



2024-2025 SCHOOL YEAR HIGHLIGHTS



INSTRUCTIONAL SERVICES

- **A-G Improvement Grant** - Created a multi-year plan with \$543,821 one-time funds to increase the number of graduates meeting the A-G eligibility requirements. Identified A-G Coordinators to provide additional support and communication to students and families. Added additional Academic Support classes for credit recovery. **Update for 2022-23:** 3 College and Career Readiness Counselors hired and will continue through the 24-25 school year. Supplemental funding will come from CTEIG 2 grant, once A-G Improvement Grant is expended. **Update for 2023-24:** 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. **Update for 2024-25:** Counselors continue their work on providing education and awareness to students and families on A-G requirements, dual enrollment, and the College and Career Readiness Indicator through small groups, individual counseling, and workshops. Funding sources including the Golden State Pathway Grant have extended the College and Career Readiness counseling position for the 25-26 school year.
- **Academic Specialist Training** - Provided two training sessions so far this year for elementary Academic Specialists. Topics included: Science of Reading, WIN Time, Intervention Models, Lesson Planning for Intervention and Materials. The group also reviews data and best practices with data. We plan to have 1-2 more trainings this year with the elementary Academic Specialists and include math as well as ELA. **Update for 2024-25:** Academic Specialists have received two trainings on Math Intervention coordinated by Brynn Hutchison and presented by the Ventura County Office of Education's Math Specialists Vicki Vierra and James Short. Topics covered were effective math strategies, engaging routines, and easy-to-implement resources. Academic Specialists also received training on Science of Reading, particularly what strategies to use in the intervention setting, including sample lesson plans and formats.
- **Advisory Committee & Council Handbook** - Created and disseminated a District Advisory Committee & Council Handbook. During its annual special board meeting to discuss district goals on May 23, 2024, the CVUSD Board of Education requested that additional clarification and guidance be provided to CVUSD Advisory Committee and Council members regarding the role and scope of these important groups. This handbook reflects the discussion of the CVUSD Board of Education and is designed as an informational tool outlining the role, responsibilities, and protocols for these District created committees and councils. A brief video and presentation was also created and shared to summarize the handbook.

- **Annual Feedback Survey** - Garnered feedback from educational partners: bargaining units, site and district leadership, parent advisory councils, and the Student District Advisory Committee to revamp and rewrite all of the annual feedback surveys from the ground up. The result was a more concise, meaningful survey for all stakeholders. **Update for 2023-24:** Added additional demographic information questions to the survey this year and distributed to students, staff, and families. The stakeholder responses and comments have been largely positive this year. **Update for 2024-25:** Administered the survey this year to students, staff, and families. The stakeholder responses are similar to previous years. Reports have been made available to district office leadership and school sites.
- **Behavior PLC** - In response to continued behavior concerns in elementary students, designed and hosted with the Elementary BCBA a full day of sessions with teachers which connected them with each other and topics surrounding behavior of elementary students. We reviewed the functions of behavior and tangible strategies to put in place including reinforcers and feedback. A second Behavior PLC was held in May with topics that included: big behaviors, community circles, motivating operations, partnering with administrators, breathing exercises, and a case study. **Update for 2024-25:** Hosted two Behavior PLCs for teachers with students needing extra support in their classroom, one in December and one in February. Teachers have collaborated and worked with each other as well as learned about behavior from Ryan Folliott, Elementary BCBA. Dr. Sellers and Mr. Folliott have presented to the group about functions of behavior, behavior tools, collecting behavior data, behaviors associated with under and over stimulation in classrooms, environmental modifications, teaching about emotions, community circles, and motivating operations.
- **Booster Clubs** - Board presentation on March 15, 2023 to review CA Education Code and Board Policy on Booster and Parent Organizations. Current practices shared along with planned improvements. Booster Re-authorization forms simplified and include booster board contact information, budgets, financial statements, professional audit, proof of insurance, etc.. Planned improvements include multiple Booster meetings led by site admin (APs of Athletics and Activities) to calibrate practices, provide updates, answer questions and monitor the re-authorization process. **Update for 2023-24:** Booster Re-Authorization forms submitted in November 2023 and all were approved. Comprehensive sites have organized and facilitated two Booster/Parent meetings this year, with a third and final culminating meeting scheduled for May. This helps deliver accurate and essential information, as well as provide a transition opportunity for Booster parent volunteers as we move from year to year. Created and distributed a comprehensive Booster Handbook. Spring Booster meetings happening at sites in May 2024 to support transition of new booster boards and to review re-authorization forms for early start to that process. **Update for 2024-2025:** Booster reauthorizations were submitted and approved in November 2024. School sites continue to hold Fall and Spring Booster/Parent training meetings. New language will be added this year to the Booster handbook and the Booster parent presentation on W-9 and 1099 requirements and a recommendation to all booster clubs that the bylaws be reviewed yearly using the sample template provided.
- **CAASPP Testing** - Provided testing direction across school sites, including interfaced with Tech Services regarding device needs; ordered and distributed materials; interfaced

between school sites and CALTAC; provided technical direction and support; and managed student test settings, designated supports, and accommodations. **Update for 2022-23:** Provided testing direction across school sites, including interfaced with Tech Services regarding device needs; ordered and distributed materials; interfaced between school sites and CALTAC; provided technical direction and support; and managed student test settings, designated supports, and accommodations. This year's focus was on increasing student participation rates across all student groups, particularly at the middle and high school levels. **Update for 2023-24:** Last year's focus on increasing student participation on CAASPP exams paid off and our participation rate increased several percent across the board. School sites are continuing their efforts this year with direction and support. **Update for 2024-25:** Last year's focus to continue increasing student participation paid off with an increase across all grade spans. This year the focus was two-fold: to provide students with practice utilizing the CAASPP Interim Assessments, and to offer student prizes and incentives for active participation.

- **Career Technical Education (CTE)** - Partnered with Career Hub to implement the Work Based Learning program at each of our high schools. Additionally, the CTEIG and Strong Workforce Program grants have been approved and sites continue to build on Pathways and provide more opportunities for students in the CTE program. Facilitated the annual CTE Advisory Committee meeting in February with our District and community stakeholders. **Update for 2022-23:** The work-based learning program through Career Hub is being used at NPHS only for the 22-23 school year, as well as the 23-24 school year. CTE program was granted both the CTEIG2 and Strong Workforce Program (SWP) for the next three years (23-26 school year). The focus for both grants is the sustainability and enhancing of our career pathway programs and aligning them with our local community colleges. Facilitated the annual CTE Advisory Committee meeting in February with our District and community stakeholders. **Update for 2023-24:** Maintain a robust CTE program with multiple pathways at each secondary school site and CTE certificated staff to promote and advance student experience. The annual CTE Advisory Committee meeting held in February with community and District stakeholders, this year at CLU. CTEIG2 and SWP grant funding continue to be significant funding sources for our CTE programs. **Update for 2024-2025:** CVUSD now offers 30 CTE pathways to our middle and high school students. We have added 8 additional pathways to continue to offer learning opportunities in high need areas of employment industries in our community while catering to the interest of our students. Pathways include Allied Health, Robotic Technologies, Commercial Dance, Professional Theater, and Education that provide our students with real-world experiences while exploring career opportunities that will shape their future. The annual CTE Advisory Committee meeting was scheduled earlier in the year to allow better connections with community and district stakeholders. Hosted the inaugural district CTE Student Showcase to highlight student and teacher achievements. CTEIG2 and SWP grant funding continue to be significant funding sources for our CTE programs.
- **College Career Indicator (CCI)** - In Fall 2024, we proactively equipped all high school counselors and Assistant Principals of Instruction with crucial information regarding Career and College Indicator (CCI) eligibility. This included district-wide and school-specific data, disaggregated by student groups, alongside clear LCAP-aligned metrics designed to improve outcomes for English Learners, Students Experiencing Homeless, and Students with Disabilities. Furthermore, during the Fall 2024 Assistant

Principals of Instruction meeting, we specifically identified students with disabilities to guarantee appropriate class scheduling and the assignment of 100 work hours to meet the CCI requirement. High school sites established both individual counselor caseload goals and overarching site-wide goals to enhance CCI achievement. At the Winter All Hands meeting in 2024, Counselor Edith Cortes presented on the Seal of Biliteracy, providing counselors with practical strategies to support English Learners in achieving CCI completion through this pathway. In Spring 2025, counselors and Assistant Principals of Instruction will conduct a thorough review of student data, broken down by student groups, to evaluate progress toward our CCI goals.

- **Core Literature, High School** - Collaboration with English Department Chairs to develop instructional resources related to diverse core literature that were created in the summer of 2021; this included 16 titles that were already approved and created a "Required-Extended" category to the sequence of titles offered to students Grades 9-12 (4 Required-Extended choices for each grade level). Through Articulation and SCAC, the following four (4) new titles were approved: Klara and the Sun, Kitchen, How Much of these Hills is Gold, and Cold Mountain. Co-hosted parent preview webinars for these titles. Currently providing the UCLA Center X professional learning series on DeNormalizing Literature to 14 secondary English Teachers. **Update for 2022-23:** Core Literature, High School - English teachers from around the district engaged in training from professionals at UCLA Center X as part of an ongoing collaborative to analyze, implement and explore diverse texts to use for instruction. This is a professional learning series regarding DeNormalizing Literature. Teachers continue to use a number of titles from the "Required-Extended" category that was created in 2021 to the sequence of titles offered to students Grades 9-12 (4 Required-Extended choices for each grade level). Through Articulation and SCAC, the following three (3) new titles were approved: Interpreter of Maladies (12th), Purple Hibiscus (10th), and World of Wonders (11th). Co-hosted parent preview webinars for these titles. **Update for 2023-24:** High school has added 2 additional titles to move forward in the approval process. Piranesi by Suzanna Clarke, and Overground Railroad by Candacy Taylor were approved by the BOE in February 2024. An additional title, The Distance Between Us for 9th grade was approved in Fall 2023. English teachers continue to receive training from professionals at UCLA Center X as part of our ongoing collaboration to analyze, implement and explore texts featuring an underrepresented author and protagonist. In addition to titles previously listed, They Called Us Enemy (9th) is going through the adoption process and is expected to be approved at the June 5th board meeting. **Update 2024-2025:** As of the start of the 2024-2025 school year, we have instructional units for 18 of 22 Diverse Core Lit units and plans for the writing of the remaining units during summer 2025. All units were written by our teachers who attended both Diverse Core Lit training as well as an advanced course. All ELA teachers were provided access and introductory training on these units as part of the Professional Learning in August 2025. At the end of 2023-2024, all but two high school ELA, ELD, and SAI teachers had been trained by UCLA Center X. For 2024-25, two teachers who are also unit writers, have created a Diverse Core Lit training "lite" to share the most important elements of the Center X training with these teachers, as well as any newly-assigned teachers. This training can then be used in future years to train new teachers.
- **Core Literature, Middle School** - Communicated with English/Language Arts Department Chairs on the development of instructional resources related to diverse core

literature that were created during the summer of 2021. Participated in English Articulation and SCAC to support the passage of 2 new diverse core literature selections: *Esperanza Rising* and *All the Stars Denied*. Co-hosted parent preview webinars. Currently providing the UCLA Center X professional learning series on DeNormalizing Literature to 14 secondary English teachers. **Update for 2022-23:** Core Literature, Middle School - A team of English teachers engaged in summer work together to read text by a diverse author or with a diverse protagonist. Teachers discussed and shared texts that they read with their site teams, then provided any recommendations to English Articulation. Through English Articulation and SCAC, the following title, *When Stars are Scattered* by Victoria Jamison and Omar Mohomad was approved to move forward to the Board of Education for final approval. Co-hosted parent preview webinars for this title. Currently hosting 1 cohort of 14 middle school and high school English teachers and Instructional Media Technicians to participate in the UCLA Center X professional learning series on DeNormalizing Literature. An additional Advanced Institute will be held in June 2023 to provide an opportunity for teachers to engage in unit planning and development for CVUSD adopted diverse texts. **Update for 2023-24:** Middle school has added 1 additional title to move forward in the approval process. *Almost American Girl* by Robin Ha was approved by the BOE in February 2024. English teachers continue to receive training from professionals at UCLA Center X as part of our ongoing collaboration to analyze, implement and explore diverse texts. **Update for 2024-2025:** Middle School has added 1 additional title to the core literature list. *Wildoak* by C.C. Harrington was approved by our BOE on January 9, 2025. English teachers continue to receive training centered around diverse texts using the Center X protocols and evaluation rubric.

- **Curriculum and Assessment, Elementary - TK-2** - Work was completed in order to provide teachers with Grade Level Pacing Guides for this year for Wonders and Go Math. New assessments were created using Wonders and other resources for all TK-2 teachers to use to assess students for learning and reporting. These assessments were then deployed to teachers online, hard copy (if requested) and via ESGI. Teachers were given training opportunities, office hours and one-on-one support for these assessments and pacing guides. Grades 3-5 utilized MasteryConnect within Canvas to take 6 Unit tests in ELA and 3 trimester benchmarks in Math. **Update for 2023-24:** The next step in training for the Wonders curriculum is to determine and share the ways in which the Wonders curriculum aligns with Science of Reading and share best practices with teachers in grades TK-2. Teachers in grades 3-5 are now giving the Unit tests only 4 times per year, timing the assessments for reporting periods and preparation for CAASPP testing in the Spring. **Update for 2024-25:** Science of Reading Professional Learning has continued this year, with all teachers in Grades K and 1 receiving two days of professional learning on Science of Reading, with a third release day for teachers at Title I schools. TK and second grade teachers also participated in Science of Reading sessions on the professional learning day in March. Teachers in grades 3-5 learned about and provided input on the new Grade 3 standards-based report card and the importance of fair and equitable grading practices. All elementary teachers also received two days of UDL aligned training on teaching multilingual learners. Teachers in grades K-2 will pilot state approved dyslexia screeners for implementation in the 25-26 school year. All grades TK-5 will have newly formed curriculum committees that will meet in June and August to review and revise current pacing guides and assessments for implementation in the 25-26 school year.

- **Curriculum and Assessment, High School** - Facilitated Articulation meetings (3x for each department) that included topics such as: Science textbook adoption, Ethnic Studies Course pilot development: including 4 meetings to develop COS from the CDE model curriculum, diversity in Core Literature review and implementation, completing the "Required-Extended" comprehensive list of diverse core lit titles, development of units/lessons/library of resources for teachers to access, professional development with Gizmos and other instructional platforms, pathway infographic development for Science, H/SS (English & Math already completed), and the initiation of History/Social Science textbook adoption. **Update for 2022-23:** Facilitated Articulation meetings (3x for each department) that included topics such as: new pilot course selection, diverse core literature selections, continued work on both the Science and H/SS textbook adoption, and the Ethnic Studies Course enhancement and promotion. The textbook adoptions for both Science and H/SS concluding in March with both committees using a rubric to decide which publishers they are moving forward for BOE consideration. The goal is to have both sets of textbooks approved and ordered by May for teacher training over the summer. **Update for 2023-24:** Articulation meetings continue to occur virtually 3x per year, followed by action at SCAC. Gizmos will continue to be funded for an additional year. **Update for 2024-25:** Articulation committee meetings switched back to in-person this year to increase ease of collaboration between committee members. Gizmos was approved for continued funding. Began discussions with high school teachers regarding possible updates to the high school math pathways. Discussions will continue into next school year. Instructional materials for two courses will be proposed to the board of education in May 2025.
- **Curriculum and Assessment, Middle School** - Participated in Articulation meetings (3x for each department) that included topics such as: Science textbook adoption, TCI, benchmark assessments, and diversifying Core Literature. Supported in the coordination of professional development with Gizmos and other instructional and assessment platforms (i.e. IXL and Mastery Connect). Engaged in ongoing communication and provided professional development to principals as they supported in the implementation of the instructional initiatives. Participated in 4 SCAC meetings and facilitated 1. Supported in the coordination of cross-department discussion, and course and core literature approvals. **Update for 2022-23:** Held information meetings with English and Math Department Chairs in the spring of 2022 to discuss the need for developing a guaranteed and viable curriculum and a balanced assessment system to include formative and benchmark assessments. Prior to 2022-23, the Math department has administered Semester exams. During the summer of 2022 teams of English and Math teachers met to begin determining the essential standards (ELA) and develop quarterly benchmark assessments. These teams worked during the summer to develop these assessments and continue to work through the 2022-23 school year to finalize any remaining assessments. Professional development was provided to Math and English teachers in how to administer the assessments via Mastery Connect. **Update for 2023-24:** Multiple full day meetings have facilitated continued work for middle school teachers in Mathematics, English Language Arts, History/Social Science, and Science to identify essential standards, unpack those essential standards, and create common instructional pacing guides based on those standards. This work is fundamental to the school's shift toward effective Professional Learning Communities (PLCs). **Update for**

2024-25: Continued evolving work with middle school English and Math teachers in common assessments. Additionally, held collaboration meetings to discuss CAASPP data breakdowns in order to better align instruction and address student needs.

- **Designated ELD Training for Teachers at Title I Schools** - McGraw-Hill came and trained teachers at all grade levels on the designated ELD portion of their ELA/ELD instruction. Teachers were released by grade level for a half day to attend the training at Glenwood Elementary School. **Update for 2023-24:** This year we plan to train teachers in Grades K-5 on Designated and Integrated ELD in the Wonders curriculum that were not trained last year at Title I schools, and then also training for teachers at other school sites with English Learners in their class. **Update for 2024-25:** UDL training provided by CAFE in August and November, and then additional training for teachers in grades K and 1 on Science of Reading.
- **Dual Enrollment** - Establishing on-going communication and meetings with Moorpark College and Ventura County Community College District representatives on dual enrollment. Two meetings have been held to discuss current successes and on-going challenges for students to enroll in dual enrollment opportunities. Site and district staff have also participated in countywide collaboration meetings with other school districts to improve dual enrollment. Efforts are underway to advocate for qualified CVUSD teachers to become Moorpark College dual enrollment instructors. **Update for 2024-25:** Collaborated with school sites to update the process for awarding students credit for dual enrollment courses to ensure that the data was uploaded to CALPADS and included in each school site's College/Career Dashboard Indicator. On-going work and collaboration continues with the Ventura County Community College District on developing CCAP pathways at the school sites.
- **Dual Language Immersion Program at Conejo** - With Student Services, launched the first CVUSD DLI Program starting with the incoming TK and Kindergarten class of 2022-23. Incorporated professional development, staffing, planning, materials and marketing, served on leadership team, and met with Conejo staff in preparation of starting the DLI Program at Conejo Elementary. **Update for 2022-23:** Dual Language Immersion - The DLI program opened at Conejo Elementary with 3 kindergarten classes and 1 TK class. The school currently has 4 BCLAD teachers and plans to hire additional teachers as needed. The students in the DLI program **Update for 2023-24:** The DLI Program at Conejo Academy has matriculated to be a TK-1 program. As students come to CVUSD as Newcomers, we are also working with families to determine if the DLI Program would be a good fit for their student and family. In the 2024-25 school year DLI will be grades TK-2. **Update for 2024-25:** The school year opened with two DLI classes in TK-1 and three classes in grade 2. Teachers continue training on GLAD strategies for improved instructional strategies, especially for students learning in two languages.
- **EduProtocols PLC** - Mrs. Farhit (Tech TOSA) and Ms. Hutchison (UDL/Intervention TOSA) have teamed up this year to facilitate a Professional Learning Community of 24 K-12 teachers excited to explore the power of EduProtocols. EduProtocols are instructional lesson frames designed to engage students in learning through critical thinking, collaboration, communication, and creativity. These versatile frameworks can be used with any subject and any grade level, from kindergarten through adult

education. They simplify the process of creating engaging and personalized learning opportunities for every student, with the integration of meaningful technology, Universal Design for Learning, and Social Emotional Learning connections, making teaching and learning more effective and efficient for all. EduProtocols provide easy-to-use lesson structures that spark student engagement and enhance learning outcomes. The monthly Eduprotocols PLC met a total of 8 times this school year and dug deep into high-yield research-based lesson frames for increasing student engagement in learning. The group was a mix of primary elementary, upper elementary, middle school, and high school. Teachers of general education and special education were included and collaborated together. **Update for 2024-25:** Mrs. Garcia (Tech TOSA) and Ms. Hutchison (UDL/Intervention TOSA) continued the Eduprotocols PLC model for 16 K-12 teachers excited in exploring Eduprotocols. Each of the 8 sessions provided another opportunity for teachers to collaborate, build their toolkits, and discuss these self-differentiated lesson frames.

