

# Conejo Valley Unified School District

# GOVERNANCE

# H A N D B O O K



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***The Conejo Valley Unified School District (CVUSD) Board of Trustees and Superintendent developed the CVUSD Governance Handbook in 2025. The Governance Handbook outlines practices that build and sustain a positive board-superintendent relationship and define a culture of quality, equity and respect. The board and superintendent review and update the Governance Handbook as needed.***

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## I. INTRODUCTION

The Conejo Valley Unified School District (CVUSD) Board of Trustees and Superintendent developed the CVUSD Governance Handbook in 2025. The Governance Handbook outlines practices that build and sustain a positive board-superintendent relationship and define a culture of quality, equity, and respect. These governance practices are aligned with the CSBA Professional Governance Standards. The board will recommit to the Professional Governance Standards and review/update the Governance Handbook regularly.

## II. UNITY OF PURPOSE

Unity of purpose is a common focus, overarching goals, and the values and beliefs governance team members share about students, the district, and public education that collectively animates their service and enables them to govern effectively. This is exemplified through adherence to district mission and vision, board core values/philosophy, and current board priorities.

### A. CVUSD Mission Statement

In the Conejo Valley Unified School District, we commit to provide exceptional educational experiences for all students filled with opportunities and choices that foster their unique gifts and prepare them to reach their full potential for success in a diverse, challenging, and changing world.

### B. Core Values/Philosophy

It is the philosophy of the district that:

1. All students can learn and succeed and have the right to a high-quality education that challenges them to achieve to their fullest potential.
2. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
3. Supporting students' social, emotional and mental health in a safe, nurturing environment positively impacts their ability/success to learn.
4. Early identification of student learning and behavioral difficulties alongside the appropriate interventions contribute to student success.



5. Students and staff respond positively to high expectations and recognition for their accomplishments.
6. The diversity of the student population and staff enriches the learning experience for all students.
7. Our most valuable resource is the skills, knowledge, and experience of our teachers, support staff, and administrators.
8. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
9. Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school.
10. Effective listening, communication, and engagement with all educational and community partners help build stronger schools and community.
11. A high level of communication, trust, respect, and teamwork among board members and the superintendent contribute to effective decision making.
12. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the board as the basic embodiment of representative government.

### **C. District LCAP Goals (2024-2027)**

**Goal 1:** Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. *(Student focused)*

**Goal 2:** Promote the recruitment, development, and retention of highly qualified, diverse, and effective staff through targeted professional development. *(Internal focused)*

**Goal 3:** Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. *(Community focused)*

**Goal 4:** Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. *(Student and school focused)*



## D. Current Board Key Actions and Priorities

1. Focus on Universal Design for Learning (UDL) as the district's instructional framework
2. Expand diverse core literature options at the secondary level.
3. Expand inclusion through increased co-teaching and other opportunities.
4. Increase the number of graduates who have completed A-G requirements, especially unduplicated students.
5. Support the implementation of Grading for Mastery principles through training, resources, and collaboration opportunities for staff.
6. Continue to implement robust mental wellness services and social emotional learning across the district.
7. Adhere to the Fair Act in the adoption of K-12 history/social science curricula.
8. Identify and communicate Community School pillars for CVUSD schools.

## III. EFFECTIVE GOVERNANCE

School districts are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. Trustees serve as a liaison between the district and the community (includes district staff, district students/families, and other community members). While each individual trustee is elected by a specific geographical area (Areas 1-5), all trustees represent the district as a whole. The student trustee is elected by the Student District Advisory Committee and represents the student voice.

All school boards in California are required to follow the Ralph M. Brown Act. The Brown Act mandates that meetings are conducted openly and the public is given the opportunity to participate. In addition, all school board trustees are required to complete ethics training every two years.

### A. Primary Responsibilities of the Board

- Set a direction for the district.
- Establish an effective and organizational structure.
- Provide support to the superintendent and staff as they carry out the board's direction.
- Ensure accountability (student academics and fiscal oversight).
- Provide community leadership on behalf of the district and public education.

