

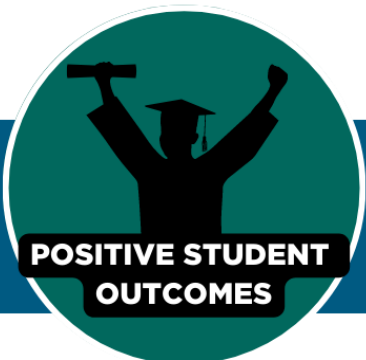
Tuesday, April 25, 2023

**BOARD OF
EDUCATION**
Study Session



UPDATE ON DISTRICT GOALS

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



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

ADDITIONAL GOAL 1 METRICS

Metric	Baseline	Desired Outcome for 2023 - 24	Progress To Date (2022-23)
Number of core literature textbooks written by an author and includes a protagonist that represents diversity.	As of the 2020-2021 school year, middle school has 7 such diverse titles, and high school has 16 such diverse titles.	<p>The number of core literature books written by an author and protagonist which represents diversity will increase by a minimum of one (1) new title at middle school and a minimum of one (1) new title at the high school.</p> <p>Each year, secondary students will have the opportunity to read at least one core literature book that represents diversity.</p>	<p>4 additional core literature titles were adopted on April 19, 2023 - <i>When Stars are Scattered</i> by Victoria Jamieson & Omar Mohomad (7th Grade), <i>Interpreter of Maladies</i> by Jhumpa Lihiri (12th Grade), <i>Purple Hibiscus</i> by Chimamanda Ngozi Adichie (10th Grade), and <i>World of Wonders</i> by Aimee Nezhukumatathil (11th Grade).</p> <p>Secondary Core Literature lists were redesigned for the 2021-22 school year to ensure students have the opportunity to read at least one diverse title per year.</p>

<p>Adoption and implementation of curricula materials for middle school and high school that are compliant with the California Healthy Youth Act (2016)</p>	<p>In the 2020-2021 school year, existing Family Life (2005) and Glencoe Health (2005) are only partially compliant with the California Healthy Youth Act (2016)</p>	<p>All CVUSD middle school and high school are fully implementing curricula materials compliant with the California Healthy Youth Act (2016)</p>	<p>Successful implementation of Board adopted materials began in the 2021-2022 school year. Health and 7th Grade Science Teachers received 12 hours of training directly from the publisher. Instruction in High School Health class occurs each semester. Instruction in 7th Grade occurs during Spring.</p>
<p>Secondary schools grade distribution to measure the implementation of a consistent grading policy.</p>	<p>2018-19 Trimester 1 (MS) and Semester 1 (HS) Grade Distribution results:</p> <p>Middle School: A = 52.5%, B = 28.9%, C = 11.2%, D = 4.8%, F = 2.7%</p> <p>High School: A = 52.0%, B = 27.0%, C = 13.0%, D = 5.1%, F = 2.9%</p>	<p>Increase the number of passing marks (C or better), by 2%.</p>	<p>2022-23, Semester 1 Grade Distribution results:</p> <p>Middle School: A = 51.8%, B = 25.8%, C = 12.7%, D = 5.8%, F = 3.9%</p> <p>High School: A = 52.1%, B = 24.3%, C = 13.8%, D = 5.8%, F = 4.1%</p>
<p>UC A-G Completion Rates (New Metric for the 2022-23 LCAP)</p>	<p>2020-2021: Percent of students meeting A-G requirements:</p> <p>All - 56.2%(1,016) Asian - 74.7%(118) Black/African American - 51.4%(18) Hispanic - 35.2%(171) White - 63%(617) Two or More Races - 69.1%(76) English Learners - 8.6%(6) Low-Income - 26.4%(200) Students with Disabilities - 36.4%(23) McKinney Vento - 14.8%(8)</p>	<p>Percent of students meeting A-G requirements:</p> <p>All - 66.2% Asian - 79.7% Black/African American - 61.4% Hispanic - 55.2% White - 73% Two or More Races - 79.1% English Learners - 28.6% Low-Income - 46.4% Students with Disabilities - 56.4% McKinney Vento - 34.8%</p>	<p>Most recent 2021-22 data of percent of students meeting A-G requirements:</p> <p>All - 59.6% Asian - 79.0% Black/African American - 47.1% Hispanic - 40.4% White - 64.8% Two or More Races - 69.0% English Learners - 4.7% Low-Income - 36.6% Students w/ Disabilities 10.4% McKinney-Vento - 25.0%</p>