- **Elementary Co-Teaching** - Aspen Elementary started to matriculate their co-teaching model this year with students in TK, K and 1st grade learning in co-teaching environments. Students and two teachers are in the general education class for the morning instruction at a minimum, and often for extended periods of time in the school day, including specialists. Teachers work and plan together weekly. Madrona Elementary continues their co-teaching model with special education teachers bringing students to the general education classroom for time periods in the school day where both teachers are in the classroom teaching students together. **Update for 2024-25:** Aspen Elementary continues to matriculate students in co-teaching grades with this year, including Grade 2. We anticipate co-teaching cohorts matriculating to Grade 3 at Aspen and possibly opening a co-taught TK class at Ladera STARS in the 25-26 school year. Dr. Craven and Dr. Sellers presented on elementary co-teaching at a state conference and to the board of education.
- **Epoch Education** - All site administrators participated in a full day of training with Epoch Education on a Recognize-Interrupt-Repair protocol in August 2023. A smaller leadership team of school and district staff are meeting now through a coaching practice to raise the capacity of site and district leaders in addressing bias. **Update for 2024-25:** A second cohort of school site and district leadership participated in the coaching practice to build on their capacity to address bias. The Assistant Director of DEIB also participated in 12 hours of intentional one-to-one coaching with an EPOCH facilitator.
- **Ethnic Studies** - 1st year of instruction and implementation of curriculum as a pilot. Over 100 students enrolled districtwide, with multiple promotional strategies. Added a twilight class that is a hybrid model that includes students enrolled from each high school. Partnered with 1Shine to provide consultation on a monthly basis to our 3 teachers. Increase staffing to include additional staff members who will be teaching E.S. next year. Teachers will engage in a week-long seminar/conference at UCSB (Exit program) focused on Ethnic Studies curriculum and networking with other districts to provide additional resources. **Update for 2023-24:** Enrollment and number of courses at each high school site has increased over the past year, including a section at CVHS. 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. Districtwide Ethnic Studies Showcase event planned for early June. Teachers will provide an update with annual highlights at the June Board Meeting. **Update for 2024-2025:** Ethnic Studies teachers continue to meet and plan on a quarterly basis. Enrollment and number of courses on each site is holding steady as we prepare to add this course as an official graduation requirement in the 2026-2027 school year.

- **Expanded Learning Opportunity Program (ELO-P)** - Researched programs, engaged with directors within the County, and attended workshops to determine ELO-P requirements and options for CVUSD. Engaged with community partners to determine supports and programs that can be provided as part of after school, intercession, and/or summer programming. Created budgets and developed contracts for programming. Engaged in ongoing communication with the ELO-P committee to discuss program requirements, options, and develop a shared vision and mission. **Update for 2022-23:** The ELO-P is at all school sites and is being provided mainly through district staff, but also through contracts with Star Education, Boys and Girls Club, and CRPD. Credentialed teachers are providing homework help to all ELO-P students during the program. Enrichment providers are teaching music, PE and other classes, as well as offering enrichment opportunities through presentations from authors and virtual field trips. **Update for 2023-24:** The ELO-P continues to function well at all 17 elementary school sites. There are 3 different vendors working at various school sites, and the remaining school sites are staffed by CVUSD with credentialed teachers providing homework help 1.5 hours per day. In Middle School 118 students are attending Boys and Girls Club at their middle school using ELO-P funds. Summer ELO-P plans include a session in June with the Boys and Girls Club. In July there will be two different ELO-P options including ELO-P after Summer Learning Camp for those students attending and then a separate all-day program at the Boys and Girls Club for students not attending Summer Learning Camp. **Update for 2024-25:** ELO-P at elementary sites includes ELO-P programs that have contracts with Star Education, CRPD, and also sites that have their own CVUSD staffed TEAM ELO-P programs. School sites also have CVUSD teachers providing homework support for 1.5-2 hours per day at each site, based on site needs. This summer, we will offer a June program as well as a program that coincides with Summer Learning Camp (SLC) for students enrolled in SLC, and also students not enrolled in SLC. ELO-P at middle school sites continues a partnership with the Boys & Girls Club of Greater Conejo Valley; works very well for our middle school students. This year, ELO-P funding covered 127 students to attend the Boys & Girls Club on four of our middle school campuses before and/or after school. Each ELO-P consisted 1-2 CVUSD certificated teachers providing daily homework help/tutoring at the clubs for our ELO-P students. This summer, there will be a full day June program and a full day and half day July program, which allows students who are and who are not attending summer school to participate in ELO-P.
- **Grading For Mastery** - All secondary teachers received an introduction to mastery grading practices by their colleagues during either the August or November Professional Learning Days. A book study on Grading For Equity by Joe Feldman was offered to all secondary teachers. This book study was facilitated by teacher leaders who are utilizing some of these new grading practices. Two high school teachers provided the Board of Education and the public with an overview of mastery grading and actions that these

teacher leaders have taken to date. The March Professional Learning Day provided time for all teachers to learn more about the pillar of "accuracy" as conveyed through Feldman's text through the facilitation of teacher-leaders and open discussions. **Update for 2023-24:** Time during the August and November Professional Learning Days was used for teachers to learn more about and collaborate on mastery grading practices. In November 2023, 165 secondary teachers responded to a survey in which 83% stated that they had changed their grading practices to align with mastery grading concepts. Elementary education is working with the Elementary Report Card Committee to plan next steps based on elementary teacher feedback from Grades 3-5. Presentation provided to SUPER DAC in October 2023 to provide parents/guardians with an opportunity to learn more about these changes. A Spring teacher survey will be administered and a presentation to the board of education is scheduled in June 2024. **Update for 2024-25:** Grades 4-5 teachers received training and support on four pillars of grading to work to include in current grading practices, including avoiding zeros, grading using a 1-4 scale, allowing retakes and redos for assessments, and allowing for students to show mastery closer to reporting periods. Secondary teachers continue to expand and implement fair and accurate grading practices. The goal for the 25-26 school year is to establish site and department specific grading practices that all department members agree to implement.

- **Hatching Results Training** - The entire CVUSD counseling team TK-12 participated in professional development from the ASCA based Group "Hatching Results". This professional development provided counselors with the tools they need to build a comprehensive counseling program that includes a multi-tiered, multi-dimensional system of support (MTMDSS). As part of this they design lessons and activities in the SEL tiers including schoolwide, classroom, small group, and individual plans. Counselors are learning about the needs at their school sites by examining data, using screeners, and in general getting to know their students at a deeper level. **Update for 2023-24:** Training has continued throughout the 23-24 school year with in-person training in November, March and May, along with one virtual training in January. Counselors have created and implemented Tier 1 lessons at their respective school sites, and continue to build Tier 2 supports (student groups). Planning for the 2024-25 school year has already begun as we anticipate two additional trainings in the fall, followed by consultation hours at the individual school sites with site level teams. **Update for 2024-25:** CVUSD counselors have had training sessions this year with Hatching Results to continue the work of annual meetings with administrators, creating an annual calendar, designing counseling units with pre and post assessments, and tier 1 counseling programs at grade spans and levels. Counselors are also working this year to create a CVUSD Counseling Handbook to be used in subsequent years to define the roles of counselors and to outline responsibilities and practices for CVUSD counselors.
- **IB at Sequoia Middle School** - Sequoia Middle School is a Candidate School for the International Baccalaureate Middle Years Program (MYP) and is pursuing authorization as an IB World School. School staff are participating in a host of required training, which will include an all-staff training on March 18, 2024. After Sequoia Middle School successfully completes the IB MYP process, and receives authorization from the IB World Programme, the Conejo Valley Unified School District will be the first District in Ventura County to be an IB continuum school district, offering an IB program at the

elementary, middle and high school levels with IB programmes currently in place at Cypress Elementary School and Newbury Park High School.

Update for 2024-2025: Sequoia staff are actively preparing for next year's IB roll out by reworking curriculum to strengthen student engagement and connect learning to the world beyond the classroom. This focus on *international-mindedness* encourages respect for the diverse cultures on our campus—our students and families represent over 23 languages!

The IB Steering Committee is drafting Language and Inclusion policies to support inclusive and culturally responsive teaching. Teachers have begun piloting the IB 1–8 grading scale, which better reflects student mastery than traditional percentage grades. Staff training on the new scale is planned for May. Excitement is high as we move closer to full IB implementation, building on years of preparation to create exceptional learning experiences for all students.

- **Lead Counselors** - An Elementary and Secondary counselor were selected to represent their respective grade spans in working with district staff to plan professional development, create monthly agendas, assist with Hatchings Training content, data and presentations, and to provide an effective system of communication between district staff and site counseling teams. **Update for 2023-24:** Added Middle School Lead Counselor position. Lead Counselors meeting regularly with Instructional Services staff to collaborate and co-plan activities, meeting and training for school counselors. **Update for 2024-25:** This school year, we have had three Lead Counselors, one at each grade span. These leads meet with Instructional Directors to design trainings, plan for all hands meetings, as well as to support their grade span counselors through updates and dialogues based on needs of counselors.
- **MasteryConnect** - Provided 9 sessions for Elementary, ELA/H-SS middle school, Math/Science middle school, ELA/H-SS high school, and Math/Science high school. Provided 13 office hour sessions, 3 districtwide virtual sessions and 10 on site in-person. Teachers of grades 3-5 are using MasteryConnect for Wonders Unit Tests and Trimester Math Benchmarks. Middle School Math teachers are using it to administer semester finals. Middle and high school teachers in various subjects are creating either classroom-based assessments and/or department/school-wide assessments for use in PLCs. **Update for 2022-23:** Provided 8 professional learning sessions for Elementary, ELA/H-SS middle school, Math/Science middle school, ELA/H-SS high school, and Math/Science high school. Provided 15 office hour sessions, 2 districtwide virtual sessions and 13 on site in-person. Teachers of grades 3-5 are using MasteryConnect for Wonders Unit Tests and Trimester Math Benchmarks. Middle School Math and English teachers are using it to administer quarterly benchmarks. Additional middle and high school teachers in various subjects are creating either classroom-based assessments and/or department/school-wide assessments for use in PLCs. **Update for 2023-24:** We added additional middle school quarterly assessments this year. Provided 12 office hour sessions, and 8 optional professional learning sessions for teachers and administrators to attend. Currently, MasteryConnect houses 1,874 locally-created assessments, and over 357,000 student assessment scores on local formative and summative assessments. **Update for 2024-25:** This year, we provided six office hour sessions, and three professional learning sessions for teachers and administrators. MasteryConnect

houses 2,131 locally-created assessments, and over 512,000 student assessment scores on local formative and summative assessments.

- **Math Framework and TOSA** - Hired a Math TOSA (Ms. Bartlett) beginning this year to provide training and support in the implementation of the new Math Framework and the upcoming Math pilot and adoption. This year, we offered four two-day sessions in mathematics content and strategies for our teachers: Making the Most of Math for Elementary SAI and Learning Center Teachers, Math Framework Training for Grades TK-2, Math Framework Training for Grades 3-5, and Math Framework Training for Grades 6-12. Additionally, provided all math teachers with support for implementation of the CAASPP Interim Assessments and supplemental resources, such as 180 Days of Math Tasks. The training sessions and resources have been very positively received by our teachers across the district.
- **Middle School Common Assessments** - English and Math department teams engaged in the identification of essential standards, which is part of the creation of a guaranteed and viable curriculum. This is an important first step for supporting the implementation of Professional Learning Communities (PLCs) at the site level. In addition, English and Math departments developed and administered quarterly benchmarks in grades 6-8, providing important progress monitoring data. **Update for 2023-24:** The middle school English and Math departments continued their work by unpacking their identified Essential Standards and wrote common unit plans. The English and Math departments made adjustments to their quarterly benchmarks. The History/Social Science and Science departments also began the Essential Standards collaboration process by identifying standards, unpacking them, and beginning the work to write their unit plans. **Update for 2024-25:** Discussions around common assessments at the middle school level have focused on the implementation of the CAASPP Interim Assessments this year. Each grade-level team at each school site was expected to collaborate with their teams and administer the IABs in preparation for CAASPP testing.
- **New Teacher Induction** - Engaged in ongoing communication with the Induction Coordinator to discuss and monitor support being provided to participating teachers including PLCs, professional development, Induction Orientation, and ILP Reviews. Supported in the review of accreditation documents and the hiring of a new Induction TOSA. **Update for 2022-23:** Onboarded new co-coordinators who are currently serving in this role due to previous coordinator promoting to elementary principal position. Providing ongoing support to the Induction team as they plan for and implement Governance Team Meetings, Professional Learning Communities, and Orientations. Participate in the Individual Learning Plan Reviews as part of the assessment process for participating teachers. **Update for 2023-24:** This year, 3 Induction Mentor Teachers are supporting 34 Year 1 or Year 2 teachers with preliminary teaching credentials. Induction Mentors presented to the CVUSD Board of Education. **Update for 2024-25:** CVUSD is transitioning to the Induction Program being hosted by the Ventura County Teacher Induction Consortium. This two-year, job-embedded program provides individualized mentoring, support, and professional learning for newly credentialed teachers in California, starting in their first year. Accredited by the Commission on Teacher Credentialing (CTC), it is administered by the Ventura County Office of Education.

- **Online Course Directory** - Launched the first ever online Course Catalog, a brand new digital tool which allows students and families to browse all middle and high school course offerings in an interactive and easy to use interface. Families can filter the available courses across CVUSD secondary schools by school site, grade level, subject area, and course level. **Update for 2023-24:** Made updates to the online course directory based on feedback and frequently asked questions. **Update for 2024-25:** Made updates to the course directory to add new courses, and adjust which schools are offering which courses based on expected master schedules.
- **Optional Training After School** - The TOSAs and BCBA's from Instructional Services have provided optional after school professional development for teachers. Teachers do get paid for attending though. Topics have included: CHAMPS, UDL, Behavior Supports, Language and Literacy, Social Emotional Learning, Canva, IXL, Minecraft in the Classroom, Q Gradebook, and EduProtocols. **Update for 2023-24:** Elementary staff presented on several topics this week both virtually and in person. Some of the topics were building positive classroom environments, understanding the UDL framework, early childhood teaching, and lesson design with UDL. In person, teachers were given opportunities to collaborate with grade span teachers from other school sites and to put behavior management strategies into practice. **Update for 2024-25:** After school optional paid training this year included Eduprotocols, MasteryConnect, CAASPP Interim Assessments, Math Framework, Canva, and Q Gradebook.
- **Outdoor School** - Onboarded new Coordinator. Worked with the Coordinator to plan for Outdoor School. Engaged in communication with Camp Ramah to develop and finalize the contract; create a COVID-19 Safety Plan, and preview facilities. Also, engaged in ongoing communication with principals to monitor student attendance, outreach to families, and revision of COVID-19 Safety Plan. Participated in Outdoor School webinars. Planning for potential 8th graders to attend Outdoor School during the 2022-2023 school year (missed due to pandemic). **Updates for 2022-23:** Worked closely with the Coordinator to plan and provide for the Outdoor School Program experience to our current 6th and 8th grade students. Engaged in communication and planning with principals and hosted parent webinars with parents/guardians. Worked with Camp Ramah to develop and finalize a contract and create an updated COVID-19 Safety Plan. Also, engaged in ongoing communication with principals to monitor student attendance, student accommodations and supports, as well as outreach to families. Made adjustments to programming based on feedback from students and parents/guardians to ensure a safe and positive experience. **Update for 2023-24:** 6th Grade Outdoor School is being implemented with on-going efforts to remove barriers for unduplicated students to engage in this important activity. Presented information to the Board of Education on the rising costs of Outdoor School and the possibilities of increased fees next year. **Update for 2024-25:** Outdoor School was hosted for all 6th grade middle school students at Camp Ramah in the Ojai mountains. The BOE approved a \$25 increase per pupil this year to participate in Outdoor School, bringing the total cost to \$275 in the 2024-25 school year.
- **Outreach Assistants** - Outreach Coordinator and Assistants for 7 schools designated to receive Title I funds continually engage with parents and families in order to increase parent involvement and further the education of adults and children. They offer family trips, family experiences, English classes, tutoring, and classes on nutrition, safety,

technology and so much more. They actively communicate with families and connect them with resources and assist them with needs related to their students. **Update for 2024-25:** Elementary Outreach Assistants continue to offer vibrant, inclusive events and meetings for families with students at Title I schools including multicultural events, English classes, parenting classes, and options for tutoring. The Outreach Team brings in important speakers for parents and teaches them how to work with their students at home. Outreach also provides vital services for families including support with enrollment, after school applications, translation and interpretation, and a conduit between home and school.

- **Physical Education Specialists** - Maintain 2nd year of Elementary Credentialed Teacher PE program, funded from Learning Recovery Block Grant funds, where 8 elementary PE teachers were assigned to school sites to teach at least one 30 minute PE time to all elementary students, in addition to the PE time they currently have for a total of 200 minutes every 10 days. The credentialed PE teachers collaborated together and ordered equipment in order to have continuity in PE between schools. **Update for 2024-25:** This year, our six PE teachers have worked diligently at each elementary school to provide an engaging, comprehensive PE program to elementary students in Grades 1-5. PE teachers have time to collaborate with each other as well on district professional learning days.
- **PLC Training** - Four middle school sites are attending the California Principals Support (CAPS) network with teacher leadership teams. This ongoing, monthly professional development focuses on implementing systems and process for professional learning communities and Response to Intervention (RTI) systems. Teachers teams create and implement action plans for building the cultural conditions for implementing PLCs and RTI systems. **Update for 2023-24:** Four middle school sites continued their work with the CAPS network this year, including both site administration and teacher leaders. One of the main focus areas for this year's CAPS network has been to go beyond "PLC Light" and has afforded teacher teams structures for implementation of their site based teams. Next year additional schools will be joining the CAPS network process, including some CVUSD high schools. **Update for 2024-25:** Three elementary schools have been participating in CAPS PLC trainings, including Acacia Magnet School for Enriched Learning, Ladera STARS Academy, and Westlake Hills Elementary. Colina, Los Cerritos, and Redwood Middle Schools participated in CAPS PLC year 2 this year. Westlake and Thousand Oaks High Schools have also been participating in year one PLC trainings and are looking forward to continuing the work next school year.
- **Professional Learning Day (August)** - Developed and organized a professional learning day for all certificated staff that addressed the following topics: Introduction to Diversity, Equity and Inclusion, multiple means of UDL engagement, and teacher-to-teacher expert sessions. **Updates for 2022-23:** The August 22, 2022 Professional Learning Day was facilitated by school principals and consistently focused on this year's professional learning goal of "Be able to intentionally design first instruction that achieves equitable outcomes for all learners through the implementation of targeted UDL checkpoints that promote DEI and SEL." This training did not necessarily introduce new strategies, but provided needed meaning making about the intersection between DEI, SEL and UDL. **Update for 2023-24:** This day started late for all CVUSD employees due to inclement weather; however, time was given for schools to work closely with their

staff to review school priorities and to receive training from site administrators on those site goals. District-led training was postponed to the November 2023 Professional Learning Day. **Update for 2024-25:** All teachers in Grades TK-12 participated in training provided by CAFE on UDL-aligned strategies for multilingual learners. Topics of the training included UDL consideration aligned to the needs of multilingual learners, graphic organizers to support all students with content knowledge, and collaborative strategies to increase language practice.