Refer to [Board Policy 9000](#) for more detail regarding primary responsibilities of the board.



## **B. Effective Individual Board Members**

Individual trustees bring unique skills, values, and beliefs to the board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

*Effective board members:*

- Keep learning and achievement for ALL students as the primary focus.
- Value, support, and advocate for public education.
- Recognize and respect differences of perspective and style on the board and among staff, students, families, and the community.
- Act with dignity, and understand the implications of demeanor and behavior.
- Treat others with respect, understanding, honesty, and integrity.
- Keep confidential matters confidential.
- Participate in professional development and commit the time and energy necessary to be an informed and effective leader.
- Understand the distinctions between board and staff roles, and refrain from performing management functions that are the responsibility of the superintendent and staff.
- Understand that authority rests with the board as a whole and not with individuals

## **C. Collective Board Roles and Responsibilities**

The board's roles in performing its responsibilities are:

- Involve the community, parents/guardians, students, and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate, and update policies consistent with the law and the district's mission and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals, and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals, and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.



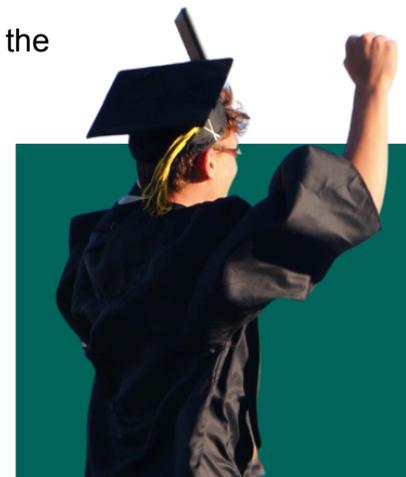
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels.

Refer to Board Policies [9121-9123](#) for descriptions of the responsibilities of the Board President, Vice President, and Clerk.

#### **D. Student Board Member Roles and Responsibilities**

- Shall have the right to attend all board meetings except closed (executive) sessions.
- Shall be recognized at board meetings as full member(s), shall be seated with other members of the board, and shall be allowed to participate in questioning witnesses and discussing issues.
- Shall be allowed to cast preferential votes on all matters except those subject to closed session discussion.
- May make motions that may be acted upon by the board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3.
- Shall be invited to attend staff briefings or be provided with a separate staff briefing within the same timeframe as the briefing of other board members.
- Shall be presented with all materials presented to board members, except those related to closed sessions, at the same time they are presented to other board members.
- Shall be appointed to subcommittees of the board in the same manner as other board members, be made aware of the time commitment required to participate in subcommittee meetings and work, and have the right to decline an appointment.
- Shall not be considered members of a legislative body for purposes of the Brown Act.
- Shall not be counted in determining whether a quorum of the board is in attendance.

Refer to [Board Bylaw 9150 - Student Board Members](#) for more information regarding student board members.



## IV. GOVERNANCE PRINCIPLES AND CULTURE

Exceptional boards make governance intentional and invest in structures and practices that can be thoughtfully adapted to changing circumstances. Protocols are tools to strengthen the capacity of the board to engage in a constructive relationship with the superintendent and staff - one that is grounded in a mutual understanding of the respective roles and responsibilities. Explicit norms and protocols, agreed to and upheld by the board and the superintendent, provide transparency and stability in the governance relationship as the board carries out its role.

### A. Board Meeting Guidelines and Norms

Norms are descriptions for how trustees treat each other and others, and are guides for what is acceptable and unacceptable behavior. Norms enable teams to build and maintain a positive culture or shift a negative one. We commit to ensuring that these adopted norms are honored in practice.

- Focus on students' best interests.
- Treat everyone with dignity and respect.
- Listen openly.
- Be open to the ideas of others.
- Be prepared and informed for meetings.
- Work toward the future, learning from the past.
- Promote a stable and consistent environment.
- Be mindful of the length of meetings; be brief with comments while avoiding repetition.
- Share responsibility for the success of the board meeting.

