of courses at each high school site have increased over the past year, including a section at Conejo Valley HS. Teachers trained at a week-long conference hosted by UC Santa Barbara. Teacher release for collaboration days continues as they meet monthly to discuss curriculum and plan. 1Shine partnership and consultation is also occurring 1x per month for Curriculum development. Current Ethnic Studies teachers participated in training throughout the year through VCOE. Ethnic Studies teachers presented updates to the Student District Advisory Council (SDAC).
1.9	<p>Inclusion (NEW to 2022-23 LCAP)</p> <p>Provide evidence-based approaches to increase the inclusion of Students with Disabilities into to the general</p>	

	<p>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) 	<p>All professional learning opportunities for teachers are tied to UDL, including social, emotional and academic areas. UDL TOSA visits school sites to discuss individual site needs related to UDL. UDL TOSA engages in monthly EduProtocols PLC with Tech TOSA. Professional Learning on Inclusive Instructional Practices implemented at several schools sites monthly Staff Meeting. Ensuring Technology Accessibility training provided. Planned observations and learning walks in March for co-teaching pairs.</p> <p>Multiple professional learning opportunities have been provided by CVUSD as well as staff trained through outside opportunities (i.e. SELPA) from August through the present date. Topics presented thus far include: Science of Reading trainings; Eduprotocols monthly PLCs; Zooming Ahead on Inclusive Practices with Katie Novack and Shelley Moore; Instructional Strategies (Presuming Competence); Inclusive Instructional Practices; Tiered Supports in the Classroom; Co-Teaching trainings; Co-Teaching handbook training; development of a Co-Teaching sub committee; Non-Violent Crisis intervention trainings with administrators, teachers, and paraeducators; Classroom Behavior Support Strategies for paraeducators; BCBA trainings for Mental Health Providers on supporting Students with Disabilities in the counseling setting; Induction TOSA training for new special education teachers including: Student engagement, SEL, Reflective Practices, Student Perspective, Mental Health Continuum, Assessments & Data driven practices, Technology Integration, and Collaboration with multidisciplinary Teams; TK/K Learning Walks; and Ongoing support and coaching: Bi-weekly Deans meetings, monthly elementary special education teacher</p>
--	--	---

	<ul style="list-style-type: none"> • Fund Teacher on Special Assignment position focused on implementation of UDL at the elementary grade span. (ESSRIII 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 	<p>meetings, monthly secondary department chair meetings, monthly secondary office hours with Special Education Director, monthly PL for all related service providers and school psychologists, monthly office hours for SLPs, monthly office hours for school psychologists</p> <p>Teacher on Special Assignment focused on implementation of UDL continued. Providing on-going training and leadership throughout CVUSD.</p> <p>3 Pre-School classes relocated from BeMe Preschool to Sycamore Canyon Elementary. Inclusion time provided during instructional time and recess.</p> <p>Provided training in August 2023 to new and existing co-teaching partners based on the newly created CVUSD Co-Teaching Handbook, along with time for partner planning and collaboration. Training provided on 9/13/2023 for middle school co-teachers and 9/20/2023 for high school co-teaching pairs. Planned professional learning, observations, and learning walks in March for co-teaching pairs.</p> <p>Co-teaching handbook was finalized and distributed in May 2023. 5/31/23-Professional learning was provided on the co-teaching handbook with all secondary site Principals, Elementary Principals from sites with specialized programs, Elementary special education and general education teachers from Aspen and Madrona and with secondary teachers. 9/13/23- Professional learning on co-teaching for all middle school co-teachers; 9/20/23- Professional learning on co-teaching for all high school co-teachers. Inclusion TOSA will continue to support co-teaching partnerships; IS and SS will work with site administrators for ongoing planning.</p> <p>No instructional materials are under review; however, general education, special education and English</p>
--	---	---