- **Professional Learning Day (November)** - Developed and organized a professional learning day for all certificated staff that addressed the following topics: Diversity, Equity and Inclusion, social emotional learning, and UDL. **Updates for 2022-23:** The November 1, 2022 Professional Learning day built upon the first training August by providing more details on 2 UDL checkpoints: 7.2: Optimize relevance, value, and authenticity, and 8.3: Foster collaboration and community. One result of the training was a Learner Interview to be conducted by staff in order to better understand, and therefore design for, a particular student in the classroom. **Update for 2023-24:** Elementary teachers engaged in arts integration training through UDL, and either Science of Reading (TK-2) or Grading for Mastery (3-5). Secondary teachers participated in on-going discussions and updates on mastery grading, with high school teachers completing the Anti-Bias Educator training with ADL. **Update for 2024-25:** All teachers in Grades TK-12 participated in a second day of training provided by CAFE on UDL-aligned strategies for multilingual learners.
- **Public Safety Power Shutoffs (PSPS)** - Created an addenda to the Comprehensive School Safety Plan that describes actions for district and school staff to take before and during a PSPS outage event. The addenda includes a “how to guide” for school site administrators as well as a set of resources and appendices which includes sample communications to the community, key considerations for school principals, and a “Get the Facts” document for parents/guardians. This addenda was created with the input of a staff task force and the suggestions of the CVUSD District Advisory Council (DAC).
- **Q Gradebook** - Provided training and support to increase the usage of Q Gradebook for teachers of grades 3, 4, and 5. Support was provided during virtual office hours, professional learning sessions, and one-on-one support to over 60 teachers. **Update for 2023-24:** Provided additional training and support to increase usage of Q Gradebook for teachers in grades 3-12. Additionally, hosted a focus group collaboration meeting to consider configuration options in Q Gradebook to better support MasteryGrading practices. **Update for 2024-25:** Continued to provide training and support to increase the usage of the Q Gradebook for teachers in grades 3-12. Hosted virtual meetings for teachers to attend, and recorded them for later viewing.
- **Racism, Discrimination, and Harassment** - Provided training to school principals on updated procedures for investigating allegations of racism, discrimination, and harassment; as well as how to better receive and resolve these investigations. Created on-going groups of site administrators and school counselors to address racism, discrimination, and harassment. Initiated all middle schools’ participation in *No Place For Hate* program for the 2024-2025 school year. **Update for 2024-25:** At the beginning of the school year, a memo was sent to all CVUSD employees regarding professional responsibilities to identify, interrupt, report, and repair any incidents of racism, discrimination or harassment. Principals re-sent this communication as a reminder in

Spring 2025. During the 2024-2025 school year, several elementary, middle, and high schools implemented the *No Place For Hate* program, with several schools set to follow suit during the 2025-2026 school year. School site and district leadership participated in the *RISE + Rams* event, which allowed participants to engage in activities to better understand and address issues of implicit bias, racism, discrimination, and harassment.

- **Restorative Practices** - In 2023-24, ongoing training provided to school administrators on the implementation of restorative justice practices with students, staff, and families when addressing harm in a learning community. Restorative Practices training through the International Institution of Restorative Practices (IIRP), was provided by district office staff that were trained as trainers by the IIRP in 2022-23. An additional 82 site administrators, teachers, and district staff were trained by IIRP representatives in November 2023 and January 2024. In April, 10 additional staff will be trained to facilitate future training. **Update for 2024-25:** In addition to implementing these practices with students, there were several opportunities in which employee-employee matters were resolved through restorative conversations facilitated by trained district and school staff. Additionally, administrators and counselors participated in the IIRP training this year. The training focus leverages restorative practices to strengthen accountability, establish clear boundaries, and cultivate a culture of respect within schools and communities. Through the use of restorative circles, participants engaged in strategies to facilitate structured opportunities for students to take responsibility for their actions and develop essential social-emotional skills.
- **School of Choice** - Held 3 School of Choice committee meetings with staff and committee members from the community. Reviewed the impact of EARTHs enrollment based on prior changes. Updated the annual School of Choice Board Policy to reflect changes with the Dual Language Immersion Program. **Updates for 2022-23:** School of Choice applications were submitted and processed. Some elementary schools continue to see increasing numbers of applications, including Conejo Elementary's Dual Language Immersion program, and Cypress Elementary's new IB program. **Update for 2023-24:** This year, implemented a new tool to gather and analyze School of Choice applications based on the on-going challenges with the prior system. Received about 1300 applications for School of Choice. **Update for 2024-25:** We have begun the school choice notifications for the 25-26 school year that include using a live waitlist posting on the CVUSD webpage so that families can see the placement of their student on the waitlist for the schools they have applied for.
- **Science of Reading** - The Elementary Instruction team continues to attend training and certifications in order to promote SOR aligned-practices in elementary ELA instruction. They have used their knowledge to train teachers on November 1, 2023 and the upcoming March 18, 2024 professional learning days. They have also held two trainings with elementary Academic Specialists to promote practices aligned with SOR. Our team is also going to attend training sessions with Academic Specialists and other educators to become certified in LETRS Science of Reading aligned curriculum and instruction. A Team is currently receiving LETRS trainer of trainers training in the Science of Reading based curriculum. We have also formed a SOR Committee composed of elementary teachers to seek input from and collaborate with each other. **Update for 2024-25:** Teachers in Grades K and 1 have received specially designed Science of Reading training this year based on the LETRS curriculum that Brynn Hutchison, MaryBeth

Stovall, and select teachers and Academic Specialists have been participating in. Science of Reading Session 1 topics included how the brain learns to read, the power of phonological processes, exploring phonology through play, and teaching phonemes and articulation. The Session 2 topics included the power of orthographic mapping, heart word magic, and the phonics puzzle. Teachers were given chances to make “Mighty Moves” which are quick changes for the classroom like converting word walls to sound walls and implementing orthographic mapping. K and 1st grade teachers from Title I schools had an additional day of training that included topics on understanding Ehri’s phrases, assessments and data, exploring resources in Wonders, and team planning around Science of Reading. On the March 17, 2025 PL day, teachers in Grades TK and 2 grade had separate presentations on similar topics as K and 1st grade, and K and 1st grade teachers had a session where they collaborated with other K and 1st grade teachers and then also with the K and 1st grade teachers at their own school sites.

- **Secondary Grading Policy** - Created a teacher committee of those who are currently utilizing alternative grading approaches in the classroom. Reviewed other school district policies on grading as well as best practices on how to ensure a meaningful and sustainable change to teacher grading practices. **Updates for 2022-23:** Grading For Mastery - All secondary teachers received an introduction to mastery grading practices by their colleagues during either the August or November Professional Learning Days. A book study on Grading For Equity by Joe Feldman was offered to all secondary teachers. This book study was facilitated by teacher leaders who are utilizing some of these new grading practices. Two high school teachers provided the Board of Education and the public with an overview of mastery grading and actions that these teacher leaders have taken to date. The March Professional Learning Day provided time for all teachers to learn more about the pillar of "accuracy" as conveyed through Feldman's text through the facilitation of teacher-leaders and open discussions. **Update for 2023-24:** Time during Professional Learning Days and staff/faculty meetings are being spent on continuing to learn about and discuss grading for mastery. A survey of 165 secondary teachers indicated that 83% of those teachers are now employing some form of mastery grading. At each of the articulation meetings, district staff are facilitating sharing of ideas and progress at each of the school sites. Additional ideas on discussion and training in staff/faculty meetings are forthcoming. A Professional Learning Community (PLC) has been created with interested teachers and district staff to investigate the connections between Q-SIS and mastery grading. **Update for 2024-25:** Secondary teachers continue to expand and implement fair and accurate grading practices. Two teachers shared their perspectives and practices during an update and presentation to the board of education. The goal for the 25-26 school year is to establish site and department specific grading practices that all department members agree to implement.
- **Social Emotional Learning, Elementary** - Elementary Counselors prepared slide decks for every day of school organized into monthly or unit based slide deck bundles. Reinforced the use of SEL practices from Sanford Harmony and best practices of Meet Up/Community Circles, Buddy Ups, and whole class SEL activities and lessons. Identified Read Alouds teachers could use in conjunction with SEL topics. Provided professional development sessions for teachers to improve SEL practices such as using Sanford Harmony and conducting Community Circles. Collected teacher-reported data on the amount and frequency of SEL in their classrooms, as well as identifying which resources they use and areas of need. Collected and analyzed counselor data using Q

to determine the number of students receiving Tier 2 interventions in SEL. **Updates for 2022-23:** SEL Elementary Canvas Course and Web Resources - In order to promote increased and continued SEL in elementary classrooms Elementary Education created slide deck general resources for easy teacher use. These and other resources were then combined into a Canvas Course title "SEL Central" that all teachers were invited to join. The slide decks embedded in the course are updated weekly. Teachers can also find resources for Sanford Harmony in the course, these are also distributed via email.

Update for 2023-24: This year the Elementary Counselors have been focusing on delivering Tier 1 lessons to students in Grades K-1 on topics for Social Emotional Learning, College/Career Readiness and Academic Achievement through the counseling lens. Teachers have also been provided with several resources for teaching SEL in their classrooms including slide decks aligned with Harmony curriculum and a Canvas course with multiple resources. **Update for 2024-25:** Our Elementary Counselors continue to design slide decks for teachers that include lessons aligned with the Harmony curriculum. Schools also promoted Bullying Prevention Month, Inclusive Schools Week, and Kindness Week. Elementary Counselors have also been implementing Tier 1 lessons for social emotional learning and the other counseling domains. Elementary teachers have led SEL in their own classes through community circles, SEL lessons, and SEL practices.

- **Social Emotional Learning, High School** - Monitored the ongoing General Education Tier 1- SEL actions, in the form of Class Lessons/activities (school wide), as well as monitoring the ongoing Gen Ed Intv Tier 2 - Social/Emotional 1:1 & the start of implementing student groups. Site progress was discussed during the High School Principals meetings 1x per month. Each high school provided school wide activities/lessons that supported the SEL Tier 1 intervention for at least 10 minutes each week. Additionally, the SEL Task Force has created an Action Plan for Tier 1 intervention for the 22-23 school year. **Updates for 2022-23:** Social Emotional Learning, High School - Implementation of weekly lessons and activities that supported the Monitored the Tier 1- SEL plan. This included a collaborative effort by academic departments identifying and sharing resources that support Tier 1 SEL actions. TOHS used Purpose Prep curriculum to implement SEL lessons on a weekly basis. This program will not continue next year. Ongoing Gen Ed SEL Tier 2 interventions along with the facilitation of student groups was implemented by counselors at the sites. Site progress was discussed during the High School Principals meetings 1x per month. **Update for 2023-24:** Adjusted board goal to include embedded classroom SEL and Tier 1 lessons from counselors. SEL infographics have been provided to each site and are posted in every classroom at the high schools, reminding students and teachers what types of SEL opportunities are provided in their classes. In lieu of specific SEL lessons provided by the teacher, these strategies and instructional practices are embedded in their everyday learning. As part of their Tier 1 implementation, counselors have created and facilitated multiple grade level SEL lessons throughout the year. **Update for 2024-2025:** SEL work continues by counselors in their Tier 1 implementation, and teachers continue to provide SEL in their everyday lesson plans.
- **Social Emotional Learning, Middle School** - Supported in the implementation of the newly adopted Second Steps curriculum. Monitored the ongoing General Education Tier 1 lessons. Also, monitored the ongoing Gen Ed Intv Tier 2 - Social/Emotional 1:1 & the start of implementing student groups. Worked directly with counselors and administrators

to provide direction and professional development. Co-facilitated the Secondary SEL Task Force to develop an Action Plan for SEL for the 22-23 school year. **Updates for 2022-23:** Social-Emotional Learning (SEL), Middle School- continued implementation of the Second Step social-emotional learning curriculum with the transition from counselors delivering the lessons in 2021-22 school year, to teachers delivering the lessons during the 2022-23 school year. Provided professional development in Second Step to all teachers and monitored the implementation of the lessons. The newly hired SEL TOSA provided ongoing support and professional development to teachers and also created a Canvas Course that includes pacing guides and supplemental resources for teachers. Also, continued to monitor the implementation of General Education Tier 2 social emotional learning provided by counselors through individual and small group counseling. Co-facilitated the SEL Task Force to engage in progress monitoring of the secondary SEL Action Plan. As part of this, administered the SEL screener and make revisions to the screener on an as needed basis to support in the identification of students in need of Tier 2 support. **Update for 2023-24:** Teachers continue to implement SEL weekly. The SEL TOSA continued to provide support to educators implementing Second Step curriculum through classroom visits, CVUSD Canvas course, and a shared SEL drive resources. SEL TOSA collaborated with directors, counselors and mental health services to revise and distribute SEL screeners and identify necessary Tier 2 supports for students. **Update for 2024-2025:** SEL work continues by teachers using Second Step curriculum and counselors using lessons from their Tier 1 franchised lessons. Teachers continue to provide SEL in their lesson planning. A proposal for next year is to continue providing some SEL instruction on key topics, but to move away from Second Step and also use some of this additional time back for academic intervention and support.

- **Student District Advisory Council (SDAC)** - Facilitated the monthly Student DAC meetings with 24 student representatives from across the CVUSD high schools. Accomplishments included: completion and updates on bylaws, feedback and input regarding the Ethnic Studies pilot, and development of the Educational Equity committee, Environmental committee, Mental Health committee, Publicity committee, and various others that were already in existence. Additionally there was feedback and input regarding the new dress code policy, as well as updates of BP 9150, and student representative attendance and leadership at the CSBA conference. **Updates for 2022-23:** Continued guidance and support from the High School Instruction office with the Student DAC meetings. This year, there were 23 student representatives from across the CVUSD high schools. We reduced the number of meetings from 10 to 8 general meetings and added the Executive Board meetings at the conclusion of the general meetings, in accordance with other DAC practices. Accomplishments included: Passing of Board Bylaw 9150, feedback regarding SEL, feedback regarding our school lunches and nutrition services, and the continuation of committee work, in particular the Educational Equity committee, Environmental committee, Publicity committee, and various others that were already in existence. Two student representatives attended the student-led leadership conference at the CSBA. **Update for 2023-24:** Student DAC general meetings continue each month with committee reports and various presentations based on requests. This year, we've highlighted Black History Month with a presentation, along with information/updates on Gender-Neutral bathrooms. Also, a presentation was given by our HR department on hiring practices. Ethnic Studies teachers visited the group to give an update and progress on this course, and there have

been a number of student presentations given. The student committees have really grown this year. The Campus Culture committee was established and new language in the SDAC bylaws were approved by the group to promote equitable participation by each school site for these committees so that all sites have a voice. We had two representatives attend the CSBA conference in San Francisco this year and look forward to attending next year as well. **Update for 2024-2025:** Student DAC (SDAC) general meetings continue each month, with committee reports and various presentations based on requests. This year, SDAC has worked on providing feedback on the cell phone and valedictorian policies, as well as shared thoughts on out of school opportunities for students and AI in the classrooms. We had two representatives attend the CSBA conference in Anaheim this year and look forward to attending next year as well.

- **Summer School** - A partnership with Learn 4 Life has provided the opportunity for each grade span to access summer school programs. In the month of July, Elementary and Middle School provide accelerated and intervention classes, while the high school program offers a multitude of credit recovery classes, as well as accelerated opportunities for students with disabilities, English Learners, AVID students and McKinney-Vento students. No use of district funds were used for remedial and enrichment. Planning underway for Summer 2024. This year, the summer program has extended to 20 total days and will include ESY. **Update for 2024-25:** For Summer 2025, Elementary will offer Summer Learning Camp (SLC) at two school sites: Maple and Conejo. Extended School Year for eligible students with disabilities will take place at Conejo. Students will have 20 days of SLC where they will practice essential ELA and Math skills as a bridge before matriculating to the next grade, and also to maintain school connectedness. We continue to partner with Learn for Life to offer Elementary SLC. High school summer school will continue to partner with Learn for Life as well, offering credit recovery for grades 9-12 as well as Extended School Year for eligible students with disabilities.
- **Super DAC** - At the request of the DAC Executive Board, this year initiated new communication and collaboration measures for all CVUSD advisory councils/committees. Two "Super DAC" meetings were held. The first in October provided members with essential information about the Greene Act as well as a sharing of parent/guardian panelists. The second in March provided members with the student performance presentation provided to the Board of Education with an opportunity for all groups to mix and engage in discussion. Additionally, this year began the "Super DAC" monthly newsletter which provided updates on the various advisory councils/committees through the Communication Snapshot. **Update for 2023-24:** The October 2023 SUPER DAC meeting centered on Grading For Mastery. A presentation was provided by CVUSD teachers, district staff, and UACT President. A SUPER DAC newsletter was sent out in Fall 2023. March 2024 SUPER DAC focused on examining levels of student achievement data. The last SUPER DAC newsletter is being finalized now. **Update for 2024-2025:** October's SUPER DAC meeting featured training to students and parent/guardian leaders from Dr. Collin Williams as part of the "Rise with the Rams" partnership. Attendees participated in activities on understanding identity, diversity, and bias. March's SUPER DAC meeting included a presentation by counselors on the valedictorian recognition and a report out from each of the student and parent advisory councils and committees.

- **Technology TOSAs** - The Tech TOSAs have provided over three dozen after school training and office hours, as well as completed 568 classroom visits at their assigned schools. Topics included educational software such as Edpuzzle, ESGI, IXL, Lexia, SRI, Seesaw, TurnItIn, Canvas, MasteryConnect, green screen, MergeCubes, Osmos, and Gimkit; Chromebook 1:1 classroom management, lesson planning and design, and model lessons; and troubleshooting assistance. **Updates for 2022-23:** Technology TOSAs - The Tech TOSAs have provided 53 after school training sessions and 10 hours of virtual office hours sessions. They have also completed 392 classroom visits at their assigned schools to date. Topics included educational software such as Edpuzzle, ESGI, IXL, Lexia, SRI, Seesaw, TurnItIn, Canvas, MasteryConnect, green screen, MergeCubes, Osmos, and Gimkit; Chromebook 1:1 classroom management, lesson planning and design, and model lessons; and troubleshooting assistance. Additionally, rolled out Canva Enterprise districtwide. **Update for 2023-24:** The Technology TOSAs have provided over 40 after school trainings, release days, and office hour sessions; as well as completed nearly 400 classroom visits at their assigned schools to date. Topics included educational software such as Lexia, LiteracyPro, Finch Robotics, Ozobots, Seesaw, TurnItIn, Canvas, MasteryConnect, green screen, MergeCubes, Minecraft EDU, ESGI, OSMO, and Tinkercad; lesson planning and design support, and troubleshooting assistance. The Tech TOSAs have provided over 60 after school trainings, release days, and office hour sessions this school year; as well as completed nearly 650 classroom visits at their assigned schools. **Update for 2024-25:** Shifted to a single Technology TOSA this year. As a result, the support model has changed to offer more teacher collaboration support and less direct student support. The result has been that site teachers have begun borrowing equipment and implementing themselves after 1-1 coaching with the Tech TOSA. Additionally, we have focused on providing teachers with training, tools, and resources on making the most of Artificial Intelligence tools for teachers.
- **Title I** - Met and coordinated with Title I principals on the use and spending of their Title I dollars, increased counseling for Title I schools with the addition of a Bilingual Counselor for Title I schools, determined site needs and then prioritized them with principals, and coordinated with Outreach Staff to provide parent family engagement opportunities for families and increasing family involvement in schools. **Updates for 2022-23:** Continued and increased counseling services using Title I dollars, including expanding the role of one counselor to include community outreach. Began the process of each Title I school having a Wellness Center and 5 day a week Mental Health Clinician to serve all students in the Wellness Center. Continued to fund Outreach Assistants at 5.25 hours per day to support families and school sites. Title I Schools, processes and budgets were also examined during the Federal Program Monitoring process and had no findings which means we were fully compliant. **Update for 2023-24:** In addition to the site budgets this year, Title I funds have been allocated for Outreach work, evening tutoring for students, equipment for parent outreach rooms at school sites, and registration and travel fees for conferences. School sites are also contracting with Be GLAD to have teacher training in effective strategies for English Learners. Title I funds are also supporting additional Mental Health Staff at the 7 school sites and the development of Wellness Rooms for the Wellness Clinicians. Additional dollars were also allocated to school sites for additional supervision at break times to facilitate better peer interactions, as well as to enable continued contracts with CRPD for direct services with students on peer relationships through play. The 10th Annual Conference for Spanish Speaking Parents was held on

May 4, 2024. Families from all schools were invited and attended. It concluded a speaker series and had activities for children as well as adults. Our Outreach staff is also coordinating multicultural nights at Title I schools and pooling resources and efforts to maximize each event. **Update for 2024-25:** Title I schools continue the important work of focusing on the needs of their students and families, with the ultimate goal being improved academic outcomes for all students. Schools offer academic interventions, social and emotional interventions, and before and after school meetings and programs. Our Title I counselors connect families to schools and help families access community resources for their students and families. Additionally, Conejo and Glenwood are the first schools in many years to be able to have a counselor on campus five days a week using Title I dollars and grant dollars. This has enabled counselors to provide essential support at these two school sites.