### B. Board Protocols

Effective teams discuss and agree on the formal structure and processes used by the trustees and the superintendent in their operations. These protocols cover preparing for and conducting board meetings, communicating with educational partners, and engaging with the community.



# Board PROTOCOLS

## Agendas/ Board Packets

- Trustees should be adequately prepared for board meetings.
- Trustees have equal access to timely information.
- Agendas for all regularly scheduled board meetings will be available to the board and to the public at least 72 hours before a meeting (or as required by law).
- Trustees agree to provide the superintendent with any questions they have on agenda items at least 24 hours in advance of the meeting whenever possible.
- Trustees agree to provide the superintendent with a “heads up” about questions they plan to ask during meetings whenever possible.
- Trustees should inform the superintendent and/or board president about any items they plan to pull from the consent agenda at least 24 hours prior to the board meeting so that other board members and staff can be adequately prepared to discuss.

## Placement of Items on Meeting Agenda

- The superintendent and board president shall meet regularly to review the agenda prior to its publication.
- If items are requested to be placed on the agenda, they will be reviewed by the superintendent and board president to determine appropriate timing of placement.
- Items for the agenda may be requested by:
  - A board member: At a board meeting or through email to the superintendent or board president. If the request is denied, the board member may request the board take action during a board meeting to determine whether the item shall be placed on the agenda.
  - A member of the public: Request in writing to the superintendent. Requests should be made at least two weeks prior to a regularly scheduled meeting.

## Criteria for Receiving Recognition at a Board Meeting

- For purposes of honoring specific individuals or teams/organizations, criteria may include:
  - Athletic Awards - Winners of CIF, league championships, Local/State/National competitions
  - Academic Honors - e.g. Valedictorians, Top Scholar, National Merit semifinalists, Indian Education, etc.
  - Club/Program Finalists (including visual and performing arts) - Winners of City/County/State/National competitions (e.g., Academic Decathlon, Mock Trial, PTA Reflections, ETHOS, etc.), Unified Sports
  - Employees - e.g. Teacher of the Year, Classified Employees of the Year, Inclusion Heroes
- The superintendent and board president have the discretion to recognize and honor individuals/teams at board meetings.

# Board PROTOCOLS

## Meeting Management

All Governing Board meetings shall be guided by the Ralph M. Brown Act (open meeting requirements) and other applicable laws. The following principles are intended to ensure meetings are effective and efficient and conducted in a professional manner.

- Board members should refer to each other by “Trustee [Last Name]” and/or by last name.
- If a board member wishes to speak, the president will recognize members in order.
- The president may advance the meeting by saying, “Unless there are new ideas...”
- Trustees should be mindful of meeting time constraints and keep their comments brief and pertinent.

## Allowing the Majority to Set the Direction

- The board realizes there are multiple ‘correct’ answers in addressing issues. Dissenting opinions are listened to respectfully. The final authority for board decisions rests with the board as a whole.
- Prior to a board decision, if a member of the public asks a trustee about a future board decision, the trustee will take care to not speak for the board (“I” message).
- Following a board decision, the trustee agrees to fully support the majority decision (“we” message).

## Disruptive Behavior

As of January 2023, the board president has the authority to remove a disruptive member of the public from an open meeting in order to maintain order during the meeting.

- Disruptive behavior is defined as behavior that “actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting,” including but not limited to behavior that 1) violates one of the governing body’s regulations addressing the conduct of open meetings, or 2) a reasonable observer would perceive as the threat to use force by that member of the public.
- The superintendent or board president may warn a member of the public that their behavior is disruptive and that the governing body may remove them if the behavior continues.