Least Restrictive Environment (New Metric for the 2022-23 LCAP)	As of February 2022, the percent of Students with Disabilities accessing the general education setting for 80% or more of the day: Overall = 48% GradesTK-5 = 71% Grades 6-8 = 53% Grades 9-12 = 34%	State provided target of 67% overall of Students with Disabilities accessing the general education setting 80% or more of the school day.	As of March 2023, the percentage of students who are in the general education setting for more than 80% of their day is 52.7% (preK-postsecondary)
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ADDITIONAL GOAL 1 ACTIONS/SERVICES

LCAP Location	Additional Descriptions	Progress to date (2022-23)
1.7	Create a secondary grading policy committee: Grading scale, retake on assessments, and homework expectations. Provide professional development on the secondary grading policy to 6-12 teachers with implementation of this policy for the 2022-2023 school year.	<p>Provided one introductory training to all secondary teachers in Fall 2022.</p> <p>Secondary teacher leaders are facilitating a book study to interested teachers using the Feldman book.</p> <p>Presentation by teacher leaders was given to the Board of Education and the community on February 15, 2023.</p> <p>UACT created a grading committee to provide recommendations for a policy.</p> <p>Secondary teachers engaged in discussion on mastery for grading, in particular the pillar of “Accuracy” from Feldman’s book. UACT and CVUSD sent a joint message in anticipation of this professional learning day on March 17, 2023.</p>
1.2	Increase the number of diverse authors and stories represented in the secondary core literature lists. Adjust, if needed, the structure of existing core literature lists to ensure that each year secondary students have at least one opportunity to read one of these	<p>4 additional core literature titles were approved by the Board of Education on April 19, 2023.</p> <p>Secondary Core Literature lists were redesigned before the 2021-22 school year to ensure students have the opportunity to read at least one diverse title per year.</p>

	core literature titles. Develop an on-going monitoring and feedback system to collect and analyze the input on these titles from secondary students and staff.	On-going monitoring and feedback includes discussion from teachers at English Language Arts articulation meetings and a planned survey or focus group discussion with students at the end of this school year.
1.2	Propose updates on Board Policy 6161.1, Administrative Regulation 6161.1 and 6161.12 on “Selection and Evaluation of Instructional Materials” to establish a formal procedure to evaluate and possibly remove existing core literature titles.	Discussion previously with English Language Articulation who expressed concerns about reducing the number of core literature offerings. Group expressed the desire to expand, not contract, core literature.
1.4	Adopt new instructional materials compliant with the California Healthy Youth Act. Provide training to high school Health teachers, middle school 7th grade science teachers, and all secondary specialized program teachers. Develop a written course of study to reflect the consistent materials that will be implemented across the district. Provide families with access to the course of study and materials. Develop an on-going monitoring and feedback system to collect and analyze the input on these titles from secondary students, families, and staff. Make adjustments to the course of study and instruction for the following year based on this feedback.	Successful implementation of Board adopted materials began in the 2021-2022 school year. Health and 7th Grade Science Teachers received 12 hours of training directly from the publisher. Instruction in High School Health class occurs each semester. Instruction in 7th Grade occurs during Spring.
1.4	Update the existing Human Growth and Development instruction for Grades 4, 5, and 6.	Adopted new materials and participation structure during the December 14, 2021 Board of Education Meeting. Families were provided with a preview night webinar and information sheet regarding Human, Growth and Development for Grades 4-6. When school sites schedule the videos, parents will receive an informational Smore that lets parents know how to excuse their