- **Title IX** - Updated Title IX posters were provided to all secondary schools. All school site administrators and district administrators from Instructional and Student Services participated in a 3-hour training facilitated by an attorney specializing in Title IX. The training reviewed the legal foundations of Title IX and the required steps, as well as important legally sound practices on conducting an unbiased and comprehensive investigation and how to employ trauma informed practices. Additionally, WeTip was adjusted at all schools to include a specific reporting category under “Discrimination/Harassment” to include sexual harassment or sexual assault. Messaging directly to students, staff, and parents/guardians at CVUSD high schools was provided to share reporting information and an extensive Question & Answer document. Additional actions set forth in the draft resolution presented during the April 7, 2025 board meeting will be implemented and an update will be provided to the board and public no later than December 2025.
- **Transitional Kindergarten (TK)** - Researched and attended training on new TK laws including the addition of all 4 year olds by the 25-26 school year. Held TK/K information nights to share current information. Met with Amie Mills to determine our UPK programs and continuum in order to draft our CVUSD UPK plan, to be submitted to the Board by June 30, 2022. Launched a process for Extended TK birthdates to garner additional enrollment for next year and increase access to TK. **Updates for 2022-23:** Transitional Kindergarten (TK) - Hired MaryBeth Stovall to be the district's first TK TOSA. She coordinates TK teachers and aids at all schools. Each school hired a TK aid per TK classroom to maintain a 12:1 ration for all classrooms. Recruited and hired a roving TK aid to fill any vacancies in TK aid positions to stay within ratio. New classrooms were set up with materials, furniture, and instructional materials. Teachers selected a dramatic play area for their classroom using ESSER 3 funds. **Update for 2023-24:** We continue to expand our TK program as the age ranges increase the enrollment in TK for CVUSD. We currently have 23 TK classrooms and anticipate 26 for next year. TK teachers and aides receive regular training and collaboration time with our TK TOSA Mrs. Stovall. She also trained principals on the change in expectations for TK now that students will be younger coming into TK, including the importance of play and social emotional development, over academic skills. Throughout Spring 2024 the elementary schools have been hosting their own TK/K information nights for enrolled families. In August we will host a districtwide session for any parents/guardians that could not attend the school site events. **Update for 2024-25:** Classes for the 24-25 school year expanded to 30, with Lang Ranch having four classes and Sycamore Canyon having three classes that

partner with Be Me Preschool for Inclusion. TK teachers will meet as a team with Mrs. Stovall, TK TOSA, nine times to collaborate, participate in professional learning, and get important updates regarding transitional kindergarten. This year, we have partnered with VCOE for training for TK teachers on the PTKLF standards for TK classrooms, as well as science for the TK classroom. TK aides have also had regular staff meetings and opportunities to attend training sessions from Mrs. Stovall and VCOE. We are preparing for the 25-26 school year, where all four year olds will be eligible for TK, and class sizes have been mandated to be 20 students with an adult student ratio of 10:1. TK teachers have also received training this year on Science of Reading and how it applies in the TK classroom and creates a foundation of future literacy. In the spring, TK teachers will participate in UDL walks through other TK classrooms.

- **UC Doorways / A-G** - Interfaced with Doorways staff and consultants as necessary, and collaborated with school and District staff to submit paperwork necessary to update current or approve new courses for A-G credit. So far this year, submitted a total of 63 updated or newly approved courses for A-G credit. **Updates for 2022-23:** Interfaced with Doorways staff and consultants as necessary, and collaborated with school and District staff to submit paperwork necessary to update current or approve new courses for A-G credit. So far this year, submitted a total of 41 updated or newly approved courses for A-G credit. In conjunction with each school site, made annual updates to each school site's A-G list. **Update for 2023-24:** In total, we have submitted a total of 36 updated or newly approved courses for A-G credit. In conjunction with each school site, made annual updates to each school's A-G list. **Update for 2024-25:** We have submitted over a dozen newly approved or updated courses for A-G credit in conjunction with each school site to make updates to each school's annual A-G list.
- **"Visual and Performing Arts" Updates and Elementary** - This year all elementary students in grades 4 and 5 have been receiving general music instruction from a credentialed teacher. Instruments were purchased for the music classes including ukuleles, boom whackers, and orf instruments. Students have 30 minutes weekly instruction from the 2.2 elementary music teachers. **Update for 2023-24:** This year all students in Grades 1-5 have music with a credentialed music teacher 1x week. We hired additional teachers for Music in order to create a schedule that works for all school sites. In addition teachers received training on November 1, 2023 in Arts Integration and its alignment with UDL and SEL. Teachers were then offered the opportunity to attend additional training session on theater arts integration and visual arts integration. **Update for 2024-25:** Our Elementary music teachers continue to provide general music to all students in Grades 1-5. Additionally this year, we have been able to offer in-school band and strings to students at five of our Title I schools that did not have Band or Strings available in the past, at no cost. The purchase of instruments for elementary students using Proposition 28 dollars has made this possible.
- **"Visual and Performing Arts" TOSA** - Created a new position to enhance the arts throughout CVUSD. Meets frequently with school and District staff, as well as community leaders in the arts. Collaborates to support the All District Music Festival, Analyzes trends in student arts participation, researches best practices in implementing arts standards, secures additional funding for arts, attends student shows and performances, and organizes the CVUSD Strategic Arts Plan. **Updates for 2022-23:** District Arts Coordinator, Mr. Brian Peter, continues to work closely with district and school staff to

support and implement the Strategic Arts Plan which was provided to the Board of Education in June 2022. This year, he has provided direction and oversight to the new General Music Teachers (Grades 4-5), and offered leadership in the planning of one-time Arts, Music and Instructional Materials Block Grant and Proposition 28 funding. He continues to be District's representative for the All District Music Festival. **Update for 2023-24:** For Mr. Brian Peter, district Arts Coordinator, included implementing year 2 of the CVUSD strategic arts plan, coordinating the scheduling of six credentialed General Music Teachers (Grades 1-5), coordinating and implementing the scope and sequence of elementary general music curriculum, purchasing and distribution of general music equipment for all sites, purchased band and strings equipment for 5th graders, facilitating professional development in elementary arts integrations theater and visual arts, and organizing the November 1st PD with all elementary staff in visual arts. In secondary, Mr. Peter organized the November 1st PD of VAPA standards, frameworks, and equity grading, attended many student shows and performances, assisted Principals and teachers on Prop 28 rules, implementation, and vision, including discussions on site arts leadership and the TK-12 student arts experience, and serves as the district representative for the All-District Music Festival committee. Working through very reporting and complex requirements set forth with a focus on providing clear information and direction to school staff. **Update for 2024-25:** District Arts Coordinator, Brian Peter, continues to implement phase two and three of the CVUSD Strategic Arts Plan. Receiving Prop 28 funds has expedited implementation of many sections of the CVUSD Strategic Arts Plan; thus a mid-cycle review of the Strategic Arts Plan was held in December consisting of a committee of 24 diversified stakeholders. A summary of their ideas will be implemented into the next plan. After receiving a Prop 28 waiver for 23/24 & 24/25 funds, Mr. Peter has worked with the Directors, Principals, Purchasing, and VAPA Teachers to make strategic VAPA purchases that follow P28 law and purchasing guidelines, and grow student access to the arts. This includes sending many items to bid resulting in substantial savings and extending our P28 dollars. 5th grade beginning band and strings has started at five Title 1 elementary schools. Students were provided credentialed instruction, instruments, music stands, and music culminating in the opportunity to perform at the All-District Music festival. Mr. Peter continues to represent CVUSD and assists in coordinating the 10-nights of the All-District Music festival.

- **We-Tip** - In collaboration with Mr. Gary Bradbury, launched this new anonymous reporting platform which is available now on each student's Classlink page, every school's homepage, and advertised in posters throughout schools. Tips are submitted to school administration. Any life-threatening tips are submitted to law enforcement. District staff serve as the response team during after-hour emergencies. **Update for 2023-24:** Since April 1, 2023 there have been 172 reports sent through WeTip in which school site administrators and district staff responded. **Update for 2024-25:** Provided a presentation to the public and Board of Education on WeTip reporting. Since the start of the school year, there have been 374 reports submitted. WeTip is always referenced in districtwide messaging regarding student health and safety.



STUDENT SERVICES

Highlights from May 2024 through May 2025

Diversity, Equity, Inclusion, and Belonging:

- **African American District Advisory Council (AADAC)** - The African American District Advisory Council (AADAC) provides a parent and community voice for our African American and Black families to support our students in experiencing the maximum level of success at school, including academically, extra-curricular, social-emotional and wellness. Our goal is to build a strong partnership between CVUSD staff and families and to connect our community's African American and Black families to create a safer, more inclusive school environment and increase the academic opportunities and achievement of our Black students. This past year, AADAC focused on being more visible in schools, having a collective voice, and creating spaces for families to gather informally to create a closer connection to one another. 1 Shine did a presentation in front of AADAC, and as a result, CVUSD was able to put on its first-ever Black History Month celebration. **Update for 2023-24:** AADAC group has grown and is a more action-oriented group focused on student supports. In a momentous stride toward celebrating and honoring achievements within the Black Student community, AADAC proudly announces the inception of the Black Excellence Award. This prestigious accolade will be bestowed upon two outstanding students from each high school, recognizing their remarkable contributions and accomplishments. AADAC will host the first Black Student Graduation Celebration on May 22nd. **Update for 2024-25:** The group is small but motivated to move the committee forward through collaboration with each Black Student Union (BSU) that is ongoing and intentional. This year's AADAC members have committed to expanding the membership by educating and involving the community more often.
- **African American History Day Celebration** - CVUSD partnered with 1Shine of Compton to provide a Black History Month Event for the students and families of CVUSD. 1 Shine Youth is a nonprofit organization that provides youth with access to quality performing and cultural arts programming. Their unique approach to youth development is the implementation of literacy through the arts. Participating students receive academic reinforcement in English Language Arts and math concepts through hands-on performing and cultural arts curriculum. 1 Shine performed at Newbury Park High School and Redwood Middle School for students and faculty and hosted a districtwide show for students and families in Thousand Oaks High Schools Performing Arts Center. That event was an overwhelming success, as over 800 students and families witnessed the singing, dancing, and artistic skills of this all-Black student group.

Update for 2023-24: The electrifying talents of 1Shine took center stage, captivating audiences at both Los Cerritos Middle School and Westlake High School, where students and faculty alike were treated to unforgettable performances. The Newbury Park High School community performance drew in students and families; attendees were enthralled by this remarkable all-Black student ensemble's mesmerizing blend of singing, dancing, and artistic prowess. **Update for 2024-25:** At Westlake High School and Thousand Oaks High School, audiences were captivated by the dazzling abilities of 1Shine, who took the stage to help celebrate Black History Month. Performances that will live long in the memory were given to both the students and the faculty. This exceptional student ensemble's fascinating blend of singing, dancing, and artistic skill captivated the audience, including families, teachers, members of the school board, and district administration. All of these individuals were treated to a fascinating performance.

- **DEI Plan - Update for 2023-24:** Created a DEI Executive Summary identifying areas of focus aligned to our District goals and supports. Implemented DEI Leadership discussions where each site principal identified measurable areas of focus for this school year. **Update for 2024-25:** With the creation and implementation of the DEIB Steering Committee, the DEIB Strategic Plan has been updated. The focus was on streamlining the goals and updating the strategies to be consistent with all of the district's Strategic Plans.
- **Epoch Education - Update for 2023-24:** A smaller leadership team of school and district staff met on February 15th, March 20th, and April 16th to engage in targeted coaching sessions aimed at enhancing the proficiency of site and district leaders in effectively addressing bias. **Update for 2024-25:** A second cohort was made up of campus and district-level leadership. The cohort met four times: October 30th, November 13th, December 11th, and January 22nd. The four-session series was an introduction to Epoch Education's RIR Protocol™ (Recognize, Interrupt, Repair) and Compassionate Dialogue® tools for self-reflection and self-regulation, identifying and addressing biases and deficit beliefs, and building the skills for effective communication. Participants practiced applying the tools to their examples and situations in a supportive learning environment to create more inclusive, compassionate, and equitable teams and organizations. Additionally, the Assistant Director of Diversity, Equity, Inclusion, and Belonging received 10 hours of individual coaching with the EPOCH coach.
- **Historically Black College & University (HBCU) College & Career Fair** - The DEI office coordinated two college tours for students to focus on expanding learning opportunities for students. Eight students went to Los Angeles to attend the Black College Expo, where over 200 colleges were represented, highlighting HBCUs. Students were able to apply to colleges on site and receive conditional acceptance if the requirements were met. **Update for 2023-24:** We significantly augmented the student participation in the Black College Expo, with a notable increase of over two-fold. A total of 19 students attended. Organized two additional field trips to the Latino/x/a College and Career Fair at Cal Poly Pomona and Cal State San Luis Obispo African American College and Career Fair. **Update for 2024-25:** Once again, the DEIB office sponsored a field trip to the Black College Expo, which a total of 20 students attended. Additionally, the DEIB office sponsored a field trip to the Latino/a/x College and Career Fair at the University of La Verne.

Mental Health and Wellness Services:

- **Department of Mental Health & Wellness** - This year, we applied for and received a federal grant from the California Department of Education (CDE) and the Office of Elementary and Secondary Education (OESE) for \$11.3 Million over the next five years. This funding allowed for the creation of our new Department of Mental Health & Wellness Services led by our new Director of Mental Health & Wellness Services, Dr. Heather Chamberlin-Scholle. An additional grant application was submitted and approved by the California Department of Education through the California Youth Behavioral Health Initiative, granting CVUSD \$750,000 over a two-year period for a School Social Worker and an Elementary School Counselor to implement trauma practices. **Update for 2024-2025:** Both grants are being funded and continue to allow all wellness programs from Elementary through Post-secondary to continue. Our current staffing includes 59 clinicians providing both general education and special education services.
- **Grants** - Continued to retain the following mental health grant funding: Prevention and Early Intervention (\$196,000) through 2025, Middle School Wellness (\$150,000) through 2026, and Mental Health Services \$11.3 million over the next five years through December, 2027. Maintained \$750,000 to fund trauma informed practices through June, 2026. **Update for 2024-25:** Continued to retain the following mental health grant funding: Prevention and Early Intervention (\$196,000) through June 2026; Middle School Wellness (\$150,000) through June 2026. Maintained \$750,000 over two years to fund trauma informed practices through June 2026. Obtained a new grant through the California Youth Behavioral Health Initiative for \$656,000 over the next two years to fund the implementation of billing for school-based mental health services. On April 28, 2025 received notice of discontinuation from the federal government for the \$11.3 million mental health grant through December 2027. Sending a letter of reconsideration to continue with these important services for students.
- **Memorandums of Understanding** - Maintained Memorandums of Understanding with the following universities: Antioch Los Angeles, Antioch Santa Barbara, Cal Baptist University, California Lutheran University, California Southern University, California State University Long Beach, California State University Northridge; National University, Pacific Oaks, Pepperdine, University California Los Angeles, University Southern California. **Update for 2023-24:** Maintained Memorandums of Understanding with the following universities: Antioch Los Angeles, Antioch Santa Barbara, Cal Baptist University, California Lutheran University, California Southern University, California State University Long Beach, California State University Northridge, National University, Pacific Oaks, Pepperdine, University California Los Angeles, and University Southern California. Added Memorandums of Understanding with the following universities Grand Canyon University, UMASS, University of Texas Arlington, and the University of Massachusetts. **Updates for 2024-25:** There are several memorandums of understanding that will expire this year, including Antioch-Los Angeles, Antioch-Santa Barbara, California Lutheran University, California State University Long Beach, California State University Northridge and Pepperdine. The department is working with Fiscal Services on renewals of these agreements.

- **Mental Health Intern Program** - Established new M/emorandums of Understanding (MOUs) with California State University Northridge, Pacific Oaks University, and Pepperdine University; and renewed MOUs with California State University Long Beach and California Lutheran University to host graduate student interns obtaining master's degrees in social work and marriage and family therapy. Thirteen interns provided wellness services to students to support student mental health in real-time during the school day. **Update for 2023-24:** During this school year 31 student graduate interns obtaining master's degrees in social and marriage and family therapy participated in wellness services delivery across elementary, middle, and high schools. **Update for 2024-25:** During this school year, 52 student graduate interns obtaining master's degrees in social work and marriage and family therapy provided wellness services across elementary, middle, and high schools.
- **Staffing** - Onboarded and trained two Mental Health Clinician II, 13 Mental Health Associates, and 27 graduate student interns in the provision of wellness services for students, including teaching evidence-based coping strategies to address a variety of social-emotional challenges to support the mental health needs of students to enable them to be productive learners. In the process of filling an additional 10 Mental Health Clinician I and 4 Mental Health Clinician II positions. **Update for 2023-24:** Onboarded and trained one Senior Mental Health Clinician, 30 Mental Health Associates, and 48 graduate student interns in the provision of wellness services for students, including teaching evidence-based coping strategies to address a variety of social-emotional challenges to support the mental health needs of students to enable them to be productive learners. **Update for 2024-25:** The department employed three senior mental health clinicians, three mental health clinicians 2s who have provided clinical supervision to 11 mental health clinician 1s, 28 mental health associates, and 52 interns this school year. Two mental health clinician 1s became licensed this year, and there are four others who are expected to take their licensure exams over the summer.
- **Suicide Prevention Training** - Trained all secondary staff in suicide prevention protocols to prepare them to identify and intervene with students experiencing an acute mental health crisis. **Update for 2023-24:** Trained all secondary staff in suicide prevention protocols to prepare them to identify and intervene with students experiencing an acute mental health crisis. We completed the separation of the risk and threat assessment forms. We offered three training session opportunities to all administrators and counselors on the new protocols and forms for risk and threat assessments. **Update for 2024-25:** Trained all secondary staff in suicide prevention and offered the training to all secondary paraeducators and campus safety assistants. Eleven paraeducators and eight campus safety assistants attended the training. Sought legal counsel to evaluate current suicide prevention protocols and the risk assessment. There were no recommendations to update protocols. A few recommendations to update the risk assessment form were made, which has been completed by the Suicide Prevention Taskforce.
- **Tier 3 Mental Health Services** - Updated the Mental Health Team drive and included a "Quick Links" document to assist counselors and administrators in referring students for wellness and mental health services that are part of a student's individualized education plan (IEP). **Update for 2023-24:** Updated the Mental Health Team drive and included a "Quick Links" document to assist counselors and administrators in referring students for

wellness and mental health services that are part of a student's individualized education plan (IEP). Updated training, protocols and forms listed below: suicide prevention training slides, risk assessment forms, return from hospitalization protocol and forms and the safety plan document. Added a threat assessment protocol and form and elementary wellness counselor referral protocol and form.

- **Wellness Service Delivery (8/18/21 - 2/28/23)** - Maintained Wellness Centers at 5 high schools and established Wellness Centers at 5 middle schools.
 - Monthly total of 349 ongoing individual wellness counseling services to middle school students.
 - Ongoing small group wellness counseling services (lunch bunch) for 162 middle school students.
 - Social-emotional learning lessons on topics such as mental health, anxiety management, coping skills, and mindfulness to 3,807 high school students (numbers may be duplicated as some students attend more than one classroom lesson).
 - Monthly total of 891 ongoing small group wellness counseling and workshops on social skills, mental health, positive body image, and grief and loss to high school students (numbers may be duplicated as some students attend more than one workshop or group).
 - Monthly total of 834 ongoing individual wellness counseling to high school students.
 - Logged the provision of supportive wellness services for 11,040 student drop-in visits. The intent of drop-in services is to provide students a safe space to achieve emotion regulation, take a break from school-related stress, work through a social-emotional challenge, and return them to class in an emotional state where they are ready and able to learn.
 - Assessed individual student needs at the onset of every drop-in visit. Used the Patient Health Questionnaire-9 (PHQ-9) and the Generalized Anxiety Disorder-7 screening tools to pre and post-test students' status at the onset of counseling and when counseling ended. Data is still being collected and will be analyzed at the end of the school year.