# Board PROTOCOLS

## Keeping the Board Informed

- Trustees have access to timely, thorough, and equal information
- The superintendent will provide the board with efficient, accurate information.
- All board members have access to the same information.
- Superintendent will inform the board as soon as possible regarding serious issues that include but are not limited to those likely to have heightened community concern, liability exposure, media exposure, serious injury, staff issues, or any other serious concerns.
- Superintendent exercises discretion and independent judgment on what to report to the board.
- Weekly board reports should include updates from all departments and any items that may require additional attention from the board.
- The superintendent's office will send the board a weekly calendar of key district/school site activities that trustees are welcome to attend.

## Trustee Requests for Information

- Board members are encouraged to seek out additional information to better understand and be informed of district operations.
- Board members will be mindful of the workload of staff and will self-monitor requests as to not divert an inappropriate amount of time from staff efforts to achieve district goals.
- Board members will use their best judgment in asking questions or asking for information and make sure it is within board member purview (aka not "getting into the weeds").
- In responding to board member questions, the superintendent can direct the board member to staff or work with staff to provide the information.

## Email, Text, and Social Media Communication Practices

- Trustees must avoid any Brown Act violations in their communications.
- Governance team members should be courteous and responsive in communication with members of the public.
- Trustees must take care to not offer a personal opinion on any matter that will come before the board for vote/action.
- It is each trustee's right to use social media, however, they must clearly distinguish between their personal opinion and a board position; further, they must be careful to not offer a personal opinion on a matter that will come before the board for action.
- Board members should not "reply all" to emails that have been sent to all board members.
- A trustee may respond to a member of the community and should make clear that his/her/their response does not necessarily reflect the views of the board as a whole.
- Board members will attempt to respond to emails and calls within 24-48 hours.

# Board PROTOCOLS

## Email, Text, and Social Media Communication Practices

*(continued)*

- Responding to emails/correspondence from members of the public:
  - If sent to all board members and superintendent, the superintendent or board president will do their best to reply to the sender within 48 business hours.
  - If sent to SOME board members, the superintendent can decide whether or not to forward it to the missing board members.
  - A board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that the response does not necessarily reflect the views of the board as a whole.

## Community Engagement/ Responding to Community Requests and Concerns

- Trustees should know where to direct complaints, questions, and other community input.
- Trustees should be familiar with the Communication Guidelines for Parents and Guardians. *(see attachment D. in supporting documents)*
- When board members are responding to questions from staff/parents/community, they are encouraged to first listen openly and seek understanding.
- Trustees shall direct the person to the employee closest to the topic. If the question/issue is not resolved, the board member may direct the person to district staff. [Note: the board member is not contacting staff, rather they encourage the questioner to contact staff.]

## Visiting Schools

The board understands that periodic visitations to school sites are valuable.

- The superintendent's office will send the board a weekly calendar of key district/school site activities that trustees are welcome to attend.
- Trustees wishing to visit a school site will make a request to the superintendent's office. Trustees should be sensitive to time demands of administrators.
- The trustee will follow school rules regarding visitors and should wear ID badges.
- Trustees should take care in not making evaluative statements to school staff or students.

## V. SUPPORTING DOCUMENTS

### A. [Board Governance Calendar](#)

### B. [Board Committees](#)

[Types of District Advisory Councils/Committees](#)  
[District Advisory Committee & Council Handbook](#)

#### **Cross References:**

[9000 - Role of the Board](#)

[9005 - Governance Standards](#)

[9010 - Public statements](#)

[9011 - Disclosure of Confidential/Privileged Information](#)

[9012 - Electronic Communications](#)

[9100 - Organization](#)

[9121 - President](#)

[9121.1 - Vice President](#)

[9122 - Secretary](#)

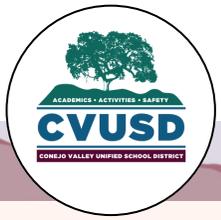
[9123 - Clerk](#)

[9150 - Student Board Members](#)

[Government Code 3540-3549.3](#)