	<p>an on-going focus on accessibility (No cost)</p> <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 ongoing 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 	<p>Language Development teachers would be included.</p> <p>District staff, currently meeting with site principals on LRE. Principals will share current LRE, ongoing inclusion efforts, and future plans to increase LRE at a faculty meeting in Spring 2024.</p> <p>General Education BCBA in place and providing services to students and teachers, including providing professional learning.</p> <p>High School Unified events included: various spirit days, Club Hello Day/Club Rush days, and the Unified Bocce games on 10/27/23. Basketball is upcoming in March with a unified game at each high school. Each comprehensive high school has a unified sports club that practices together once a week. Many of our athletes from across all three high schools were able to attend the Youth Summit in Carson, CA. Our middle schools continue to participate in unified events such as kickball and t-ball. Middle schools and high schools participated in activities with Unified partners for Inclusive Schools Week in December. More Unified Sports will continue across campuses for the remainder of the year.</p>
1.10	<p>UC A-G Completion (New to 2022-23 LCAP)</p> <p>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) 	<p>This year, each school site received 2 additional sections from ESSER III funds to support credit deficient students with extra Cyber High / Academic Support Classes.</p>

	<ul style="list-style-type: none"> • 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) 	<p>Funding for three College and Career Readiness counselors (1 per comprehensive site), is in year 2 of 3 for this grant. Funding sources have been extended to CTEIG and Strong Workforce grants to supplement these three positions through the 24-25 school year.</p> <p>Each year, the College and Career Readiness (CCR) counselors identify targeted students who currently are not on track to meet A-G requirements. Each year, CCR counselors meet with these students to identify how students can get back on track to meet these requirements. CCR counselors meet with all of these targeted students at least once per year. CCR Counselors provide all rising 9th grade students with information on the A-G requirements. CCR counselors also do additional reach out to these targeted students to streamline their enrollment in dual enrollment courses. This education and intervention is coordinated across all three comprehensive school sites.</p> <p>In addition to the work of the CCR counselors, all school counselors at comprehensive high schools have created and franchised Tier 1 College/Career lessons. Thus far, these lessons from school counselors have been facilitated to 3093 students across all high schools. In addition, school counselors have also provided Tier 2 College/Career supports through individual meetings and small groups for 864 students.</p> <p>A-G Grant funding to provide materials, supplies and resources for parent education nights at our high school and middle schools. These A-G parent education nights happen 2x per year and are designed to provide families the information they need about A-G requirements and eligibility.</p>
--	--	---



LCAP GOAL 2: 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.

ADDITIONAL GOAL 2 ACTIONS/SERVICES

LCAP Location	Additional Descriptions	Progress To Date (2023-24)
2.3	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)	In November, 2023, and January, 2024, IIRP provided two 2-day training sessions to forty-six administrators, twenty-two counselors, and nineteen teachers. In April, 2024, ten administrators, teachers, and counselors will be trained to be trainers in a 3-day IIRP training and staff from Title I elementary schools will participate in a 2-day training facilitated by an IIRP trainer.
2.3	Provide training to secondary English Language Arts to support the teaching of, and expansion of, core literature featuring an underrepresented author and protagonist through UCLA Center X.	<p>Thus far, 81 total secondary ELA teachers, ELD teachers, and SAI teachers who teach English, have completed 2 full days of training. An additional 40 teachers will be trained by the end of March in which all teachers will have received this training.</p> <p>Completed units are being housed in a shared drive, where teachers can access. One unit per middle school or high school has been shared with teachers trained this school year. Plan is for all teachers of English to be trained in one unit in August 2024.</p>

2.3	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	Scheduled pupil-free professional learning days have focused on the following topics: Science of Reading, Grading for Mastery, Educator Anti-Bias Training from the Anti-Defamation League, and UDL through arts integration.
2.3	Complete gender-diversity training for new hires and as needed across CVUSD. (Adjusted from 5/5/23 Board Study Session)	In August, 2023 at the New Employee Orientation, conducted training on Creating a Safe and Inclusive Environment for All Students which included a particular focus on legal foundations of professional responsibilities as well as AB 1266.
2.3	<p>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.</p> <p>Create a secondary grading policy committee: Grading scale, retake on assessments, and homework expectations. Provide professional development on the secondary grading policy to 6-12 teachers with implementation of this policy for the 2022-2023 school year.</p>	<p>Amended CVUSD AR 5121 “Grades/Evaluation of Student Achievement” to begin as: “The CVUSD Board of Education is committed to the exploration and implementation of mastery-based grading practices. In an effort to support mastery-based practices, the CVUSD Board of Education encourages teacher innovation and flexibility within Administrative Regulation 5121 “Grades/Evaluation of Student Achievement” in the pursuit of assessment practices which are accurate, free from bias, and motivational.”</p> <p>Professional learning continues for both elementary and secondary teachers during required Professional Learning Days.</p> <p>Created a Professional Learning Community (PLC) of teachers and administrators focused on the integration of Q-Gradebook and mastery grading practices.</p> <p>A survey in Fall 2023 completed by 165 secondary teachers indicated that 83% of participants have changed some of their practices to align with mastery grading concepts.</p> <p>Engaged with parents/guardians on this topic through SUPER DAC in October 2023 and future advisory</p>