- **Update for 2023-24:** Maintained Wellness Centers at 5 high schools and established Wellness Centers at 5 middle schools. Below is the data collected from 8/23/23 through 3/31/24:
 - High Schools:
 - Social-emotional learning lessons on mental health, anxiety management, coping skills, and mindfulness were given to 2,153 high school students (numbers may be duplicated as some students attend more than one classroom lesson).
 - Monthly total of 318 ongoing small group wellness counseling and workshops on social skills, mental health, positive body image, and grief and loss to high school students (numbers may be duplicated as some students attend more than one workshop or group).
 - Monthly total of 434 ongoing individual wellness counseling to high school students.
 - Logged 2,881 wellness drop-in visits from 1,156 high school students. The intent of drop-in services is to provide students a safe space to

- High school students' mental health needs are assessed at the onset and end of ongoing individual counseling services. Students complete the Patient Health Questionnaire-9 (PHQ-9) and the Generalized Anxiety Disorder-7 screening tools to pre- and post-test students' status at the onset of counseling and when counseling ends. The data will be analyzed at the end of the school year.

- Monthly total of 158 ongoing individual wellness counseling services to middle school students.
- There are ongoing small group wellness counseling and lunch bunch services at the middle schools. There have been 294 lunch bunch activities and 4,296 visits logged. Data on the unduplicated number of students accessing these services will be available for the second half of the school year and the entire school year next year.
- At the middle school level, students' mental health needs are assessed at the onset and end of ongoing individual counseling services. Students complete the Strength and Difficulties Questionnaire screening tools to pre- and post-test students' status at the onset of counseling and when counseling ends. Data is analyzed at the end of the school year.

- In January elementary wellness services were rolled out to every school site. Currently there are 202 elementary students receiving mental health support through the wellness program.
- At the elementary school level student mental health needs are assessed at the onset and ending of ongoing individual counseling services. Teachers complete the Strength and Difficulties Questionnaire screening tools to pre- and post-test students' status at the onset of counseling and when counseling ends. Data is analyzed at the end of the school year.
- Update for 2023-24: Maintained Wellness Centers at 5 high schools and established Wellness Centers at 5 middle schools. Below is the data collected from 8/23/23 through 3/31/24:

- At the high schools, there were 477 new referrals made for wellness services and an additional 84 self referrals, with 459 students receiving ongoing individual therapy and 84 receiving group therapy. There have been 7,315 walk in visits. An area of focus this year has been outreach to students through school-wide events focused upon psycho-education, and linkage to support if needed. At the high schools, there have been 714 of these events.
- At the middle school level, there have been 258 referrals, with 172 students receiving ongoing individual therapy and 62 students participating in group counseling. A focus for the middle schools this year has been to increase participation in lunch time activities focused upon creating connections on campus and healthy self care. There have been 2,535 activities offered at the middle schools with participation growing each month.

- At the elementary level, teams have been collaborating to make sure students have access to a continuum of support. This year, there have been 409 referrals for wellness services, with 285 students receiving ongoing individual therapy and 74 students participating in group counseling. A service that has emerged in the elementary wellness program is the request for “In the moment” support for students from teachers. There have been 664 requests for “In the moment” support from August 2024 through March 2025.

Multilingual Learners:

- **Community Outreach Committee (COC) - Update for 2023-24:** Four meetings were held this year to share information with counselors, outreach consultants, and bilingual facilitators about different community resources and the services CVUSD provides to students and families. **Update for 2024-25:** All four meetings have been completed for this year. Some of the presenters include the Westminster Clinic, Many Mansions and Amber Bowman, Coordinator of Student Support Services.
- **Dual Language Immersion Parent Presentations** - Facilitated six morning and evening Dual Language Immersion parent presentations on the DLI program since the beginning of the school year - three in English and three in Spanish. The presentations provided parents with information about the benefits of students becoming bilingual, bi-literate, and bi-cultural.
Update for 2024-25: DLI parent presentations continue to be provided. In addition to providing presentations at Conejo Academy, other locations, such as Park Oaks, have been utilized to continue spreading the word about the DLI program.
- **Dual Language Immersion Program (DLI)** - The DLI program opened at Conejo Academy of Leadership and Language during the 22-23 school year with three kindergarten classes and one TK class. **Update for 2023-24:** There are three first grade sections, two Kindergarten sections and one Transitional Kindergarten section. The school currently has 6 BCLAD teachers and plans to hire additional teachers as needed. **Update for 2024-25:** During the 24-25 school year, there are two Transitional Kindergarten sections, two Kindergarten sections, two first grade sections, and three second grade sections.
- **Dual Language Immersion Stakeholder Committee** - Four meetings were held this year to engage staff, parents, and a board member in learning more about the DLI program and engaging with the committee in getting their input on different topics surrounding the DLI program. **Update for 2024-25:** Three meetings have already taken place this school year. The focus this year has been on finalizing the DLI Handbook and exploring different options for additional Spanish language practice, such as field trips.
- **English Language Development (ELD) Secondary Pilot** - Several teachers at both the middle and high school levels are currently piloting two different ELD programs. The first pilot from National Geographic ended the last week in February. The second pilot from Vista Learning will start in March. After both programs have been piloted, a recommendation will be provided to the CVUSD Board of Education for program approval.

- **ELPAC Assessment Awareness Efforts** - Before the Summative ELPAC administration, which started in February, there was a meeting with each Multilingual Learner to review and complete a goal setting form regarding the ELPAC. The purpose of these meetings is to raise students' awareness about the importance of the ELPAC.
- **Interpretation Training** - Began Interpretation Training in 2023-24, over four full days of Professional Development to all 23 Bilingual Facilitators. Training ensures that interpretation services, including IEP meetings, are provided effectively and efficiently to all families and staff. In addition to the four training days, site administration will be trained on "How to effectively work with the interpreter during IEP meetings." **Update for 2024-25:** The department is currently working on an in-house interpretation training that will be provided to all bilingual paraeducators starting this year or at the beginning of the new school year.
- **Multilingual Learner (ML) Monitoring Site Visits** - With the positive and successful FPM experience during the 22-23 school year, a team of district staff will meet with every principal (twice a year) to discuss and spotlight the needs of English Learners and address any compliance-related items. The team is composed of the Assistant Superintendent of Instructional Services, Director of Multilingual Learners, and the Multilingual Learner Program Specialist. **Update for 2024-25:** Virtual visits continue to take place. The first round of visits have been completed and are already focusing on the second round. Some of the topics that were discussed in the first round include ELPAC Data Analysis, UDL Training and Implementation, Annual English Learners Reviews, etc.
- **Multilingual Learner (ML) Walk** - Five school sites, which have the highest number of Multilingual Learners, have been selected to go through an ML Learner Walk experience. The purpose of these walks is to shadow a Multilingual Learner for a period of time and to identify the type of activities the student is engaged in during the observed time. Colina Middle School will be the first school site to start with this experience. The ML Learning Walk has been scheduled for Wednesday, April 30th.
- **Newcomer Academy at Newbury Park High School (NPHS)** - The program launched in August 2021 and is now completing its third year. As part of this program, newcomer students can either graduate with a high school diploma with 130 credits or return for a fifth year of high school to complete the 230 credits under AB 2121. As of the current 23-24 school year, 5 newcomers will graduate this school year with a high school diploma under AB 2121. Three students will finish high school in four years, while the other two will be fifth-year seniors. **Update for 2024-25:** There are currently 88 newcomer students in the program. 21 seniors are graduating this school year. Of the 21 seniors, 9 are graduating under the AB 2121.
- **Newcomer Academy Bilingual Social Worker** - A full-time bilingual social worker provides wrap-around services to all newcomer students. In addition to providing referrals and setting up appointments for clinics and other agencies for medical, dental, clothing, housing, etc, the social worker provides SEL and tutoring support. **Update for 2024-25:** The social worker is now being funded out of the mental health grant the

district received several years ago. Her services continue to be similar, and she now visits Thousand Oaks High School once a week to meet with newcomer students at TOHS.

- **Newcomer Academy Transportation** - Free transportation was provided for TOHS and WHS students enrolled in the Newcomer Academy. There are approximately 19 students who utilize this service daily. **Update for 2024-25:** A total of 26 newcomer students from Thousand Oaks and Westlake High School are currently taking the bus every day to the Newcomer Academy.
- **Reclassification** - The goal of an English Learner program is to reclassify English Learners from Limited English Proficiency to Fluent English Proficiency. Reclassification allows English Learners to access the entire general education curriculum from elementary to high school. **Update for 2023-24:** A total of 158 students have been reclassified this year. We expect this number to be higher once we receive the new ELPAC scores towards the end of the school year. **Update for 2024-25:** A total of 96 students have been reclassified since the beginning of the 24-25 school year. We expect this number to be higher once we receive the new ELPAC scores towards the end of the school year.
- **Universal Design for Learning (UDL) Training** - Provided two districtwide trainings on August 19th and November 1st. The purpose of the training was to raise the awareness on the needs of Multilingual Learners through UDL strategies. Over 900 certificated and 50 classified staff members were in attendance. The training was delivered in three hour blocks, and teachers were grouped by either grade levels or departments.

Special Education:

- **Banyan Specialized Program** - Two specialized program classes to support students with an eligibility of Autism were moved from Maple Elementary School to Banyan Elementary School. The program at Banyan opened in the Fall of the 2023 - 2024 school year. The program at Banyan supports students in their academics, language, sensory, fine/gross motor, social communication, and behavioral skills in grades TK through 5th grade. **Update for 2024-2025:** The program at Banyan was expanded to three specialized program classes supporting students in grades TK through 5th grade. Inclusion is a cornerstone of this program that supports students with Autism. Students all have a fully supported special education class where they receive all related services and special education minutes. They are also full members of a general education classroom at their grade level. Students attend all special events, specialists (PE, music, library, etc.) with their general education class (often with paraprofessional support) and some portion of the academic day, depending on their individual needs.
- **Board Certified Behavior Analysts (BCBA) Training** - BCBAs have provided training in the following areas: Applied behavior analysis (ABA), behavior support plans, data collection, and positive staff approaches with general education teachers, paraeducators, and new special education teachers. BCBAs provided training on functional behavioral assessments to school psychologists and led the Nonviolent Crisis Intervention (NCI) training with paraeducators, special education teachers, mental-

health team, and site administrators. A total of 113 staff members, across ten training sessions, have been trained this school year. BCBAs provided direct training with specific and targeted skills to manage students' behaviors across multiple settings on a school campus. **Update for 2024-2025:** BCBAs have provided training through individual school site visits, overall small and large group professional learning, as well as individual coaching and support for educational staff in the following areas: positive behavior support strategies, classroom reinforcement system, inclusive practices, supports to increase student independence, Functional Behavior Assessments (FBA) and data collection, and Non-Violent Crisis Intervention Training (NCI) to special education teachers, administrators, school psychologists, mental health clinicians, and paraeducators.

- **Co-Teaching** - Delivered specialized academic instruction through 52 co-taught courses at secondary schools to provide opportunities for students with disabilities to access general education classes and learning time with non-disabled peers. Sequoia Middle School, TOHS and NPHS also provided push-in support across classes, where a special education teacher pushed into general education electives and/or core content classes to support students on a regular basis. Co-teaching training sessions occurred (summer 2023, fall 2023, and spring 2024 - 5 trainings), a co-teaching handbook was developed and distributed, and a co-teaching subcommittee was formed with district leadership and UACT teacher representatives to develop common practices and contract language. **Update for 2024-2025:** Delivered specialized academic instruction through 63 co-taught courses at secondary schools to provide opportunities for students with disabilities to access general education classes and learning time with non-disabled peers (this is an increase of 11 courses from the previous school year). Sequoia Middle School, Redwood Middle School, Thousand Oaks High School and Newbury Park High School also provided push-in support across classes, where a special education teacher pushed into general education electives and/or core content classes to support students on a regular basis. Co-teaching training sessions occurred that focused on the needs of the co-teaching groups, such as: Introduction to Co-Teaching, Co-Teaching for Veteran Pairs, Co-Teaching for Middle School, Co-Teaching for High School, and the New and Veteran Co-Teachers' Roundtable event (summer 2024, fall 2024, and spring 2025 - 6 trainings). Principals received two co-teaching training sessions during principals' meetings that focused on providing feedback to co-teaching teams as well as recognizing the core competencies of co-teaching. As a component of the Ventura County SELPA's Inclusion Community of Practice, Special Education leadership visited several sites across multiple districts to observe co-teaching and inclusive practices. Through the SELPA's access to grant funding from Supporting Innovative Practices (SIP), 11 CVUSD administrators attended the workshop on "Co-Teaching Overview Systems for Administrators" and 13 teachers, along with 1 principal, attended the "Co-Teaching 101" workshop.
- **Curriculum Support** - Assistant Director, Educational Technology and Student Performance, hosted a training with Specialized Academic Instruction (SAI) teachers titled, "Making the Most of Math Materials" on March 19, 2024 to support teachers in accessing grade level content for students in their courses with tiered supports and interventions already built into the curriculum. The training reviewed available resources and specific actions steps that can be utilized to support learner variability. A training with the English curriculum is planned for May 2024. **Update for 2024-25:** The Assistant

Director of Educational Technology and Student Performance, in conjunction with the Math TOSA, hosted a two-day training for elementary SAI and Learning Center teachers to provide support in accessing grade-level content for students in their courses with tiered supports and interventions built into the curriculum. The training facilitated access to additional resources many of the teachers had never used before. Follow-up ensured that teachers received the requisite access to platforms to implement the strategies and ideas covered in the training.

- **Inclusion Community of Practice:** Directors, Coordinators, and Inclusion TOSA attended and participated in an “Inclusion Community of Practice” through the Ventura County Office of Education (VCOE), Special Education Local Plan Area (SELPA). Through this Community of Practice, members visited schools from preschool through secondary to observe co-teaching in action and debrief with the site teachers and administrators as well as attending professional development related to inclusion and inclusive practices.
- **Inclusive Preschool Programs** - The Be Me Preschool program expanded to having 3 classes at Sycamore Canyon Elementary School where students are included in the TK classes for instruction, daily inclusive recess with TK, and school wide events. Be Me classes at University have inclusion during snack and recess weekly with Wonder Preschool classes. In addition, family preschool events are planned in collaboration with the Wonder Preschool Program. **Update for 2024-2025:** Director of Special Education, Coordinator of Special Education-Preschool, and Director of Elementary Education worked with Supporting Innovative Practices (SIP) and participated in the Ventura County SELPA’s Inclusion Community of Practice to visit inclusive preschool programs around the county and explore ways to expand inclusion in district preschool classrooms. Working closely with the Child Development Director, the state preschool program and Be Me Preschool program will be piloting two fully inclusive preschool classrooms for the 2025-2026 school year that will include the support of an itinerant Early Childhood Special Education teacher.
- **Intervention Curriculum** - Trained all elementary learning center teachers and middle school SAI teachers in implementing The Sonday Reading System, a comprehensive line of materials designed to help educators provide multisensory reading instruction to students from pre-K through 8th-grade reading levels. Teachers in TK - 8th grade have been trained and have the literacy kits in place. **Update for 2024-2025:** New Learning Center teachers, any new Middle School Special Education teachers, and any teachers that missed the previous years’ training on SONDAY Reading System participated in the SONDAY training hosted by the Ventura County SELPA. All specialized program teachers utilizing the UNIQUE curriculum were invited in August 2024 to receive training from the vendor on the features, accessibility, and implementation practices for the curriculum (86% of specialized program teachers attended). The training was supplemented by the Inclusion TOSA with three whole group follow-up sessions as well as individual sessions that focused on administering benchmarks, utilizing ULS features and curriculum implementation, transition bands for life skills, work readiness, and community access, alignment to the California Alternate Assessment (CAA), and alignment to the alternate diploma.

- **Least Restrictive Environment** - Director of Special Education, Secondary, along with Secondary Instructional Directors met with all middle school and high school principals on a monthly basis from January 2024 - May 2024 to discuss plans for increased inclusion in alignment with goal 1 in the Strategic Plan for Inclusion for Students with Disabilities. Each site developed three year plans to increase inclusion with thoughtful planning for decreased SAI courses in Science and Social Science and increased co-teaching as well as planning for student and teacher support including professional learning and push-in support until sections for co-teaching can increase. **Update for 2024-2025:** Executive Director of Special Education, along with Secondary Instructional Directors, met with all middle school and high school principals (6 total meetings) from September 2024 - May 2025, to discuss plans for increased inclusion in alignment with Goal 1 in the Strategic Plan for Inclusion for Students with Disabilities. Meetings reviewed revisions and progress on sites' three year plans that had been developed the previous year. The purpose of the meetings and plans is to increase inclusion with thoughtful planning for decreased SAI courses in Directed Studies, Science, and Social Science and increased co-teaching as well as planning for student and teacher support, including professional learning and push-in support, until sections for co-teaching can increase. Teams collaborated to review scheduling needs, teachers needs and feedback, co-teaching planning, and best practices for inclusion.
- **Paraeducator Professional Development** - Paraeducator Supervisor, Meredith Bush, provided paraeducators with multiple professional learning opportunities within the District. Topics for the 2023-2024 school year included: "Maximizing the Paraeducator Role", "Classroom Management", and "Understanding Prompting and Inclusion". **Update for 2024-2025:** Paraeducator Supervisor provided paraeducators with multiple professional learning opportunities within the district. Paraeducator training during the 2024-2025 school year included: a workshop focused on key skills and responsibilities to enhance student support, strategies for empowering students through academic engagement, social connection, positive behavior management, and promoting independence. Additional professional learning sessions covered critical areas such as school safety, crisis preparedness, communication during natural disasters, immigration concerns, and professionalism. The goal of the professional development opportunities is to ensure paraeducators are well-equipped to support student success in a safe, inclusive, and collaborative environment. Additionally, the Supervisor of Paraeducators facilitated paraeducator trainings provided by Board Certified Behavior Analysts (BCBAs). These additional trainings focused on behavior support strategies, data collection methods, and effective implementation of behavior intervention plans.
- **Parent/Guardian Information Evenings and Workshops:** CVUSD's special education leadership hosted four parent/guardian information sessions to support community connection and understanding of systems and supports in special education for students with IEPs in CVUSD. The workshops included a parent/guardian transition information evening for parents/guardians of students transitioning to a new gradespans, CVUSD hosted the Rainbow Connection in providing an organization workshop where parents/guardians were provided resources and a binder to help organize IEP materials and other important documentation, and "IEP 101: From Identification through the Continuum of Services" - a virtual presentation related to the basics of IEPs and the full continuum of services available. CVUSD also hosted a resource fair where 11 different organizations/areas were represented for parents to gather information and

communicate/ask questions. Organizations from CVUSD included: BreakThrough representatives, mental health facilitators, schools psychologists, BCBAs, and the Coordinator of Student Support Services. Outside organizations present included: a member of the Ventura County Sheriff's department, CSUCI Disability Accommodations and Support Services (DASS) program, TriCounties Regional Center, Ventura County Public Health, Rainbow Connection, and a Goodwill Industries Outreach Coordinator.