# 2024-25 CVUSD LCAP AND BOARD GOALS



## LCAP: KEY METRICS & STUDENT GROUPS

CA Dashboard Indicator	Student groups that received the lowest performance level on the 2023 Dashboard (i.e. Red performance color or "Very Low")
<b>Chronic Absenteeism</b>	<b>English Learners, Students with Disabilities, African American, Hispanic</b> 2022-23 Baseline: EL (24.7%), SWD (29.8%), AA (22.8%), HIS (23.4%) 2025-26 Target: EL (20.2%), SWD (25.3%), AA (18.3%), HIS (18.9%)
<b>Suspension Rate</b>	<b>Foster Youth</b> 2022-23 Baseline: 24.4% 2025-26 Target: 19.4%
<b>Mathematics</b>	<b>Homeless</b> 2022-23 Baseline: -110.5 Distance From Standard 2025-26 Target: -81 Distance From Standard
<b>College/Career Indicator</b>	<b>English Learners, Homeless, Students with Disabilities</b> 2022-23 Baseline: EL (7.9%), HOM (7.7%), SWD (6.8%) 2025-26 Target: EL (12.9%), HOM (12.7%), SWD (11.8%)

## LCAP: KEY ACTIONS (GOALS 1 & 2)

\* Indicates both a CVUSD LCAP and CVUSD Board Goal

<b>LCAP Goal 1</b>	Provide salaries, materials and supplies for <b>Career Technical Education (CTE)</b> programs and <b>Dual Enrollment</b> Coordinators at each comprehensive high school. Annual district monitoring of individual student's progress for high school English Learners, Students with Disabilities, and Homeless students on all areas of "preparedness" for the <b>College Career Indicator</b> , including Transition Classroom and Work-Based Learning Experiences for students with IEPs who earn a Special Education Certificate of Completion. \$553,500 (OCTO)
<b>LCAP Goal 1 *</b>	Provide <b>co-teaching</b> and <b>inclusion</b> opportunities 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.
<b>LCAP Goal 1</b>	Provide additional <b>English Learner (EL) supports</b> , including: bilingual paraeducators and bilingual facilitators, assessment staffing, materials/supplies (O860); and additional staffing for CVUSD's Newcomer Program (ONEW). Provide targeted supplemental services and direct support from the Director of Multilingual Learners (O860). Provide additional class sections of Secondary Designated English Language Development (OELG). Engage in monitoring visits to all school sites to review processes, ensure compliance, and make continuous improvements. \$181,125 (ONEW), \$937,650 (OELG), \$1,460,859 (O860) Total: \$2,579,634
<b>LCAP Goal 2</b>	Provide Coordinator and Director of Student Support Services to improve best-practice approaches to addressing <b>chronic absenteeism</b> , including bi-monthly training to school site liaisons on tiered strategies to increase attendance and engagement. Provide training to special education staff on how to address mental health barriers that impact attendance for some for Students with Disabilities. \$543,900 (O840)
<b>LCAP Goal 2 *</b>	Provide training, resources and collaboration for teachers Grades 4-12 to understand and implement <b>grading practices that are accurate, not biased, and motivational</b> . \$15,000 (OEFG)
<b>LCAP Goal 2</b>	Provide training and regular collaboration and data analysis with school administrators to increase inclusion and improve the <b>Least Restrictive Environment (LRE)</b> . Provide training to elementary and secondary general education and Specialized Academic Instruction teachers in English Language Arts and Math utilizing core curriculum and supplementary resources to support Students with Disabilities. Provide training on reading intervention program and modified curriculum. Audit IEPs and provide direction and training to school sites as needed. \$10,000 (OEFG)
<b>LCAP Goal 2</b>	Provide on-going training and structured collaboration for administrators and teachers to implement effective <b>Professional Learning Communities</b> through the development and use of essential standards, common pacing guides, and common assessments. \$50,000 (OEFG)
<b>LCAP Goal 2</b>	Provide on-going <b>Science of Reading</b> training in identified areas of phonics, fluency and vocabulary, to elementary teachers and academic specialists through district staff and contract services. \$40,000 (OEFG)
<b>LCAP Goal 2</b>	Provide on-going training to elementary teachers and secondary math teachers on the applications of the new <b>California Mathematics Framework</b> in order to better align classroom practices and to effectively review new mathematics instructional materials once recommended in Fall 2025. Provide collaboration and training opportunities for teacher leaders and administrators to participate in regional math network meetings, and leadership training. \$10,000 (OEFG)
<b>LCAP Goal 2</b>	Provide Designated and Integrated <b>English Language Development</b> training to certificated staff and bilingual paraeducators across multiple years on Universal Design for Learning (UDL) as it applies to English Learners and Long Term English Learners. \$300,000 (OEFG)
<b>LCAP Goal 2</b>	Provide training to school administrators, counselors, and teachers on the implementation of <b>restorative practices</b> with students, staff, and families when addressing behaviors and harm in the learning community. \$50,000 (OEFG)

