

2021/2022 Local Control and Accountability Plan (LCAP)

June 1, 2021

Important Background

Executive Order N-56-20:

- Established [COVID-19 Operations Report](#) (Approved June 30, 2020)
- Extended LCAP adoption deadline to December 15, 2020

SB 98:

- Established [Learning Continuity and Attendance Plan](#) or LCP (Approved September 29, 2020) instead of a one-year LCAP

SB 820:

- Combined 2019-2020 LCAP and 2020-2021 LCP into one Annual Update for 2021-2022 LCAP
- Initiated new LCAP 3 Year Cycle commencing 2021-2022 LCAP

Annual Update: 2019-2020 LCAP and 2020-2021 LCP

- All CVUSD staff, students and families navigated a tremendously challenging 15 months
- Increased co-teaching classes 6-12th grades (from 0 to 24 classes) to provide more inclusive learning opportunities for students with disabilities
- Initiated training on UDL and social-emotional learning for all CVUSD teachers
- Expanded direct mental health services to students via Wellness Counselors to the secondary grades
- Established a mental health support line/request an appointment to provide social emotional support to students and families and provided ongoing support
- Provided small group support for middle school students
- Provided small group support sessions for parents with a focus on how to support children's emotional needs
- Expanded the English Learner supplemental resources, specifically targeting English proficiency, literacy and mathematics for teacher implementation in K-12 grades
- Implemented Sanford Harmony social-emotional learning lessons in TK-5
- Continued to provide Parent Information Nights through BreakThrough, including the first LGBTQ+ session
- The Title I outreach program expanded outreach opportunities, coordinating services across 7 elementary sites, and offering the successful *Reading Gives You Wings* virtual program.
- Approval of elementary ELA/ELD Wonders adoption with professional development for teachers scheduled for Summer 2021 to prepare to implement the new curriculum for the 21/22 school year.

Annual Update: 2019-2020 LCAP and 2020-2021 LCP

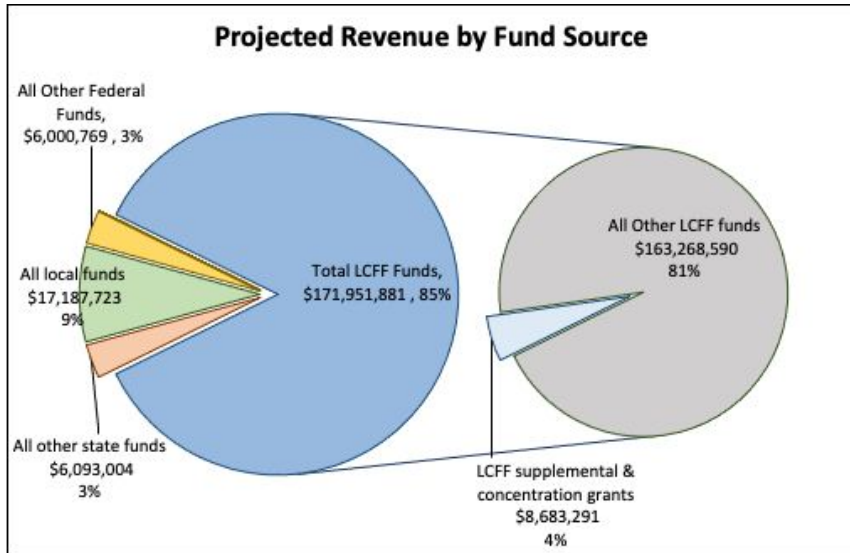
- Elementary report card, curriculum, and assessment modifications made during summer of 2020 paved the way for the 2020-21 instructional program.
- Implementation of Twilight Academies at the high schools, including after school tutoring, extended learning opportunities and evening A.P. classes, providing year-round instruction for students.
- High school student volunteers provided online academic and social-emotional support for English Learners and Students with Disabilities through the Online Tutoring Program and the Buddy Program.
- High school staff facilitated combination classes for the vast majority of students and classes.
- Students with disabilities, English Learners and students with unstable housing were invited back on campus for small group in person instruction in October 2020.
- Increased stakeholder engagement with the launch of Equity Task Force.
- Diversity, equity & inclusion initiatives began, including principal, counselor, and teacher trainings, core literature and trade book selections, and LGBTQ+ training/actions.
- All teachers participated in professional learning to prepare for virtual instruction.
- Trained health clerks, paraeducators and related services providers on updated guidelines to support students.
- Expanded SHINE program to TK-12 and significantly increased enrollment.
- Custodial staff and the entire M&O department cleaning and disinfection of schools.
- Students and staff engaging in healthy practices (i.e. mask wearing, active screening).
- Child Nutrition Department staff continued to provide meals for our students from the onset of school closures, traveling to remote sites, family residences.
- Technology services distributed over 4,000 Chromebooks to students who were in need of a device, hotspots to families in need of internet connectivity, and a technology support line to provide ongoing support.