		council/committees.
2.3	NEW ACTION for 2023-2024 LCAP: Provide information to school principals on CDE's community schools pillars of: integrated support services, family and community engagement, collaborative leadership, and extending learning and opportunities.	Training provided to principals in Fall 2023 with information from the California Department of Education on the identified pillars of community schools.



LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs & opportunities that support positive student outcomes.

ADDITIONAL GOAL 3 METRICS

Metric	Baseline	Desired Outcome for 2023-24	Progress To Date (2023-24)
Positive Top of Mind & Awareness of Diverse Academic Offerings in the Community	Creation of Communications/Marketing Committee, Establishment of Communications Internship Program and deployment of climate survey amongst CVUSD stakeholders, included in annual communications	Adjusted communication strategies (method & types of interactions) to achieve improved top of mind & awareness within the community through the implementation of the Communications/Marketing	The composition and purpose of the CVUSD's Communications Committee was adjusted from the 21-22 school year for the 22-23 school year, and its members are now comprised of our elementary school site Social

	survey	Committee, Communications Internship Program, and climate surveys.	<p>Media Managers (a newly created stipend role). Meetings continue to be held monthly to plan for the posting of strategic content - with an emphasis on highlighting all of the exceptional educational experiences happening on the District's elementary school campuses.</p> <p>The Communications Department's internship program entered its third year. For 23-24, we welcomed three high school seniors as volunteer interns to our team. The interns began in early October, and come to the District office weekly. They continue to be a valuable addition to our small team.</p> <p>Based on the spring 2023 survey results, the District continues to deploy regular, weekly communication to all District shareholders via text and email. This messages share important information, upcoming events, and showcases school site highlights/awards/recognitions. This regular communications continues to play a key role in building a connected and well-informed community.</p>
--	--------	--	---

<p>Expanded Reach & Engagement on Social Media</p>	<p>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 5,151 Facebook Followers.. Instagram Followers as of June 2021: 2,274. Twitter Followers as of June 2021: 4,865.</p>	<p>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. <i>*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 report by utilizing cost-free analytics tools. The rate at which our audience is engaging with our content will remain a key focus.</i></p>	<p>CVUSD’s Facebook, and Instagram pages have seen an upward growth in total followers.</p> <ul style="list-style-type: none"> • CVUSD’s instagram currently has 3,257 followers, surpassing the 5% growth target goal for this year (there were 2,833 followers at the end of last year). • CVUSD’s Facebook account has 6,378 Facebook followers (there were 6,277 at the end of last year - currently at nearly the halfway mark of achieving the 5% target growth). • CVUSD has decided to not actively post on X, formerly Twitter. • *NEW: CVUSD created an account on Threads. Currently the @conejovalleyusd account has 533 followers. <p>District news, information, and highlights continue to be published on CVUSD’s social media channels, and school sites’ social media channels, to inform and engage with the broader Conejo community.</p>
<p>Volume (and Value) of Marketing Content Produced</p>	<p>Promotional content produced for the District, school sites and programs. Increase of</p>	<p>Desired outcome includes having two full-time Communication Department</p>	<p>We continue to use both traditional and digital outreach tools to inform families of</p>

	<p>part-time communications department employee to full-time, with expansion of roles and responsibilities to include video content creation.</p>	<p>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 outreach campaigns, etc.</p>	<p>CVUSD's signature programs and TK-12 offerings.</p> <p>Launched the new "Welcome to Class" video series, which highlights the hands-on learning and exciting lessons taking place on CVUSD campuses. Additionally, these videos highlight unique, impactful community partnerships and events that scholars and schools participate in.</p> <ul style="list-style-type: none"> • The purpose of these videos is to showcase and catalog the exceptional educational experiences taking place in the CVUSD. • A unique landing page of this video content is available on the CVUSD website here. <p>Dual Language Immersion Program - Marketing and Advertising, including:</p> <ul style="list-style-type: none"> • Filmed new video content featuring students and teachers of the program. Information about the program's information sessions and tours was included in e-communications, print ads, and social media paid marketing campaigns. Finalized an updated school logo. Created and deployed a direct mail postcard about the
--	---	---	--