- **Professional Development (PD)** - Several ongoing professional development opportunities have been presented and attended in the 2023 - 2024 school year, including:
 - Summer sessions provided through a menu of professional learning options. A total of 14 sessions were offered across five days with topics including instructional strategies for students with IEPs in the general education setting (two sessions, one for elementary and one for secondary); co-teaching planning; 5 takeaways for the general education teacher when a student has an IEP; SONDAY curriculum training; implementing IEP accommodations in the general education classroom; LRE and the continuum of services; WIAT-IV academic assessment training; behavior intervention plans and data collection systems; supporting classroom and intensive individualized support paraeducators; and more.
 - Administrators across the District participated in SELPA PL: "Facilitated IEPs"
 - Assistant Principals of Student Support Services facilitated discussions in department chair meetings on "Importance of Student Involvement in the IEP Process"
 - Provided monthly PD for related service providers (e.g. psychologists, SLPs, D/HH, OT, APE, BCBAs) on topics such as legal case reviews, delivery and documentation of services, executive functioning, IEP talking points, Augmentative and Alternative Communication best practices, guidelines for the administration of ADOS, writing appropriate present levels of performance and goals, conducting functional behavior assessments, and assessment report writing tips.
 - Office hours were held monthly for school psychologists and separate office hours for speech and language pathologists for individual case/assessment support with the lead school psychologist and special education leadership from September 2023 - May 2024.
 - New teachers working through CVUSD's induction program worked with the Inclusion TOSA, Special Education Coordinator, and Induction TOSA to support new special educators (both new to CVUSD and new to teaching/needing to clear their credential), through a series of professional development. Topics covered were: Student engagement, SEL, Reflective Practices, Student Perspective, Mental Health Continuum, Assessments & Data driven practices, Technology Integration, and Collaboration with Multidisciplinary Teams.
 - Middle School Deans of Student Services continued coaching with the Coordinator of Special Education for Secondary/Post-Secondary for targeted training as well as for individual case questions or overall questions in regards to the provision of special education needs and services.

- Special Education office hours for secondary special education teachers was implemented each month of the 2023-2024 school year. Administrators were invited as optional attendees
- Special Education office hours for elementary principals and special education teachers were provided each month of the 2023-2024 school year.
- Monthly secondary department chair meetings have been held from each month of the 2023-2024 school year. Topics covered included legal case review, special circumstance educational support (SCES) evaluations, writing effective present levels to build a legally defensible IEP, extended school year, alternate pathway to diploma, CAA and CAASPP testing, goal development/data collection, and behavior interventions and supports.
- Special Education leadership provided each school site a menu of professional development topics for leadership to attend school site staff meetings to present on topics of interest or need. Leadership attended nine separate staff meetings and presented topics such as: Differentiated instruction in the general education classroom; Instructional strategies (presuming competence); Providing tiered supports; Positive behavior strategies; Lesson and classroom design for inclusion; and more
- **Update for 2024-2025:** Several ongoing professional development opportunities have been presented and attended in the 2024 - 2025 school year, including:
 - Summer sessions provided through a menu of professional learning options. A total of nine sessions were offered across two days with topics including: Introduction to Secondary Co-Teaching, Instructional Strategies for Students with IEPs in the General Education Setting, Introduction to Inclusion for General Education Teachers and Specialists, General Education Teacher's Role in the IEP, and more.
 - Administrators across the district participated in SELPA trainings for Inclusive Practices such as: Resetting the Framework: Embracing Universal Design for Learning 3.0, Unlocking Strengths: A Neurodiversity Approach to Assessment, Inclusion Community of Practice for Preschool through High School Settings, Co-Teaching Overview Systems for Administrators, and Co-Teaching 101, among others.
 - Coordinators of Special Education provided targeted training to elementary principals during the fall semester. Trainings included: Role of LEA in an IEP (note-taking, norms/agenda, and IEP meeting process), How to write a PWN, Special Education Timelines, Meeting Delays, Administrative Placements, Continuum of Services and Change of Placement Procedures, Referrals to Specialized Programs, the Special Circumstances Educational Support (SCES) Assessment process, and Challenging Conversations and Facilitation.
 - Special Education leadership provided each school site a menu of professional development topics for leadership to attend school site staff meetings to present on topics of interest or need. Leadership attended multiple separate staff meetings and presented topics such as: Intro to Inclusion, Inclusion Accommodations/Modifications, Elementary Continuum Behavior Review, Moving Toward Inclusive Environments: Implementation of the Strategic Plan for Inclusion for Students With Disabilities, and Instructional Strategies to Address Executive Functioning Needs in the General Education Classroom.

- Assistant Principals of Student Support Services hosted monthly professional learning with secondary department chairs and administrators focusing on topics such as: comprehensive offers of FAPE, Home Hospital Instruction procedures, Independence Plans for students with Intensive Individualized Support (IIS), and General Education Teacher role in the IEP meeting.
 - Provided monthly professional development for related service providers (e.g. psychologists, SLPs, D/HH, OT, APE, BCBAs) on topics such as new report templates, legal compliant IEPs, case analysis, specialized programs and the continuum of special education services, neurodiversity, utilizing AAC devices, and more.
 - Office hours were held monthly for school psychologists, and separate office hours for speech and language pathologists for individual case/assessment support with the lead school psychologist and special education leadership from September 2024 - May 2025.
 - New teachers working through CVUSD's induction program worked with the Inclusion TOSA and Special Education Coordinators in conjunction with Induction TOSAs to support new special educators (both new to CVUSD and new to teaching/needing to clear their credential). Individual support on an as-needed basis as well as observations were conducted to support the new teachers.
 - Middle School Deans of Student Services continued coaching with the Assistant Principals of Student Services. The model of professional learning with targeted topics was discontinued for the 2024-2025 school year and in place, individual coaching sessions were set-up to provide guidance and support to Deans more specifically targeted to their individual school site needs in the realm of special education policy and procedure, as well as coaching on next steps for individual student cases.
 - Special Education office hours for elementary special education teachers were provided each month of the 2024-2025 school year. Principals were invited as optional attendees.
- **Special Education District Advisory Council (SEDAC)** - The Special Education District Advisory Council works collaboratively with CVUSD Administrators and Board Members on topics related to educational programs, policies, procedures, activities, and specific actions for students receiving special education services. Priorities for the 23-24 school year included but were not limited to:
 - 1.) Achievement and overall success for ALL students by prioritizing and supporting opportunities for co-teaching, Universal Design for Learning (UDL), Career Technical Education (CTE) and academic pathways, and inclusion as well as supporting equity in opportunities across all school sites
 - 2.) Supporting student mental health and social emotional learning by rebuilding campus culture by fostering and emphasizing student connection to their school communities through intentional, meaningful, and impactful opportunities for acceptance, inclusion and friendship.
 - 3.) Increase SEDAC member engagement and improve communication with all parents/guardians through collaborations with school site administration, School Site Council, PTA/PFA, and other stakeholders as well as provide opportunities to build relationships and connections, both virtual and in person.

Update for 2024-2025: Priorities for the 24-25 school year included, but were not limited to:

- Increase SEDAC member engagement, and identify pathways to improve communication with all parents and guardians through collaborations with school site administration, School Site Council, PTAs/PTSAs/PFAs, and other educational partners, as well as provide opportunities to build relationships and connections, both virtually and in-person.
 - Achievement and overall success for ALL students by prioritizing, supporting, and recommending opportunities for co-teaching, Universal Design for Learning (UDL), Career Technical Education (CTE), academic pathways, transition planning from youth to adulthood, and inclusion, as well as supporting equity in opportunities across all school sites.
 - Supporting ALL students' mental health, and social emotional learning through strengthening campus culture; fostering and emphasizing student connection to their schools and communities through intentional, meaningful, and impactful opportunities for acceptance, inclusion, and friendship.
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- **Strategic Plan for Inclusion of Students with Disabilities** - In collaboration with the SEDAC curriculum committee, the community organization THRIVE, Instructional Directors, special education teachers, counselors, and the Special Education leadership team developed the Strategic Plan for Inclusion of Students with Disabilities. There are four priority areas, and actions are being implemented and monitored within each. Those four priorities are: Least Restrictive Environment, Inclusive Practices, Professional Learning, and Communication. **Update for 2024-2025:** The Strategic Plan for Inclusion for Students with Disabilities was updated through input from a committee that included teachers, counselors, parents/guardians, site and district leadership, and related service providers. The group examined data on professional development and feedback provided from the PD sessions, attendance data for students with disabilities, student and teacher surveys, state-testing results for students with disabilities, co-taught class numbers, and Least Restrictive Environment (LRE) percentages. The group input was utilized to update the plan for a new revised plan for Fall 2025 through the Spring of 2028. The updates to the plan include:
 - Updating the percentage of students receiving special education services (increased from approximately 11% in 2023-24 to 14% in this plan)
 - Clearly defined the continuum of services to match the Special Education Webpage description of the continuum
 - Updated to include CVUSD offerings like academies with focused disciplines, international baccalaureate schools, and independent study
 - Updated the conclusion on how the plan was initially developed and revised based on stake-holder input
 - Updated the expansion in Co-Teaching Courses (from 18 co-taught courses in 2020 to 63 in 2024)
 - Updated the increase in percentage of students accessing 80% or more of their day in General Education

- Added initiatives like RISE with the Rams, ADL, and CABE/UDL training for promoting equity and access
- Added the Paraprofessional Supervisor to support recruitment, training, and site collaboration
- Added the increased job site, CBI, and on-campus learning at Conejo Oaks Academy (COA)
- Priority 1: Least Restrictive Environment in the plan was updated with:
 - The LRE state target increased from 64% in 2024 to 70% by 2025
 - Added restructuring SAI periods to better target IEP goals rather than allocating full periods per academic area
- Priority 2: Inclusive Practices in the plan was updated with:
 - Added neuro affirming practices to professional learning
 - Added specific emphasis on student participation in decision-making processes, including IEP meetings and school leadership opportunities
 - Added “include space and belonging for students in specialized programs” rather than saying “reserve seats”
 - Added “Work with local community organizations and businesses to create opportunities in the community for students aged 16-22 in specialized programs to practice transition and vocational skills”
- Priority 3: Professional Learning in the plan was updated with:
 - Added neuro affirming practices to PL as an example of possible PL; clarified how it might be provided (“..via communications about VCOE availed PL on these topics, at principal’s meetings, staff meetings, etc.”)
 - Removed walk-throughs as a component of PL
- Priority 4: Communication in the plan was updated with:
 - Added, “Encourage use of the Toolkit for other monthly celebrations demonstrating historic events and figures with intersectionality (i.e. Black History Month, Mental Health Awareness Month, Pride month, etc.)”
 - Increased from two to three trainings per year, and added topic examples like resource fairs and transition information evenings
- **Supporting Innovative Practices (SIP):** Conejo Valley Unified School District was one of 94 school districts in California to earn a Supporting Inclusive Practices (SIP) Grant for the 2024-2025 school year. The grant has since revamped/changed its name to “Supporting Innovative Practices”. CVUSD received \$30,500 in funds to support its pursuit of inclusive and equitable systems. In the 2024-2025 school year, the funds supported CVUSD in providing coaching to teachers and paraeducators at Maple Elementary, hosting Unified Sports events where high school students visited elementary schools to engage in inclusive sports, dance, music, etc., co-teaching trainings, release days for co-teachers to co-plan, paraeducator professional development, and equipment/sensory item for students to access the general education setting.
- **Supporting Innovative Practices (SIP) Grant -** CVUSD received the SIP grant this year for \$30,500. SIP provides unparalleled statewide technical assistance to educational communities in their pursuit of inclusive and equitable systems. The SIP Implementation team out of the Riverside County Office of Education is working with CVUSD to help us empower each student to be purposeful and motivated, resourceful and knowledgeable, and strategic and goal directed within an environment of belonging, community, and connection. The grant funds were used in the 2024-2025 school year to

provide for Unified Sports events, inclusion coaching for Maple staff by a mentor teacher, co-teaching training, paraeducator training, professional development for adaptive PE teachers, and professional development for administrators.

- **Unified Sports/Unified Events:** Newbury Park High School, Thousand Oaks High School, and Westlake High School continue to thrive as Special Olympics Unified Champion Schools, promoting inclusion through sports, leadership, and campus events. This year, the teams engaged in Unified Bocce, Bowling, Soccer, and Basketball Games, as well as inclusive dance parties or field/sports days by traveling to several elementary school campuses. Both TOHS and NPHS engaged in Unified Swim this year. March Madness Basketball Games were featured as a Bright Spot Story on NBCLA. Our comprehensive high schools also offer inclusive classes such as Theater, Culinary, Dance, Art, Music, and more as well as offer Unified or co-taught PE, and each school supports a Unified Sparkles Cheer Team. Conejo Oaks Academy (COA)-Post Secondary became a Unified Champion School and will be participating in sports with California Lutheran University (CLU) students. COA celebrated “Spread the Word” Day at CLU. Students at COA will also participate in cheering for track and field at the Camarillo event and have attended many of the Unified Sports games at the comprehensive high school campuses. All 3 comprehensive campuses and COA will attend the Unified Track Meet on May 17 and Unified Prom on May 31. During Disabilities History Month, many events, activities, and resources were shared and promoted across campuses. The month-long observance was designed to bring attention to the varied and unique experiences of individuals with disabilities. CVUSD focused on individuals with disabilities’ achievements, advocacy for their rights, and promotion of understanding and inclusivity. Sites engaged in activities such as:
 - Ordering and adding to the library several new books from the Disabilities History Month Slide Deck Read-Aloud Resources
 - Inclusive lawn games, unified sports games, and unified sports events/activities, and crazy sock day on March 21st for Down Syndrome Awareness
 - Daily morning announcement on trailblazers in the disability community as well as updates in weekly S'Mores/Newsletters to parents/guardians
 - “Spread the Word” Events
 - Awareness Assemblies, murals/posters made and displayed, and guest speakers, including a parent of a daughter with Cerebral Palsy and Jesse Billauer (Jesse is from the Life Rolls on Foundation and was the first quadriplegic surfer to surf the dangerous waves of Cloudbreak in Fiji. He now surfs utilizing a power-assisted surfboard.)
- **WIAT IV Training** - District-wide WIAT IV training was offered to all special education teachers to ensure teachers have the most current academic achievement assessment tools and assessments are given in accordance with the publisher's guidance. **Update for 2024-2025:** District-wide WIAT IV refresher training was offered to all special education teachers during the August 2024 Professional Development days to ensure teachers have the most current academic achievement assessment tools and that assessments are given in accordance with the publisher's guidance.
- **Workability** - The Director of Special Education, Secondary, and Coordinator for Post-Secondary and Secondary Special Education oversaw the workability grant to provide more work experience opportunities for students as well as increased community

access. The grant this year was able to pay 10 students for their work hours at various locations (off and on-campus). **Update for 2024-2025:** The Executive Director of Special Education, Special Education Coordinator, Post-Secondary, and Inclusion Teacher on Special Assignment (TOSA) oversaw the workability grant to provide more work experience opportunities for students as well as increased community access. The grant this year was able to pay 18 students (an increase of 8 from the previous year) for their work hours at various locations (off and on-campus). Conejo Oaks Academy was also able to increase their job sites, including adding sites at Grocery Outlet, Adelante, and Acacia Magnet School, among others.

Student Support Services:

- **Attendance Presentations and Training** - A district-wide positive attendance campaign began in September with Attendance Awareness Month. The slogan, "Showing Up Together: Be Present, Be Powerful," was launched with posters and banners for each school site. The Director and Coordinator presented on *Attendance: Policies and Practices* at the District English Learner Advisory Committee (DELAC) to increase parent awareness and understanding of the Education Code, Board Policy, and corresponding practices and procedures. The Director and Coordinator facilitated six attendance liaison meetings during the 2024-2025 school year to build capacity and knowledge of attendance laws, policies, and procedures for identified representatives from each school site. Average Daily Attendance (ADA) has continued to increase and chronic absenteeism has continued to decrease during the 2024-2025 school year, building on last year's gains with the greatest improvement in our Title I elementary schools.
- **BreakThrough Program** - Family conferences and individual student insight meetings were held at the District Educational Center (DEC). Small group counseling sessions included the Alcohol and Other Drug group, focusing on prevention and intervention, and the Seekers Group, focusing on building resilience and a growth mindset for students who have completed the BreakThrough Program. Eight seekers attended a field trip to the Getty Museum to deepen their understanding of different cultures, develop an appreciation for artistic expression, and foster critical thinking skills. The Seekers assembled 100-holiday gift bags for Adelante Comunidad Conejo's holiday event. Parent/Guardian workshops included: "Parenting Like A Pro", "Vaping, Marijuana, and Alcohol & Drug Use Awareness", and "Resilience in Grief". The Parent/Guardian Workshop: Vaping, Marijuana, Alcohol & Drug Use Awareness included a resource fair with ten community agencies and a panel discussion in English and Spanish with a medical doctor, Ventura County Sheriff's deputy, and a substance abuse counselor. A Reality Party, hosted by Conejo Valley Unified School District and community partners, reenacted a typical teen party with student actors to educate parents and guardians about teen party culture. Separate sessions were offered in English and Spanish. A debriefing session with school resource officers, BreakThrough Counselors, and the Conejo Park and Recreation Youth Outreach Team followed each session. Student Support Services and BreakThrough hosted an event for pregnant and parenting teens in June of 2024, providing community resources, a motivational speaker, and gifts. BreakThrough counselors attended the Newbury Park ELAC cluster meeting's community fair, and hosted a Pyle's Camp information night for middle school boys and parents. The R. M. Pyles Boys Camp is a free program designed for boys between 12 and 14 years old to develop leadership skills and character.

BreakThrough Counselors continue to make referrals to the Department of Rehabilitation for vocational and educational services, Ventura County Behavioral Health for mental health services, public health for pregnant teens to receive support with childbirth education and postpartum support, and NextGen for employment preparation, training, and job placement services.

- **Conejo Closet** - As of April, approximately 700 students have been provided clothing, shoes, toiletries, and school supplies from the Conejo Closet. The Conejo Closet provides these items to our most vulnerable students and families with the help of community partners including Conejo Schools Foundation, local churches and synagogues, and CVUSD school drives.
- **Early Back Program for McKinney-Vento Students** - Student Support Services hosted the Early Back Program for students who qualify under McKinney-Vento from August 12-16, 2024, at Acacia Magnet School. The fifty-five students who attended received additional academic and social-emotional support. Teachers reviewed foundational ELA and math concepts. Students participated in daily SEL lessons. The highlight of the week was a trip to the Santa Barbara Zoo. Each student was provided with a backpack filled with school supplies and new shoes to kick off the school year.
- **Gang Awareness Partnership (GAP)** - Representatives from Student Support Services MANDO, BreakThrough, Mental Health Services, Student Support Services, Safe Passage, the Ventura County Sheriff's Department, the Ventura County Probation Department, and the Ventura County District Attorney's Office have met to identify services and support for at-risk youth. The partnership aims to support students and divert them from the juvenile justice system.
- **Gifted and Talented Education (GATE) Activities** - As of January, 507 students participated in the combined fifteen GATE activities that Student Support Services has provided. One was held via Teams, one was conducted as a hybrid of in-person and Teams, and thirteen were held in-person. Eight activities were for elementary students, and seven were for secondary students. (One of our high school events included all CVUSD seniors, and another high school activity was offered to GATE students with the option to bring a friend.)
- **Gifted and Talented Education (GATE) District Advisory Council (GATE-DAC)** - Five GATE-DAC meetings from September 2024 through March 2025 have addressed the needs of gifted learners with input and advice from parent/guardian representatives from each school site. Thus far this school year, the Council focused primarily on communication, enrichment program opportunities, site activities, math curriculum, and differentiation strategies for CVUSD students.
- **Gifted and Talented Education (GATE) Identification** - Implemented the Otis-Lennon School Ability Test (OLSAT) to referred third through eighth grade students as a part of the annual GATE screening and identification process. The screening seeks to identify students exhibiting traits of giftedness in verbal and nonverbal cognitive domains. Once identified, students are included in GATE extensions, enrichments, and activities at their school site and through the offerings from the Student Support Services department. All

rising third-grade students will have the opportunity to participate in universal screening using the Cognitive Abilities Test (CogAT).