LCAP 2021-2022

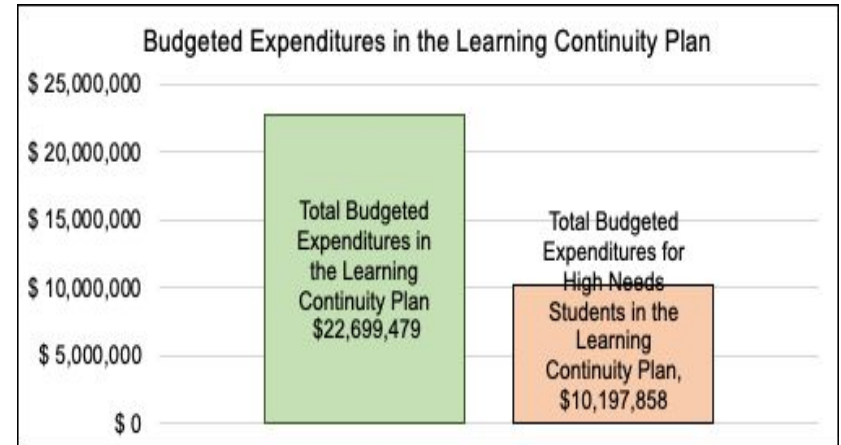
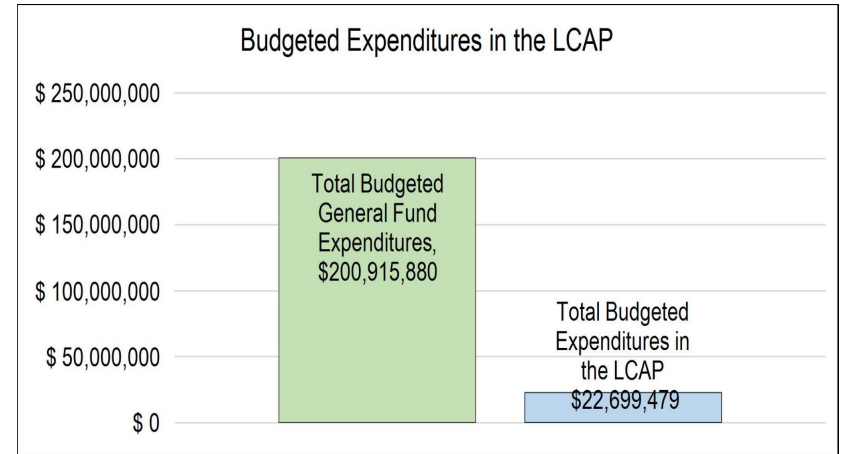
- New LCAP Template
 - Budget Overview for Parents
 - Delineating specific “contributing” actions for Foster Youth, English Learners, and Low-Income Students
 - Increased or Improved Services
 - Total and “Contributing” Expenditure Tables
- Met with VCOE to review plan and garner feedback on: May 10, May 24, and May 26
- 2021-2022 LCAP Goals

Budget Overview For Parents*

Total Projected LCAP \$22,699,479 with \$10,197,858 for high needs students



**More detailed budget information to be presented during the 2021-22 Proposed Budget*



Stakeholder Engagement

Process:

- CVUSD LCAP Survey provided March 24, 2021 to April 21, 2021. Responses from families (3,211), classified staff (221), certificated staff (420), and students grades 4-12 (1439).
- Virtual stakeholder meetings were held with all district advisory groups (DAC, DELAC, GATEDAC, SEDAC, SDAC) and all bargaining groups.

Highlighted Results:

- Strengthened “first” instruction and available supports
- Training on technology, instruction, and equity
- Continued communication with families
- Increased needs for social-emotional supports

Goal 1: Implement targeted actions and services that support positive student outcomes. (Student focused)

For Example:

- Increase co-teaching and mainstreaming opportunities, while keeping SAI classes smaller
- Maintain reduced class size (21.5 to 1) for grades TK-3, below state mandate of 24 to 1
- Emphasize diversity, equity and inclusion through curriculum and core literature
- Bilingual classified personnel*
- Staffing for elementary academic specialists and secondary intervention and support*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

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. (Internal focused)

For Example:

- Recruit and retain special education paraeducators including maintaining full-time positions
- Maintain Technology Teacher on Special Assignment
- Provide required training to teachers on: UDL, social-emotional learning, English Language Development, and diversity, equity and inclusion
- Provide English Language Development professional learning with teachers to increase integrated ELD strategies across the content areas*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

Goal 3: Provide communication and targeted outreach that informs the community of programs & opportunities that support positive student outcomes. (Community focused)

For Example:

- Advertise and market all schools and signature programs (i.e. SHINE, Century)
- Stipend for families participating in TK-12 SHINE program
- Maintain Family, Community and Equity Coordinator*
- Maintain Student Support Services direct outreach to Foster and McKinney Vento students/families*
- Maintain Student Support Services weekly outreach within the community to provide access to District information, resources and supplies*
- Maintained the Project 2Inspire classes for English Learner parents and developed the Multilingual Parent Leaders program to increase parental engagement*
- Rent caps and gowns for graduating seniors*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

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

For Example:

- Implement student SEL screener and explicit social-emotional learning instruction for grades TK-8
- Create and staff Wellness Centers at all high schools
- Strengthen and expand SEL structure, content and implementation across all sites
- Initiate restorative justice training and practices
- Hire one additional Title I Social Worker for elementary Title I schools*
- Maintain Breakthrough Student Assistance Program and community events*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

Next Steps

1. Questions / Feedback
2. Board adoption on June 15, 2021
3. Submit to Ventura County Office of Education for final edits and approval