			<p>school to all households assigned to the school's area of service. Continue to attend regularly held DLI Leadership Team meetings to discuss ongoing, and future marketing needs of the program.</p> <p>All TK-12 Schools: Designed/printed Enrollment banners (to be hung up outside each school site). Create custom promotional materials, per request. Ongoing social media promotion /information night promotion on social media. Ongoing print and social media advertisements (see row below).</p>
--	--	--	---

ADDITIONAL GOAL 3 ACTIONS/SERVICES

LCAP Location	Additional Descriptions	Progress To Date (2023-24)
3.1	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	<p>The District's communication team continues to place/run print and digital advertisements to expand exposure for the District and reach new, targeted audiences. By the numbers:</p> <ul style="list-style-type: none"> • Five print advertisements were designed and placed in local publications (LA Parent, Conejo Valley Lifestyle Magazine and Thousand Oaks Acorn).

	<p>Communication team will continue to create custom marketing and promotional pieces for the District, its schools and various programs. Additional emphasis will be placed on marketing the new Dual Language Immersion Program at Conejo Academy.</p>	<ul style="list-style-type: none"> ● 11 social media campaigns across Meta platforms (instagram and Facebook) to support promotion of unique academic offerings, information nights, enrollment opportunities and hiring events. ● Three direct mail postcard campaigns. ● Enrollment banners for every school site, and other school specific marketing pieces such as informational postcards were also created for school sites. This also includes a two year contract with Smore - an important e-newsletter creation service that our school sites and leadership team members utilize to regularly share information and highlights to their school communities. <p>DLI Program Promotion, specifically includes:</p> <ul style="list-style-type: none"> ● Filmed new video content featuring students and teachers of the program. ● Information about the program's information sessions and tours was included in e-communications, print ads, and social media paid marketing campaigns. ● Finalized an updated school logo. ● Created and deployed a direct mail postcard about the school to all households assigned to the school's area of service. ● Continue to attend regularly held DLI Leadership Team meetings to discuss ongoing, and future marketing needs of the program.
3.1	<p>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 District's schools and programs. Of special focus will be reaching targeted</p>	<p>Communications Committee: Monthly Meetings with Social Media Managers</p> <ul style="list-style-type: none"> ● The composition and purpose of the CVUSD's Communications Committee was adjusted for the 22-23 school year, and its members are now comprised of our elementary school site Social Media Managers (a newly created stipend role).

	<p>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 stakeholders.</p>	<ul style="list-style-type: none"> ● Nearly all of our Social Media Managers maintained their roles from the 22-23 school year to the 23-24 school year. They continue to post engaging content on their school specific instagram and facebook pages - building connections with current and prospective families. ● The goal of these roles is to create consistent, engaging content to share information about all of the exceptional educational experiences taking place on our campuses. ● We meet monthly to discuss best practices, new trends, thematic monthly content, successes and challenges.
3.1	<p>Expand the District's current Web Content Specialist's daily work hours from .60 FTE to 1. 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.</p>	<p>A new online booking calendar has been created to facilitate and streamline the process for requesting the Communications Team to film events/programs/items of interest happening in the CVUSD. As of February 2024 a soft launch of the booking calendar is underway. Additionally, a new "Welcome to Class" video series launched in January 2024 with the goal of showcasing the unique learning and hands-on experiences students have across our CVUSD campuses. To date four episodes have been made. Each episode will be shared in the Districtwide newsletter, on social media and placed on the CVUSD website.</p>
3.1	<p>The District will continue to deploy communication at regularly scheduled intervals to all stakeholders (weekly and/or monthly). Communicating on a set schedule will aid in keeping stakeholders 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 web pages as needed. Determine students' preferred means of communication and how information can be most seamlessly delivered to them.</p>	<p>For the 23-24 school year, the District has continued its Weekly Communication Snapshot, a districtwide communication deployed to all stakeholders via email, text, and mobile app. This weekly communication consists of upcoming event information, District news, school highlights, and more.</p> <p>New this year is the utilizing of Smore for the Communication Snapshot message, feedback regarding this interface has been positive regarding the appearance and accessibility of information. Weekly</p>