		student from viewing at school in the co-ed setting.
1.5	Adopt core curriculum and/or create consistent supplemental materials consistent with the Fair Education Act (2012) in K-12 history/social science curriculum, including the creation of a high school Ethnic Studies class to begin Fall 2022/23 school year.	<p>Elementary Instructional Materials: Elementary teacher representatives previewed materials from three state approved H/SS programs for elementary, all in alignment with the Fair Education Act. Teachers selected to pilot two of the programs after publisher presentations. Teachers piloted each for 3-4 weeks and will meet to make a decision on piloting in April in anticipation of orders being received for the 23-24 school year.</p> <p>High School Instructional Materials: In the process of reviewing the updated History/Social Science materials to pilot during the 2022-23 school year. High School H/SS teachers piloted two separate books in Fall/Winter 2022-23 with consideration of Fair Education Act compliance as part of the selection rubric. H/SS teachers, EL and co-teaching partners from SAI were included in the discussion and selection process. The FAIR Education Act, Accessibility, online options and options for English Learners were all taken into consideration as part of the process.</p> <p>Ethnic Studies: The Ethnic Studies pilot course was approved on May 3, 2022 with implementation into the three comprehensive high schools in Fall 2022. In the 2022-23 school year, there were over 88 high school students enrolled in Ethnic Studies courses. One course was facilitated as a hybrid/virtual course offered to students from all sites. The course of study was developed by our History/Social Science teachers modeled after the California Department of Education approved curriculum and is posted on the CVUSD website. In November 2022, the three Ethnic Studies teachers provided a presentation of the course to our Student DAC members at their regular meeting, as well as to our Counselors at their monthly meeting. There continues to be ongoing collaboration and support among the teachers and administrators around the district, including the partnership with 1Shine and our consultant. Additionally, the Ethnic Studies students were able to participate in a Field Trip to the Holocaust Museum of Los Angeles. Update was provided to the Board of Education on April 19, 2023. This course is being brought forward to the BOE in May 2023 for approval as a permanent course. It is currently a UC Doorways approved course under Area G.</p>
1.9	Inclusion (NEW to 2022-23 LCAP)	This year's instructional focus and professional learning goal was: Be able to intentionally design first instruction that achieves equitable outcomes for all