## LCAP: KEY ACTIONS (GOALS 3 & 4)

*\* Indicates both a CVUSD LCAP and CVUSD Board Goal*

<b>LCAP Goal 3</b>	Provide efforts to increase awareness of the importance of <b>attendance</b> with banners, posters, and on-going messages from district and school site platforms. Provide a bi-monthly meeting and training with attendance liaisons to discuss attendance strategies with students and families. Provide administrators with frequent data on attendance and chronic absenteeism disaggregated by student groups. Provide Student Support Services support staff and materials/supplies to engage in additional outreach and communication with Foster/McKinney-Vento parents/guardians on attendance supports. \$114,250 (O840)
<b>LCAP Goal 3</b>	Provide multiple opportunities for parents/guardians and students to learn about <b>College and Career opportunities</b> . This includes training and information provided to Spanish-Speaking families TK-12 through the DELAC and ELAC, as well as presentations and career events in middle school. Annual College and Career Night event which includes representatives from college/universities, college programs and resources for Students with Disabilities, and other post-secondary options. Counselors will provide parents/guardians with information about a range of educational pathways that include: A-G requirements, Career Technical Education, Dual enrollment, State Seal of Biliteracy, etc.
<b>LCAP Goal 3</b>	Provide <b>Spanish-speaking family events/training</b> , including an annual districtwide conference and BreakThrough events, for Spanish-speaking families to explain TK-12 processes and systems as well as provide strategies for parent/guardian engagement (O860). All schools with 21 English Learners or more will maintain an English Learner Advisory Committee (ELAC) and participate in at least 5 meetings per year. Provide additional opportunities for engagement in the District English Learner Advisory Committee (DELAC). Broadcast Board of Education meetings with English and Spanish language closed caption options (O36M). \$5,000 (O860), \$28,000 (O36M). Total = \$33,000
<b>LCAP Goal 4 *</b>	Provide comprehensive wellness services coordinated by the <b>CVUSD Mental Health and Wellness Services Department</b> , including workshops and wellness rooms at each high school, and wellness services provided to individuals and groups at elementary and middle schools. Provide social emotional learning in Grades TK to Post-Secondary, to include classroom instruction (Grades TK-8) and embedded classroom SEL strategies (Grades 9-12). Provide Tier 1 and Tier 2 social emotional learning lessons and supports from school counselors.
<b>LCAP Goal 4</b>	Provide additional outreach and social-emotional support services through Conejo Recreation Park District (CRPD) <b>Youth Outreach Program</b> agreement. \$100,000 (OYWO)
<b>LCAP Goal 4</b>	Provide counselors for <b>BreakThrough Program</b> , support staff, and evening parent/guardian education events. \$485,500 (OBTD)

## BOARD GOALS: KEY METRICS & STUDENT GROUPS

<b>Least Restrictive Environment</b>	2023-24 Baseline: All = 53.7%; TK-5 = 73.7%; 6-8 = 44.0%, 9-12 = 40.8% 2025-2026 CDE LRE target: All = 70%
<b>A-G Completion</b>	2022-23 Baseline: EL (1.27%), SWD (10.46%), FOS (4.55%) 2025-26 Target: EL (6.27%), SWD (15.46%), FOS (9.55%)
<b>Core Literature</b>	2025-26 Target: Each year, add one additional title per grade-span, featuring an author and protagonist from an underrepresented group.