- **Gifted and Talented Education (GATE) Materials and Resources** - As of January 2025, we have provided a total of 87 enrichment and extension materials and resources (books, games, escape room boxes, dash robots/iPads, and VR headsets) in our Student Support Services GATE Library to 32 elementary, middle, and high school teachers.
- **Gifted and Talented Education (GATE) Professional Development** - Presented "Traits of Gifted Students", "Simple Strategies to Effectively Differentiate Instruction", and "Meeting the Social Emotional Learning Need of Gifted Students" professional development opportunities for teachers, providing easy-to-implement strategies to expand curriculum in-depth and complexity to not only meet the needs of gifted and advanced learners, but also capture the unique and diverse interests of all students.
- **Holiday Toy Drive** - Partnered with Safe Passage Youth Foundation and the Thousand Oaks Police Department to plan a holiday toy drive for CVUSD's Foster and McKinney-Vento students, during which 550 students received gifts or a gift card in addition to other items including toothbrushes, jackets, beanies, and gloves.
- **Identification of McKinney-Vento Youth and Families** - Facilitated training for school Attendance Liaisons, Office Managers, School Outreach Specialists, Bilingual Facilitators, and the Community Outreach Committee regarding properly identifying and providing resources to McKinney-Vento youth and families. This year, each site liaison presented an overview of McKinney-Vento identification during their staff meetings. Four schools invited the Coordinator to co-present. Proper identification allows us to offer specific and direct support to some of our most vulnerable students and their families.
- **LGBTQ+ District Advisory Council (LGBTQ+ AC)** - Now in its fourth year, the LGBTQ+ Advisory Council gave voice to parent/guardian representatives from across the district and our community partners. We continue to build productive partnerships and make recommendations to the district to provide safety and support for our LGBTQ+ students. This year, the Council focused on celebrating and supporting LGBTQ+ History Month in October and Pride Month in June, supporting the Night at the Ball dance, and focusing on representation of LGBTQ+ issues and people in the curriculum.
- **Naloxone/Narcan Training** - District registered nurses continue to provide Narcan training throughout the year to staff at all of our schools. Expired Narcan is being replaced as necessary and to date, we have not had any incidences of overdose where health clerks or nurses have needed to use it.
- **Response to Immigration Enforcement** - Developed procedures and forms based on Board policy and California and Federal law to help schools respond to contacts with Immigration and Customs enforcement. Trained classified and certificated staff in established procedures. Director's presentations to various parent and community organizations included the law, parent and student rights, student supports, and community resources.

- **Restorative Practices for School Staff** - In April 2025, the International Institute of Restorative Practices (IIRP) provided a two-day training on Restorative Practice for Educators to counselors and administrators and a one-day training on Restorative Circles to facilitate conversations around workplace conflict and uncertain times.
- **Tobacco Use Prevention Education (TUPE)** - This is the second of three years of our TUPE Comprehensive Implementation Grant of \$185,755. We continue to engage with our students via curriculum and meaningful activities on the dangers of substance use and prevention and resistance strategies. Our students in grades six through twelve actively engage in learning, dialogue, and action to maintain substance-free lives and engage in healthy and positive alternatives. TUPE special events include opportunities to work with The Arterie for art-based projects to support wellness and positive imaging for students. Mr. Gabe Teran with Next Gen Community Consulting will host small group sessions focused on awareness and dangers of illegal drugs. CVUSD Teachers will also have the opportunity to schedule multiple lessons from BRITE Youth to facilitate activities of student empowerment and dangers of drugs/vaping.
- **Welcome Back School Supply Event** - With the help of Conejo Schools Foundation, we hosted an annual Welcome Back school supply event for Foster Youth and McKinney-Vento families to obtain backpacks, school supplies, and personal necessities to open the school year feeling comfortable, ready, and confident.



HUMAN RESOURCES

Recruitment, Selection, and On-boarding

Certificated Activities:

- Continued expansion of recruitment strategies, with an emphasis on expanding applicant pools and increasing applicant diversity.
- Participated in virtual and in-person job fairs including California Lutheran University, California State University Channel Islands, and the City of Thousand Oaks.
- Presented on the application and interview processes for prospective teaching candidates in their last semester of coursework at Pepperdine University's Calabasas campus.
- Participated in the Ventura County Area Agency on Aging's Job Fair and the Conejo Valley Adult Education Community Resource Fair.
- Reviewed and revised all marketing materials in collaboration with the Communications Department. The materials emphasize CVUSD's LCAP goals, varied educational opportunities for students, as well detailed information on the benefits offered by the District.
- Established new job classification of Executive Director, Special Education.
- Reviewed all job descriptions prior to recruitments to ensure alignment not only with position purpose and duties, but also with the district's mission to provide exceptional educational experiences to all students.
- Created new applications in Microsoft Forms for the Summer School and Extended School Year recruitment process. This enabled administrators to easily rank the employees per union agreements. Also created a shared tracking system between school sites, Fiscal, and Human Resources to track reimbursable payments, and timesheet completion ensuring accurate and on-time payments.
- Invested extensive effort in the recruitment of substitute teachers with multiple subject or specific single subject credentials to cover for 64 employees taking long-term leaves. Maintained a highly competitive four (4) tiered substitute teacher salary schedule resulting in a high number of qualified candidates applying, and 51 newly hired substitute teachers. Currently, CVUSD has 266 substitute teachers. Processed 77 requests for teacher professional development opportunities resulting in securing substitute teachers for 935 teachers.
- Worked extensively with administration, employees, and potential candidates to meet requirements through the CTC for all hard-to-fill positions, which included support with the completion and submission of applications for credentials, permits and waivers.
- Adapted the individualized communication tools for each school site Principal and grade-span Director to include staffing, credentials and supplemental budget information for the purpose of maintaining staffing in alignment with adopted budgets.

- Developed forms and processes for CVUSD to adhere to Assembly Bill 2534 (AB2534), which requires inquiry into prior misconduct with all prior LEAs for every certificated applicant.

Classified Activities:

- Recruitments yielded approximately 3,239 job applications which were evaluated for entrance qualifications for respective job classes.
 - 2,325 applicants were invited to general assessment examinations, with approximately 1,800 participating and being scored on their performance
 - 497 applicants were invited to oral panel interviews for recruitments where such an examination component is required
 - 795 applicants were placed on respective job classification eligibility lists to be certified for vacancies across CSEA/supervisory positions, and approximately 200 were eligible for Campus Safety Assistant positions.
- Continued administration of un-proctored testing for entry level positions of Afterschool Extended Learning Specialists, Child Nutrition, Child Care, Custodian and Paraeducator I to allow for administration at the candidate's preferred place/time.
- Oral and general assessment development and revisions across multiple job classifications, including:
 - Assistant Director, Child Nutrition
 - Construction Supervisor
 - Child Nutrition Supervisor
 - Director, Fiscal Services
 - Director, Risk Management and Safety
 - Director, Child Nutrition
 - Network Engineer
 - Systems Analyst
 - Risk Manager
- Coordination of First Aid/CPR trainings across the district
- Creation and deployment of web-based form submission and approval routing for Walk-On Coaches
- Implementation of Memorandum of Understanding (MOU) for Child Nutrition Reorganization and related promotional recruitments
- Updated on-boarding procedures, including updates to pre and post-employment forms

Employment Transactions

- Improved processes for reconciling position control for classified and certificated position allocations in alignment with the 2025-2026 Adopted Budget.
- Classified employment transactions, including onboarding/assignment management of new hires into regular positions, processing of substitute hires, promotions, transfers in assignment, and employee retirements/separations, included, but not limited to:
 - 165 new hires into regular positions
 - 191 separations from regular service, retirements, substitute status, resignation
 - 673 new hires for unclassified service, including walk-on coaches, specialists, substitutes

- Upwards of 130 summer assignment authorizations
 - 92 modifications of assignments such as promotions, demotions, and changes in hours
 - 53 volunteers on-boarded and set up for system access as level 3 or 4 volunteers, and an additional 48 were vetted for the All District Music Festival
- Provided monthly reporting and authorization of longevity eligibility increments for 110 classified employees.
- Certificated employment transactions, including onboarding/assignment management of new hires into regular positions, processing of coaches, substitutes, and exempt hires; promotions, transfers in assignment, and employee retirements/separations, included but not limited to:
 - 133 certificated staff members placed in regular or short-term contracted assignments
 - 52 certificated summer school reimbursable staff
 - 82 staff members hired as substitute teachers, academic specialists, coaches, or in other exempt positions
 - 142 separations from regular or exempt service, including retirements and resignations
 - 542 modifications to assignments, including the addition of advisor stipends, department chairs, and changes in status
- Worked closely with Universities to process 80 student teachers and 9 interns, and ensured that they all had Department of Justice (DOJ) clearance, tuberculosis tests, and mandated reporter training in order to allow them access to work with students in CVUSD classrooms.
- Reduced the number of credentialed, temporary staff needed due to early recruitment efforts for Psychologist and Speech Language Pathologists. Moved from eight (8) certificated agency staff to two (2) this year.

Employee Benefits Administration

- Processed 702 employee benefit enrollment changes including plan changes among current employees, employees newly enrolling, and employees ending enrollment.
- Provided benefit enrollment changes reports and retiree reports to payroll on a monthly basis so the appropriate deductions could be made to employee pay as well as necessary changes made to the health and welfare budget.
- Audited and provided invoices for payment to fiscal for health benefits accounts Anthem PPO, Anthem HMO, Anthem EAP and Kaiser, retirees, COBRA, Kaiser Permanente Senior Advantage (KPSA) retirement plan, SISC (dental provider), VSP (vision provider) claims, Administrative Services Only fees (dental, vision, and Anthem PPO monthly membership fees), and The Standard group life insurance.
- Reviewed plan summaries and Evidence of Coverage booklets to ensure accuracy and appropriate coverage for plans. Worked with medical consultants to correct and clarify information for approval of final drafts.
- Provided two Medicare seminars for employees and retirees.
- Calculated payroll deductions for 61 part-time employees participating in health plans at prorated and/or full buy-in costs.
- Sent annual dependent verification letters to determine-student status eligibility for 263 adult dependents. Based on the information provided, a determination was made that 45 dependents were no longer eligible for vision and dental health benefits.

- Processed and mailed COBRA/OBRA notices for employees who have lost coverage (COBRA) and for new employees (OBRA).
- Performed an audit of medical premium contributions and provided findings to the Payroll Supervisor and assisted the Internal Auditor with a benefits audit.
- Worked with Poms & Associates on two Benefits Administration Guides - a general one for employees that were provided to school sites and another version for administrators.
- Implemented a move from the BeneTrac benefits database to Flock, the new benefits database.
- Provided information and communication to employees regarding the change in Pharmacy Benefits Providers and worked closely with employees regarding the phase out of the Anthem Blue Cross HMO plan effective July 1, 2025.

Conejo Cares Healthy Living Program and Committee

- Facilitated meetings of the Conejo Cares Healthy Living Program with representatives from POMS and Associates, Health Benefit Consultant, and District staff to collaborate in coordinating programs and resources to promote health living amongst CVUSD employees and their families.
- Promoted the Employee Assistance Program (EAP) made available to employees through wellness funds provided by Anthem BlueCross. EAP offers services including counseling, crisis consultation, legal consultation, financial consultation, dependent care, and daily living resources, etc.
- Offered several employee webinars through the Kaiser series, Activate Your Healthy Mind-Healthy Body.
- Provided healthy snacks to sites two times this year.
- Created and distributed three wellness newsletters which included topics on subjects such as proper lifting, exercise, the benefits of sleep, the toll of financial stress, healthy habits, and finding high quality doctors.

Employee Resources - Webinars/Training/Presentations

- Facilitated Substitute Teacher Orientation and Training with highlights including the basic functions of student behavior and how to engage positively and effectively with students.
- Facilitated the certificated New Hire Reception and Orientation, which included training on Creating a Safe and Inclusive Environment for All Students.
- Presented the required annual review and acknowledgement of Human Resources related Board Policies and Administrative Regulations (Non-Discrimination, Maintaining Appropriate Adult-Student Interactions, Sex Discrimination and Sex-Based Harassment, and Acknowledgement of Mandated Reporter Status and Legal Duty to Report Child Abuse and Neglect) to all employees.
- Updated the Employee Notices section of the certificated and classified new hire packets/process to include updated Board Policies/Administrative Regulations, Health and Welfare notices, Injury and Illness Prevention Program information, and Department of Fair Employment and Housing (DFEH) notices.
- Development of a Human Resources Handbook for deployment at the start of the 2025-2026 school year
- Provided virtual and in person training on Frontline Web-Based Education Suite.
- Coordinated CPR/First Aid certification with priority for Paraeducators, Health Clerks/Licensed Nurses, Campus Safety Assistants
- Updated the Benefits and Certificated Human Resources web pages for an easier flow and priority access to items most requested.

Labor Relations/Employee Relations

- Held monthly communication meetings for all three Associations. Topics discussed were generated by the District and the Associations.
- Engaged in successful negotiations with all three Associations including preparing proposals and counter proposals while all three collective bargaining agreements were open cover-to-cover.
- Monitored completion of mandatory trainings and certifications.
- Supported administrative staff in efforts to engage in progressive performance management, including review of performance evaluations.
- Supported administrative staff in efforts to engage in progressive discipline, including reprimands, notice of charges in instances of suspension without pay, demotion and/or termination.
- Supported administrative staff in navigating policies and procedures for processing complaints, conducting investigations, and navigating necessary disciplinary action.

Personnel Commission Public Meetings

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

HR Information Systems - Web Based Education Suite

- Continued support in administering Frontline Professional Growth for certificated and classified staff evaluations.
- Added electronic forms in the Frontline Central module including newly required Human Resources mandated policies for review and acknowledgement.
- Continued to configure platforms, and provide support and training to employees for application use across all groups.
- Continued work with Ventura County Office of Education in the implementation of Frontline Time & Attendance, which will assist in the processing of overtime and extra duty payments. Fiscal and Human Resources staff will pilot this new process.



BUSINESS SERVICES

Award for Financial Reporting

- The District received the Association of School Business Officials International (ASBO) award for exceptional financial operations and reporting through the “Certificate of Excellence in Financial Reporting” (COE) program.
- Received award four years in a row, fifth year submitted.
- Still the only school district in Ventura County to complete an Annual Comprehensive Financial Report in addition to the annual audit.

Child Nutrition Services

- The Child Nutrition Services department continues to provide meals to all students free of charge under California Universal Meals.
- Over 1.8 million meals were served to students across CVUSD in the 24-25 school year!
- Kitchen Infrastructure and Training (KIT) Grant funds were utilized to upgrade walk-in refrigerators Sequoia, Westlake and Colina, and renovate a new central kitchen.
- CNS is fiscally solvent and has not required any financial assistance from the General Fund for five consecutive years.
- Child Nutrition restructured and welcomed two new Assistant Directors and a new Director. We are looking forward to making incremental, impactful changes to the menu over the school years to come.

Child Care

- Continued to maintain Child Care enrollment at 1,100 students and operated four sold out summer camps.
- Fiscally solvent and not requiring any financial assistance from the General Fund for three consecutive years.
- Established a three year fee structure, which aids in marketing.
- Developed a new Staff Manual for CVUSD Preschool employees.

Fiscal Services

- Accounts Payable processed 21,036 invoices and 6,593 warrants, year-to-date.
- Offered department meetings prior to the creation of the 2025-26 Adopted Budget to promote transparency and a greater understanding of department YTD spending, outstanding current-year encumbrances, and plans for 2025-26. Regular check-ins with departments will be scheduled throughout subsequent years for this purpose.
- Collaborated with other departments, including Technology and HR, to streamline processes to create operational efficiencies for both teams, including pursuit of cashless options for district programs that would reduce costs and risk to the district and increase convenience for families.

- Implemented a new budget allocation based on historical spending, to minimize the number of budget revisions needed by schools and departments for 2025-26.
- Created a new resource to track booster donation activity to improve monitoring that funds are spent in accordance with the donor's intention.
- Payroll continues work with HR and Frontline to improve Time and Attendance for timesheet processing. The project has been re-started and we are currently in the testing phase with a selected testing group.
- Payroll was able to maintain the processing of payroll during the transition of hiring and onboarding new payroll staff members after losing two different payroll staff members, while processing between classified and certificated payroll approximately 11,500 paper timesheets from July 2024 – January 2025.
- Payroll has discovered \$67,820 in overpayments due mostly to early terminations, or overuse of leave balances, and has successfully recovered \$40,923 of public funds to date.
- Payroll has successfully set up ACH payments to third parties from voluntary payroll deductions for all vendors, with two remaining.
- Successfully completed the 2023-24 independent financial audit, with one finding related to instructional services' oversight of afterschool programs, but no findings related to financial reporting or federal compliance.
- Attended VCOE and outside vendor trainings and workshops to use as learning tools, and improve efficiencies.

Planning and Construction

- As of May 1, 2025, Measure I has expensed, and is currently encumbered for 91% of the Bond's original 146M Capital Projects allocation. In FY 25/26, the remainder of the Bond will be expensed.
- As of May 1, 2025, in FY 24/25, we have completed \$10.6m in Measure I Projects, \$113K in DD, \$410k in TOPASS, and \$110k in CN Projects. Total work in place through 3/31/25 is \$11.3M, with an additional \$9.4M currently encumbered for work under contract.
- Notable projects completed FY to date:
 - Redwood MS Modernization Project
 - Thousand Oaks High School MPR modernization
 - Banyan ES Orange Pod Modernization & Campus FAS
 - New Fire Alarm System at Ladera
 - \$2.4m CALSHAPE HVAC Grant work at all district sites.
 - \$500k CALSHAPE plumbing grant to replace qualified aging plumbing fixtures at multiple district sites.
 - Parking lot paving at UNV, ACA, ASP, & WWD
 - Initiated work at the Triggs building to relocate the Central Kitchen
 - Upgrades to security fencing & gates continues at multiple district sites
 - MPR modernization projects at EAR, MAD, ACA, LAD, & COL
- The NPHS campus modernization has been bid, and we are awaiting DSA permits to start work. We expect permit issuance by early June. The project will be multi-primed, and the total of bids for PH 1 & 2 is \$8M.
- TK restroom construction at WWD is scheduled for a summer 2025 start.
- Acacia classroom modernization is scheduled for summer 2025. Flooring, lighting, and paint will be replaced.

Technology

- Upgraded the network infrastructure at all CVUSD elementary schools, Conejo Valley Adult Education, District Education Center, and District Operations Center. In total, 714 network access points at 21 sites were replaced and 268 network switches were configured.
- The Technology Services Infrastructure Team successfully migrated district virtual servers to a new virtualization platform, significantly decreasing licensing costs on server infrastructure.
- Successfully added the CVUSD network at Conejo Valley Adult Education, testing that both wireless and wired network connections functioned properly. Obsolete network access points at Horizon Hills were replaced with new Mist Access Points.
- Network team moved all district device wireless connections to use EAP-TLS (Extensible Authentication Protocol-Transport Layer Security) authentication. This change significantly increased wireless security across all district computers by utilizing device certificates instead of user credentials.
- Collaborated with school sites to extend security camera coverage to more areas, improving monitoring in previously unobserved zones.
- Partnered with the California Department of Technology (CDT) to have them act as a Security Operations Center (SOC) on behalf of CVUSD. CDT provides continuous cybersecurity monitoring, detection, and alerting at no cost to the district.
- Successfully deployed 3,500 Chromebooks to CVUSD 3rd, 5th and 9th grade students and provided ongoing support to the district's Chromebook 1:1 program.
- Successfully initiated a project to integrate Conejo Valley Adult Education and CVUSD back-office technology systems in order to gain efficiencies and synergy across systems. This transition will consolidate redundant software licenses, hardware, and IT infrastructure within the district.
- Implemented a new pilot program to replace the existing visitor management system. The new system is called Verkada Guest and is at select sites across the district. It provides guests with a seamless sign in experience while strengthening campus security. The mobile system can be expanded across a campus to assist with security screening for large events. Feedback at the school sites and district office has been positive from all participants.

Maintenance and Operations:

Sustainability and Energy Projects

1. Tesla Battery Energy Storage Systems – Phase 2 Installation

Phase 2 of the Tesla Battery Energy Storage Systems installation was successfully completed ahead of all state and federal deadlines. This \$8,073,721 project was completed at minimal cost to the district and included upgrades to the aging electrical infrastructure. The battery portfolio now spans 15 sites, delivering 4,357 kW of power and 25,420 kWh of stored energy. The system supports peak shaving by supplementing power during high-demand periods and can collectively provide over 700 hours of backup power when fully charged.