		<p>Communication Snapshot messages, sent via text and email from Blackboard (Finalsite), have been key in informing all stakeholders of District news, information, highlights, and events.</p> <p>The News section of the District website continues to be updated with important information and highlights of the District's unique programs, academics, and accomplishments. More than 80 news articles have been posted so far during the 23-24 school year</p> <p>Unique content is posted on a regular basis to the District's social media pages: Facebook, Threads, & Instagram.</p>
3.1	<p>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 stakeholders in a timely manner. Continue to adjust our crisis communication response tactics (including use of the Blackboard "all-call" communication system), as needed, based on best practices and feedback.</p>	<p>For the 23-24 school year, CVUSD continues to use the Blackboard (now Finalsite) mass notification system for email, text, phone call, and app communication.</p> <p>Continue to provide districtwide and school site specific messaging support for sensitive situations related to campus safety, crisis events and weather/natural disaster incidents.</p>
3.1	<p>Develop Communications Department internship program with CVUSD student interns. This will be 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.</p>	<p>Three high school student volunteer interns joined the Communications Team for the second school year in a row. Since October, they have been coming to the District office weekly to lend their talents, learn new skills, and help with key projects. We appreciate the time and talents of our student interns!</p>
3.1	<p>NEW ACTION for 2023-2024 LCAP: Communicate and advertise some school programs through the identified pillars of "community schools" - integrated support services, family and community engagement, collaborative leadership and practices for educators and administrators, and extended learning time and opportunities.</p>	<p>Development of "Rooted in Community" Posters for Each School</p> <ul style="list-style-type: none"> Designed custom posters for each CVUSD school that highlight the following four areas within each school community: Expanded & Enriched Learning Time, Collaborative Leadership & Practices, Integrated Student

		<p>Supports, and Active Family & Community Engagement.</p> <ul style="list-style-type: none"> • The purpose of these posters is to highlight to current and prospective families, the District's belief that all students, families and communities benefit from strong connections between educators and local resources, supports, and people. These strong connections support learning and health development both in and out of school. • These posters were printed in English and Spanish and hung outside/in the front office of each school. Additionally, they are available on a custom "Rooted in Community" webpage within each school's "Our School" menu page.
--	--	---



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

<p>SEL lessons by end of school year; survey results from all students on their understanding of SEL strategies and use of the strategies</p>	<p>TK-5 = 45 min/month 6-8 = 0 9-12 = 0</p>	<p>MTSS Tier 1, which includes consistent SEL teaching, modeling and reinforcement. Elementary school students participate in 45 minutes/week of SEL lesson/activities; and MS school students participate in 20 minutes/week minutes/week of SEL</p>	<p>elementary teachers report teaching 30 minutes or more of SEL per week and 92.6% report teaching SEL 2 or more days per week.</p> <p>Middle School: Second Step SEL lessons are provided a minimum of 15 minutes</p>
---	---	---	---

		<p>lessons/activities; HS students participate in explicit SEL lessons from counselors and embedded SEL from teachers (Adjusted from 5/5/23 Board Study Session)</p>	<p>weekly.</p> <p>High School: All sites provide Tier 1 SEL lessons facilitated by school counseling staff. Additionally, SEL content is intentionally embedded within instruction on a daily basis. Posters have been distributed to the high schools and posted in each classroom to inform students about the different types of embedded SEL activities. In Wellness 2, 124 students have participated in 28 classroom presentations on mental health and wellness.</p>
<p>Some students access targeted SEL lessons via individual and/or small group intervention and demonstrate learned skills in the school setting.</p>	<p>Varies by grade span: TK-5 = approximately 100 students total 6-8 = approximately 25 students total 9-12 = approximately 20 students total</p>	<p>All CVUSD students who express a social-emotional need access meaningful support.</p> <p>Increase access to general education targeted intervention as part of Tier 2 via creating small group and individual lessons and schedules that are ongoing - increase access to support 15%-20% population (percent of population will not be a “cap” if student need is higher) (Adjusted from 5/5/23 Board Study Session)</p>	<p>Elementary: As of January 2024, 737 or 11% of students in grades TK-5 have received Tier 2, targeted SEL interventions (individual or small group).</p> <p>Middle School: As of February 6, 2024, 737 or 21% of students received Tier 2 SEL services from school counselors which includes group instruction, small group counseling, individual counseling, and indirect referral services. Additionally there have been 198 students (duplicated) attending lunch bunch and 14 students (unduplicated) participate in</p>