## BOARD GOALS: ADDITIONAL KEY ACTIONS

*Not duplicated are those noted above with an \**

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.

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.

Implement and provide continuous training on **Universal Design For Learning (UDL)**, as the district wide instructional framework to design learning experiences that proactively remove barriers and provide multiple means of engagement, representation, and action/expression.

Increase the number of students, particularly unduplicated students who graduate from high school with **A-G** eligibility requirements completed for admission to California State University and University of California, through targeted supports to both students and families.

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. 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.

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.

# WHERE DO I START?



Conejo Valley Unified School District is dedicated to providing you with transparent information about your child's education in a timely manner. We want you to feel comfortable addressing your questions in our District. With direct and respectful communication, most issues are resolved at the school level.

Please present your questions and concerns in the following order:

## 1 YOUR CHILD'S TEACHER

If you have a question related to your child or their learning, contact their classroom teacher directly via email or phone.

*If you haven't heard from the teacher in a reasonable amount of time, or if after discussion, the issue has not been resolved, move to Step 2.*

## 2 YOUR SCHOOL ASSISTANT PRINCIPAL OR PRINCIPAL

At Step 2, your first point of contact will be your Assistant Principal, who may then advise you to talk to your child's school Counselor or the school Principal. Call or email the school to arrange this.

*If you are dissatisfied or the situation has not been resolved, move to Step 3.*

## 3 RELEVANT GRADE SPAN OR DEPT. DIRECTOR

The District's Grade Span and Department Directors supervise Principals at CVUSD. To help resolve your situation it is important for you to know the names of all the staff members with whom you have spoken and the dates of your conversations. Email the appropriate District Grade Span or Department Director.

*If the situation has not been resolved, move to Step 4.*

## 4 RELEVANT DEPUTY/ ASSISTANT SUPERINTENDENT

The District's Deputy/Assistant Superintendents supervise District Office staff and all CVUSD school staff. Only after the previous steps to resolve the situation should you contact relevant Superintendents. You may contact by email or phone to arrange a phone conversation or meeting, which may include all involved parties.

*If you are dissatisfied or the situation has not been resolved, move to Step 5.*

## 5 BOARD OF EDUCATION

The Board of Education has been elected by the community to provide leadership and citizen oversight of the District. The Board shall ensure that the District is responsive to the values, beliefs, and priorities of the community. You can contact Board Members via email. You may also provide public comment during a Board Meeting.

VI. SIGNATURE PAGE

BOARD OF EDUCATION:

  
\_\_\_\_\_  
Lisa Powell, Board President

6/4/2025  
Date

  
\_\_\_\_\_  
Karen Sylvester, Board Vice President

6/4/25  
Date

  
\_\_\_\_\_  
Bill Gorback, Board Clerk

6/4/2025  
Date

  
\_\_\_\_\_  
Lauren Gill, Board Member

6/4/2025  
Date

  
\_\_\_\_\_  
Cindy Goldberg, Board Member

6/4/2025  
Date

SUPERINTENDENT:

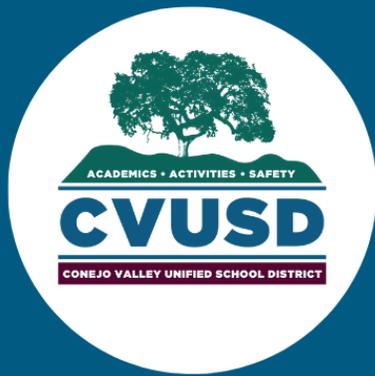
  
\_\_\_\_\_  
Mark W. McLaughlin, Ed.D.

6/4/2025  
Date

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