2. Districtwide Tankless Water Heater Replacement

A grant-funded initiative to install energy-efficient tankless water heaters across the district was completed in partnership with Synergy Energy Companies. A total of 54

outdated water heaters were replaced with new Navien tankless systems. This \$432,000 project was completed at no cost to the district.

3. **Repurposing of Gas-Powered Generator at DEC**

The gas-powered generator system, previously surplus following the Technology Department's relocation, was repurposed to serve the DEC site. New conduit installations and rewiring now allow the generator to power all lighting and outlets in DEC buildings during unplanned outages, ensuring full operational continuity during SCE Public Safety Power Shutoff (PSPS) events.

4. **SCE Account and Rate Review**

A review of 53 Southern California Edison (SCE) utility accounts was completed in coordination with our Edison account manager. Time-of-Use (TOU) rate adjustments were implemented, resulting in an estimated annual savings of \$78,400 in utility costs.

5. **Work Order Management**

The Maintenance and Operations Department successfully closed 13,423 work order requests between January 1 and December 31, 2024.

Custodial and Maintenance & Operations Highlights

1. **Uniform Redesign and Distribution**

A full redesign and coordinated distribution of updated uniforms were completed for Custodial and M&O staff. The new uniforms enhance professional appearance, functionality, and promote team unity and pride.

2. **Custodial Route Audit**

A districtwide audit of custodial routes was conducted to optimize operational efficiency and ensure effective use of resources. The findings support strategic improvements in custodial operations.

3. **Professional Development and Safety Training**

This year's annual in-service event featured active shooter preparedness training along with several other critical sessions, aimed at improving safety awareness and the daily effectiveness of custodial staff.

4. **Support for Planning Department Projects**

Custodial and M&O teams provided ongoing support to the Planning Department, assisting with multiple site-based projects and contributing to the successful coordination of districtwide facility improvements.

Operational Initiatives and Improvements

1. **New Shift Leadership for After-Hours Support**

A newly appointed Skilled Grounds Supervisor has taken leadership of a "late shift" team comprising select trades and maintenance personnel. This addition improves after-hours response and service across the district.

2. **Pool Cover Inventory and Energy Conservation Efforts**

All high school pool covers were inventoried and repaired. The reinstated policy of covering pools when not in use aims to reduce energy and utility costs.

3. **Maintenance Work Order System Optimization**

In collaboration with the program's content creators, the M&O team collaborated to enhance use of the maintenance work order system. Improvements in reporting, tracking, and accountability have resulted in faster issue resolution by enhancing

response times to customer requests, reduced open work orders, and improved communication between sites, technicians, and supervisors.

4. **Resumption of Playground and Asphalt Maintenance**

Grounds crews resumed responsibility for minor playground repairs and asphalt maintenance. Crews updated their equipment, reactivated the asphalt crack sealer, and initiated a regular schedule for sealing, improving both safety and surface longevity.

5. **Preventative Maintenance Program Rebalancing**

The trades team revisited and rebalanced the district's preventative maintenance program with a proactive focus to ensure facilities and equipment operate efficiently. This approach reduces the risk of unplanned breakdowns, minimizes costly repairs, and supports overall building performance.

6. **Safety and Training Program Administration**

Safety and training programs were administered for staff across various disciplines, with a focus on product handling, equipment usage, and proper installation techniques.

7. **Central Chiller Plant and Energy Management System Upgrades**

Repairs to the central chiller plant and adjustments to the energy management system increased operational efficiency and resulted in additional energy savings across affected sites.

Purchasing

- Administered a Request for Proposals (RFP) solicitation and execution of a multi-year contract with STAR Education in January 2025 under RFP #2024-03 - Expanded Learning Opportunities Program (ELOP) to provide an after-school education and enrichment program for the Elementary Education department.
- Administered a Request for Bids (RFB) solicitation and execution of one-year contracts with Bertrand's Music, Guitar Center Stores, Inc., Music & Arts, Shar Products Company, Sound Productions, LLC, Sweetwater Sounds Holdings, LLC, and Taylor Music, Inc. in February 2025 under RFB #2024-05 - District-wide Visual and Performing Arts Equipment for band, choir, orchestra, theater, and visual arts/media arts.
- Administered a Request for Proposals (RFP) solicitation and execution of a multi-year contract with Carbon Health Medical Group of California, P.C. in April 2025 under RFP #2025-00 - Pre-Employment Medical Tests and Exam Services for the Human Resources department.
- Currently administering a Request for Proposals (RFP) solicitation for the Business Services department, RFP #2025-01 - Commercial Real Estate Services, to solicit proposals from qualified firms who can provide the district with commercial real estate services for the marketing and leasing of district properties located at 703 and 711 Rancho Conejo Blvd., Newbury Park, CA 91320. Only one proposal was received from CBRE, Inc. on May 2, 2025. The district's RFP evaluation committee is currently evaluating/scoring the received proposal.
- Currently administering five Request for Proposals (RFP) solicitations for the Child Nutrition department, RFP #2025-03 through RFP #2025-07, to solicit proposals from qualified firms who can provide the district with produce; paper and plastic; frozen, refrigerated grocery and bread; fresh bread; and fresh baked pizza. Proposals are due within the district's Bonfire eProcurement portal by no later than 2:00 PM (PT) on May 9, 2025.
- Currently administering a Request for Proposals (RFP) solicitation for the Transportation department, RFP #2025-08 - Pupil Transportation Services (Athletic Trips and Field

Trips). Proposals are due within the district's Bonfire eProcurement portal by no later than 2:00 PM (PT) on May 30, 2025.

Safety and Risk Management

- Completed the Workplace Violence Prevention Plan
- Completed the Indoor Heat Illness Prevention Plan
- Coordinated the "Great Shakeout" earthquake drill
- Completed accident investigation training for supervisors
- Transitioned to a new third party administrator for Workers' Compensation claims handling
- Utilized the Safety Committee on the expenditure of safety funds



COMMUNICATIONS

Bi-Monthly Meetings with Social Media Managers

- This is the third year of our stipend Social Media Manager roles at all CVUSD Elementary School sites, plus SHINE Homeschool.
- The Social Media Managers have a variety of roles on their school campuses from teachers to IMTs and CSAs. 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 bi-monthly (every other month) to discuss best practices, new trends, thematic monthly content, successes, and challenges.

Continuation of Communications Internship Program

- The Communications team entered its fourth year of welcoming interns to its small team. Three high school student interns began in September. Two interns continue to be a part of our team this Spring. Interns come to the District Office weekly, and have been a valuable addition to our team.



Crisis Communication

- Provide districtwide and school site specific messaging support for sensitive situations related to campus safety, crisis events, and weather/natural disaster incidents.

District News

- The News section of the district website continues to be updated with important information and highlights of the district's unique programs, events, accomplishments, and community announcements/information. **More than 120 news articles** have been posted so far during the 24-25 school year.

Updated “Rooted in Community” Posters for Each School

- Updated custom-designed posters for CVUSD schools that highlight the following four areas within each school community: Expanded & Enriched Learning Time, Collaborative Leadership & Practices, Integrated Student Supports, and Active Family & Community Engagement.
- 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.

Dual Language Immersion Program - Marketing and Advertising, including:

- Creating and deploying information about the DLI program, its tours, and information sessions via e-communications, community posters, and social media paid marketing campaigns. Continue to attend regularly held DLI Leadership Team meetings to discuss ongoing and future marketing needs of the program.



Expanded Reach and Engagement on Social Media

- CVUSD's Facebook, Threads, and Instagram pages have all seen upward growth in total followers. Original content continues to be posted to engage with and inform the broader community about CVUSD's unique academic offerings, programs, and accomplishments. The district also now has a Bluesky account that it posts on regularly.

Graphic Design

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

Maintain Regular, Consistent District Wide Communication

- For the 24-25 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.
- These weekly messages continue to engage shareholders, with the newsletters, on average, receiving about 25,000 views each week. The messages are sent to a distribution list of about 40,000, including our 15,000+ students.

Marketing Content and Advertising

- The district's communication team continues to place/run print and digital advertisements to expand exposure for the district and reach new, targeted audiences. We also continue to take advantage of new ad opportunities - and take advantage of cost-free opportunities on social media, earned media coverage, and through e-communication to share important information about enrollment opportunities and to highlight CVUSD's unique academic offerings and programs.
- By the numbers:
 - 4 print advertisements were designed and placed in local publications (3 different publications total)
 - 20 social media campaigns on Facebook/Instagram (a *nearly 100% increase from last school year*)
 - 1 targeted e-blast in partnership with L.A. Parent to prospective families in/around the geographic area that CVUSD serves.
- Continuation of vibrant social media presences from elementary school sites help localize highlights and information to current and prospective families.
- Enrollment banners were created for every school site. School and department specific marketing materials were created, per request.
- Marketing/advertising campaigns were also created to support the district's Human Resources team with the purpose of promoting historically hard to fill positions. These efforts (social media



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Exceptional Educational Experiences for ALL Students.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Award-winning TK-12 schools, athletics, arts & music programs. | <input checked="" type="checkbox"/> On-site child care on elementary campuses from 7:00am to 6:00pm (based on availability). |
| <input checked="" type="checkbox"/> Caring learning environments with small class sizes. | <input checked="" type="checkbox"/> CTE Career Pathways Program offers secondary students unique academic offerings to follow their passions & master strategic employability skills. |
| <input checked="" type="checkbox"/> Innovative programs including GATE (Gifted and Talented Education), magnet schools, Dual Language Immersion and a personalized homeschool. | |



Discover Unlimited Opportunities
www.EnrollCVUSD.com

campaigns, lawn signs, flyer outreach, etc.) coupled with walk-in interviews has resulted in the successful hiring of new employees for roles that had previously been extremely difficult to fill.

- New banners were designed for CVUSD facilities that are frequently rented by outside vendors to promote enrollment and interdistrict transfer information.

Media Relations

- Continue to build relationships with local news reporters. Through press releases and media outreach, there has been a variety of positive news coverage from KNBC4, Thousand Oaks Acorn, and Conejo Valley Lifestyle Magazine to highlight the district's award-winning schools, unique program offerings, and more. A few highlights include:
 - NBC4 Good Day LA - Bright Spot Segments: [Rams Talk to 8th Graders About Preventing Bullying](#)
 - Conejo Valley Lifestyle Magazine: [Education for All: Conejo Valley Unified School District \(page 25\)](#)
 - Thousand Oaks Acorn - [Cheers to 60 Years](#)

Online Course Directory

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

Public Records Act Requests

- Received, coordinated, reviewed, and provided documents for at least 46 California Public Records Act requests (nearly double the amount of CPRAs received during the 2023-2024 school year).

Video Content Creation

- Launched Season Two of the "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.
- 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](#).

Website Management & Website Content Migration

- We continue to provide on-going support to all school sites and district staff to maintain their website content and build new web pages upon request.
- We designed an updated website template for our district website and school websites, with enhanced functionality and an elevated esthetic. All of the district's websites will move to a new website content migration system in July 2025. Our current website content migration system will no longer be supported by our vendor as of July, and thus the need to migrate all of our website content to a new system.
- The bulk of our website migration process will take place in late May through launch in July. We will carefully ensure all website content is migrated and displayed optimally. Each school's homepage will need to be manually populated with custom content.
- We look forward to starting the 205-2026 school year with new websites for our district and all school sites.



SUPERINTENDENT'S OFFICE

Board Agenda Management

- **BoardDocs Agenda Management System**
 - Streamlined Board Agenda and Board policy/administrative regulation management
 - Implemented diverse committee structure with efficient multi-user use
 - Created the agenda and prepared for all action, information, and presentation items
 - Ongoing updates to all Board Bylaws, Policies, Administrative Regulations, and Exhibits, with a particular focus on Series 0000 - Philosophy, Goals, Objectives, and Comprehensive Plans, and Series 1000 - Community Relations
 - Upcoming migration of the BoardDocs Agenda Management System to Diligent effective August 1, 2025

Board Meeting Management

- Restructured room setup for public speaker convenience
- Retained security services for Board meeting safety management
- Structured a streamlined process for parent/student attendance during student academic, athletic, and visual/performing arts recognitions at Board meetings

Board Member Professional Development / Events

- Ventura County School Boards Association Meetings
- Ventura County Office of Education Equity Conference
- Ventura County Office of Education AB 2158 Ethics Training
- California School Boards Association (CSBA) Annual Education Conference
- CSBA Webinar - 2025 Governor's Budget Proposal Webinar
- CSBA 2025 Legislative Action Week (virtual)
- City of Thousand Oaks State of the City Address
- California Lutheran University State of the University
- Conejo Schools Foundation State of the Schools Address
- CSBA Board Ethics Training Course - Assembly Bill 2158
- CSBA Webinar - Using AI Tools in Educational Settings
- 33rd Annual Economic Outlook Forecast Meeting

- BreakThrough Parent/Guardian Workshops
 - Protect Your Kids Online - Online Safety
 - Building Bridges for Stronger Family Connections
 - Resilience in Grief
 - Navigating the Challenges: Substance Use Awareness
 - Parenting Like a Pro
- Greater Conejo Valley Chamber of Commerce Education Council Meetings
- Greater Conejo Valley Chamber of Commerce Legislative Roundtable
- Greater Conejo Valley Chamber of Commerce Civic Leaders Meeting

Cabinet-level Meetings on a Weekly Basis

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

Communication with Other City Agencies

- Increased communication with City Manager, General Manager of CRPD, and Chief of Police
 - Structure of meetings
 - Cross agency planning
 - Board Meeting supports and structures
- Communicated with the City of Thousand Oaks regarding the Walk'n'roll to School Program
- Communicated with the City of Thousand Oaks regarding the 2025 Youth Leadership Summit

Communication with School Site Personnel

- Weekly Board Reports:
 - In an effort to open up communication, the superintendent provides a copy of his weekly Board report to our Board of Education. These Board reports are created each week and sent to the Board normally on Saturday or Sunday. The information is compiled during the week and gives a rather lengthy overview of what is happening within each CVUSD department, along with information received from the Ventura County Office of Education and State-level agencies.
 - District and school leadership, office managers, association presidents, Teachers on Special Assignment
- Weekly Communication Snapshots:
 - Coordinated by the Communications department, this weekly email message sent (typically on Mondays) provides parents/guardians with a brief overview of news, updates, events, and achievements

Communication with Parents/Guardians, Stakeholders, and the Community

- Updated the Board Governance Calendar to include revisions/additions from May 2024 to current
- Superintendent's End of 2024/Holiday Message to parents/guardians

CVUSD Organizational Charts

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

CVUSD Website Enhancements

- Updated an accessible web page for public access to the [CVUSD Board Governance Calendar](#) and [Board approved resolutions](#)
- Updated an accessible [web page](#) for public access to presentations provided during School Board meetings, District Advisory Council/Committee meetings, and Measure I Bond Committee meetings.

Filled Open Leadership Positions

2024-2025 School Year:

- Executive Director, Special Education - Ms. Dawn Thomas
- Director, Special Education-Preschool/Elementary - Ms. Shanda Lee
- Director, Middle School Education - Mr. Shane Frank
- Assistant Director, Diversity, Equity, and Inclusion - Mr. James Jenkins
- Principal, Walnut Elementary School - Ms. Tammy Farhit
- Principal, Redwood Middle School - Ms. Kristi Konish
- Principal, Conejo Valley High School - Mr. Brian Mercer
- Principal, Colina Middle School - Ms. Jennifer Dobson
- Assistant Principal, Redwood Middle School - Ms. Meghann O'Weger
- Dean, Student Support Services, Colina Middle School - Ms. Michelle Eby
- Director, Fiscal Services - Ms. Jamie Ledezma
- Director, Child Nutrition - Ms. Sarah Phillips
- Assistant Director, Child Nutrition - Ms. Betina Gomez Luengo
- Assistant Director, Child Nutrition - Ms. Amy White
- Child Nutrition Supervisor, Middle School - Ms. Susann Bronte
- Child Nutrition Supervisor, Middle School - Ms. Sunny Giammichele
- Child Nutrition Supervisor, Middle School - Ms. Jennifer Miller
- Child Nutrition Supervisor, Middle School - Ms. Lucir Schlickmann
- Child Nutrition Supervisor, Middle School - Ms. Dana Stark
- Child Nutrition Supervisor, High School - Ms. Jennifer Giammichele
- Child Nutrition Supervisor, High School - Ms. Sharon Nursall
- Child Nutrition Supervisor, High School - Ms. Monique O'Neill
- Construction Supervisor - Mr. Richard Blake
- Maintenance Supervisor, General Services - Mr. Steven Tarn
- Senior Administrative Assistant, Instructional Services - Ms. Shannon Snyder
- Senior Administrative Assistant, Business Services - Ms. Tamara Tuell

2025-2026 School Year:

- Principal, Conejo Valley Adult Education - Mr. Jason Klinger
- Principal, Los Cerritos Middle School - Ms. Brandy Pacheco
- Principal, Madrona Elementary School - Mr. Jasson Przebieda
- Assistant Principal of Athletics, Thousand Oaks High - Mr. Josh Eby
- Assistant Principal, Student Support Services, Thousand Oaks High - Amanda Glover
- Assistant Principal of Activities, Westlake High - vacant

- Assistant Principal, Student Support Services, Westlake High - Michelle Kerrigan
- Assistant Principal, Los Cerritos Middle School - Ms. Paige Gonzales
- Assistant Principal, Redwood Middle School - Ms. Michelle Eby
- Coordinator, Special Education - Mr. Steven Barnes
- Fiscal Services Supervisor - vacant

Continued Expansion of More Diverse Recognitions at Board Meetings

- Student recognitions for sports, visual and performing arts, and academic achievements, including the inclusion of awards for the College Board National Recognition Program, Ventura County Indian Consortium Indian Education Honorees, and numerous other individual and team awards and recognitions. Added an annual student recognition for Ventura County Science Fair winners.
- Added a Board resolution in support of Arab American Heritage Month, and continue to update/honor annual resolutions.

Increased Weekly Communication/Service to Board Members

- Coordinated with all school sites and departments to provide Board members with a weekly listing of District events of interest, including this year's Winter Performing Arts event schedule, sports playoff events, All District Music Festival performances, Back to School Nights, Open Houses, and Culminations, Promotions, and Graduations
- Coordinated visits to Wellness Centers, Outdoor School, and various district and community events for Board members

Individual Meetings with Board Members

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

Meetings with District Staff

- On a weekly basis, the superintendent meets with the Deputy Superintendent and Assistant Superintendents one-on-one
- On a monthly basis, the superintendent meets with
 - Conejo Schools Foundation representatives
 - Coordinator of Communications, Marketing, and Community Engagement
- On a bi-weekly basis, the superintendent attends the all-principals meetings
- On a monthly basis, the superintendent attends meetings with assistant principal groups

Speaker for the Annual State of the Schools Event

- Hosted at California Lutheran University in the Lundring Events Center, more than 150 individuals, including city leaders, partner agencies, local businesses and community influencers were in attendance to learn more about and to celebrate our CVUSD schools. As the keynote speaker, the following topics were highlighted:
 - About CVUSD (background information, leadership, LCAP, students served, etc.)
 - Transitional Kindergarten/Kindergarten Program Overview
 - Rise with the Rams DEI Activities/Training

- An overview of the district's Career Technical Education opportunities and pathways

Panel Member for Greater Conejo Valley Chamber of Commerce - Chamber Education and Workforce Development Committee

- Education Council Meeting (10/2/24)
 - Served as the guest speaker discussing CVUSD's initiatives and highlights for the 2024-25 school year
- Spotlight Series: Education in the Conejo Valley (10/18/24)
 - Served as a panelist in a community-focused discussion on key education issues, including current and future Measure I projects, top priorities for enhancing student outcomes, strategies for supporting student mental health and wellness, partnership opportunities with local business partners, technology integration in schools, and advancing equity and inclusion efforts.
- Education Council Legislative Roundtable (1/28/25)
 - Presented on the CVUSD Strategic Arts Plan with Mr. Kenny Loo and Mr. Brian Peter.

School Site Visits

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



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CVUSD

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