			<p>ongoing group sessions in the wellness centers.</p> <p>High School: As of February 6, 2024, 578 or 10% of students received Tier 2 SEL services from school counselors which includes group instruction, small group counseling, individual counseling and indirect referral services. Additionally there have been 200 students (duplicated) participate in workshops and 86 students (unduplicated) participate in ongoing group sessions in the wellness centers.</p>
<p>Number of Wellness Centers at all five high school sites.</p>	<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 services provided by the Wellness Center.</p>	<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 center services when in need.</p>	<p>Wellness Centers at all 5 high schools are currently staffed by two Mental Health Clinician 2's, 1 Mental Health Clinician 1 and four Mental Health Associates. From 8/1/23 through 1/31/24 2,006 drop in visits have occurred with an additional 244 students receiving ongoing individual services and 86 students receiving ongoing small group counseling services..</p>

ADDITIONAL GOAL 4 ACTIONS/SERVICES

LCAP Location	Additional Descriptions	Progress To Date (2023-24)
4.5	Elementary school students participate in 45 minutes/week of SEL lesson/activities; and MS school students participate in 20 minutes/week of SEL lessons/activities; HS students participate in explicit SEL lessons from counselors and embedded SEL from teachers (Adjusted from 5/5/23 Board Study Session)	<p>Elementary: 88.7% of elementary teachers report teaching 30 minutes or more of SEL per week and 92.6% report teaching SEL 2 or more days per week. School counselors are also creating and providing Tier 1 SEL lessons.</p> <p>Middle School: Second Step SEL lessons are provided a minimum of 15 minutes weekly. School counselors have provided 715 students with SEL class instruction.</p> <p>High School: All sites provide Tier 1 SEL lessons facilitated by school counseling staff. Additionally, SEL content is intentionally embedded within instruction on a daily basis. Posters have been distributed to the high schools and posted in each classroom to inform students about the different types of embedded SEL activities. Additionally, counselors have provided Tier 1 SEL classroom instruction to 1,792 students. In Wellness 2,124 students have participated in 28 classroom presentations on mental health and wellness.</p>
4.5	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.	<p>There are currently wellness centers at all five high schools Data wellness service delivery from 8/24/23-1/31/24 is listed below:</p> <ul style="list-style-type: none"> ● Delivered ongoing individual wellness counseling services to 121 middle school students. ● Delivered ongoing small group wellness counseling services to 14 students. ● Delivered social emotional classroom lessons on topics such as mental health, anxiety

		<p>management, coping skills and mindfulness to 2,120 high school students (numbers may be duplicated as some students may have attended more than one presentation).</p> <ul style="list-style-type: none"> ● Delivered ongoing small group wellness counseling to 22 high school students. ● Delivered ongoing individual wellness counseling to 246 high school students. ● Logged the provision of supportive wellness services for 2,060 student drop in visits. The intent of drop in services is to provide students safe space to achieve emotional regulation, take a break from school related stress, or to work through a social emotional challenge and return them to class in an emotional state where they are ready and able to learn. ● 2,954 High School students completed SEL screeners in October 2023 to assess students' mental health needs. ● Employ 2 mental health clinicians 2s, 1 mental health clinician 1, 4 mental health associates and a clinical supervisor.
4.5	<p>Increase access to general education targeted intervention as part of Tier 2 via creating small group and individual lessons and schedules that are ongoing - increase access to support 15%-20% population (percent of population will not be a "cap" if student need is higher) (Adjusted from 5/5/23 Board Study Session)</p>	<p>Elementary: As of January 2024, 737 or 11% of students in grades TK-5 have received Tier 2, targeted SEL interventions (individual or small group).</p> <p>Middle School: As of February 6, 2024, 737 or 21% of students received Tier 2 SEL services from school counselors which includes group instruction, small group counseling, individual counseling, and indirect referral services. Additionally there have been 198 students (duplicated) attending lunch bunch and 14 students (unduplicated) participate in ongoing group sessions in the wellness centers.</p>

		High School: As of February 6, 2024, 578 or 10% of students received Tier 2 SEL services from school counselors which includes group instruction, small group counseling, individual counseling and indirect referral services. Additionally there have been 200 students (duplicated) participate in workshops and 86 students (unduplicated) participate in ongoing group sessions in the wellness centers.
--	--	---

Additional Goal, not included in 2020-2021 LCAP

Provided to Board of Education on May 27, 2021 Board Study Session

Measuring and Reporting Results

Present a balanced budget, defined as proposed expenses not to exceed estimated revenue, by June of 2024. This goal has been complicated by the reduction of the 2024-25 and 2025-26 COLA. While presenting a balanced budget is prudent, the uncertainty in funding given the State has full control over funding levels, creates a situation where cuts could be made, but then funding changes leading to cuts that did not have to be done. Budgeting for sustainability of programs and services on a year to year basis is more feasible in the current funding environment.

The District budget must be centered on the primary goals and objectives of the organization. Working toward a balanced budget will support the District in achieving financial sustainability.

Metric	Baseline	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023 - 24
Proposed Budget	2020-21 adopted budget: Projected expenses exceed estimated revenues by \$5,734,199	Projected expenses exceed estimated reviewed by no more than \$4,000,000	Project expenses exceed estimated reviewed by no more than \$2,000,000	Projected expenses do not exceed estimated revenues	Proposed budget expenses shall not exceed estimated revenues.
Actual Financial Performance	2019-20 Actuals: Revenues	2021-22 Actuals: Rev: \$222,719,025	2022-23 Actuals: Rev: \$258,470,378	2023-24 Projected: Rev: \$267,366,948	On track for 2024. Future years TBD

	exceeded by \$352,207	Exp: \$218,564,728 +/- \$3,954,296 Includes one-time and restricted	Exp: \$245,643,823 +/- \$15,326,555 Includes one-time and restricted	Exp: \$255,084,112 +/- \$12,282,836 Includes one-time and restricted	due to low COLA and declining enrollment. Stabilizing revenue declines will necessitate expense reductions.
--	--------------------------	---	--	--	---

Progress to date (2023-2024): Metric

Maintain an undesignated fund balance of no less than \$6 million, inclusive of the \$3 million fiscal stabilization reserve (FSR). Budget adjustments to programs and/or staffing will be triggered when the projected balance in year three of the multi-year projection is forecast to be below \$3 million (inclusive of the FSR)

Rationale: Mandated 3% reserve plus \$6 million is approximately \$12 million in total reserves, or approximately 6% of budget or 1-month's payroll.

Actions

Title	Description	Progress To Date (2023-24)
Update and maintain Position Control Roster	Update Position Control and ensure it is kept up to date. BOE to vote on any newly created positions. New positions will have no on-going financial impact on the budget. Positions deemed obsolete shall be deleted from the PCR. HR to report on position variance from adopted (filled, unfilled, vacant, retire, on hold, etc.) at each interim reporting period.	HR staff continuously reviews staffing needs and brings for Board action newly proposed position authorization. For certificated staff, the requisition process for new positions and vacancies is done through Frontline Recruitment & Hiring and involves supervisors, Fiscal Services, and Human Resources so that budgeting can be reconciled.
Establish staffing ratio	Similar to certificated staffing, create ratios (tied to student enrollment) for management, administration, support staff, custodial, maintenance, technology, and other classified and/or non-represented positions funded from the General Fund. Work toward a Memorandum	<ul style="list-style-type: none"> • Custodial is using a PSF ratio • Technology Site Tech I uses a 1:2 ratio (tech to school), Site Tech II uses a 1:1 • M&O Maintenance has been reorganized by territory with a ratio of 1:5 (M2 to school)

	of Understanding with bargaining units in regard to staffing changes.	
Charge the Budget/LCAP Committee with specific target goals	Direct the committee to make recommendations with direct substantial impact to expenditures in correlation with the above outcomes.	The Committee is reviewing ESR3 actions.
Budget supplies and services based on prior year actuals	Non-school site budgets for supplies (4300) and services (5800) to be budgeted and not to exceed average prior three-year actual expenditures.	School site budgets have seen their largest YOY increase 10% (adjusted for enrollment) in the past 7 years.



**CVUSD
FORWARD**

Newbury Park - Thousand Oaks - Westlake Village