<p>Provide evidence-based approaches to increase the inclusion of Students with Disabilities into to the general education setting, including:</p> <ul style="list-style-type: none"> • Implement Universal Design for Learning (UDL) as the district's consistent instructional framework focused on providing multiple means of engagement, representation, and action/expression. (No cost) • On-going professional learning for teachers and paraeducators on UDL and inclusion, including a focus on walkthroughs and lesson design. (Goal 2) • Fund Teacher on Special Assignment position focused on implementation of UDL at the elementary grade span. (ESSR III Funding) • Reviewing existing inclusive preschool programs and access to general education preschool settings. (No cost) • Provide on-going professional learning to special education and general education teachers co-teaching a secondary class. (Goal 2) • Restructuring specialized programs 	<p>learners through the implementation of targeted UDL checkpoints that promote DEI and SEL. This was prioritized during the August and November 2022 Professional Learning days. UDL Learning Walks facilitated at TOHS included participation from Middle School site leaders in January 2023. UDL Learning Walks continue to be made available for staff at TOHS. NPHS and WHS have UDL Learning Walk opportunities scheduled to begin in late April/May 2023 culminating the year. Ms. Hutchison, UDL TOSA, has been working with elementary schools to schedule and help facilitate walkthroughs at their schools sites.</p> <p>UDL TOSA, Ms. Hutchison, has been completing work at sites including understanding their identification and service to students needing and receiving academic interventions at the Tier 2 level. Teachers and Academic Specialists have been provided tools and resources for intervention as well as for supporting all students with the Wonders curriculum, including Students With Disabilities. Ms. Hutchison has led professional development for teachers on what UDL looks like in both primary and upper grade classrooms, including how to support students with disabilities in the general education classroom.</p> <p>Collaborative conversations surrounding inclusive opportunities with our Be Me preschool program, including working with Wonder preschool as well as the movement of some preschool classes from the Be Me campus to the elementary campus. This would allow for inclusion of preschool students with TK students on a regular basis during recess, circle time, story time, snack, etc., and address the state and federal requirements for Least Restrictive Environment (LRE)</p> <p>Ongoing professional learning and support was provided to co-teachers, which included the following types of sessions: "Introduction to Co-Teaching", "Team Building and Planning", "Additional Team Planning", and on-site coaching. Training was provided by Inclusion TOSA and site/district administrators. A CVUSD Co-Teaching Handbook is being finalized with synthesized guidance and resources for both CVUSD co-teachers and administrators to support fidelity of co-teaching programs.</p> <p>Aspen Elementary began their co-teaching model this year with the partnership of the specialized program TK/K teacher and a general education</p>
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	<p>at Aspen Elementary to create individual grade-level staffing to support inclusion and Co-teaching.</p> <ul style="list-style-type: none"> • Continue to include general education and special education teachers in the curriculum review process with an on-going focus on accessibility (No cost) • Require an annual update to each school's faculty on the school and District's Least Restrictive Environment and ongoing efforts to increase inclusion throughout the school. (No cost) • Hire a general education Board Certified Behavior Analyst (BCBA) to support general education and special education students in the general education setting. (Included LCAP Goal 1.1) • On-going participation for middle schools and high schools on Unified Sports/Youth Athletes Program 	<p>Kindergarten teacher. The two teachers worked together to create routines and procedures to support each other and their students in the general education classroom. Next year, this will expand to the first grade, and additional grades in subsequent years.</p> <p>2022-23 instructional materials pilots engaged with special education teachers throughout the process of reviewing and selecting proposed instructional materials.</p> <p>In Spring 2022, principals provided their faculty with an update on Least Restrictive Environment (LRE) which included the CDE's required targets. During the 2022-23 school year, secondary principals and district staff met monthly to review LRE data and discuss methods to increase Students With Disabilities access to the general education setting.</p> <p>The elementary general education BCBA responded to referrals for 53 students and their teachers, with 42% of all referrals being for TK and K students . He served 16 out of the 17 school sites by doing observations, determining functions of behavior, developing plans with teachers and other school staff, and then following up to make any necessary adjustments. Ryan also attended SST meetings for some students to share his observations and recommendations.</p> <p>This year's Unified Sports/Youth Athletes Program includes:</p> <ul style="list-style-type: none"> • Middle School Unified events included: beach volleyball, kickball, fun run, and t-ball. • High School Unified events included: various spirit days, Club Hello Day/Club Rush days, bocce @ WHS on 11/15, basketball @ TOHS on 2/14, soccer @NPHS on 4/25, bowling on May 2nd and May 9th, track and field @ Camarillo HS on 5/4, track and field @ NPHS on 5/20 • Middle schools and high schools participated in activities with Unified partners for Inclusive Schools Week, "Spread the Word" inclusion campaign, and Autism Awareness month. Middle schools and high schools will sponsor end of season celebrations as well. • Unified Soccer Camp @ CLU (not affiliated with CVUSD) - 4/22; AUT 2 Run @ CSUCI - TOHS ASB paid for Unified student who want to participate
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<p>1.10</p>	<p>UC A-G Completion (New to 2022-23 LCAP)</p> <p>As approved by the 2021-22 A-G Completion Improvement Grant Plan, provide evidence-based approaches to increasing the rate of A-G eligibility for all students.</p> <ul style="list-style-type: none"> • Cyber High / Academic Support Classes - 2 sections per comprehensive high school until the 2024-2025 school year (A-G grant funded) • A-G Coordinator - A staff person dedicated to working directly with students, families, and staff on increasing A-G eligibility. (A-G grant funded; CTE grant funded) • Implement A-G "Family University" to provide proactive information to secondary students and families about A-G eligibility. (A-G grant funded) 	<p>2 additional Cyber High sections were provided through ESSER 3 funding to each comprehensive school site in 2022-23 school year. These course offerings will continue through the 2024-25 school year funded through ESR3 funding. Also implemented an Ethnic Studies class after the instructional day with 12 students currently enrolled in this Twilight option.</p> <p>Three (3) A-G Coordinators, or College and Career Readiness Counselors (CCR), serve at the three comprehensive high schools, funded by the A-G grant as well as the CTEIG grant funding. These three CCR counselors work collaboratively with students, staff and families to create awareness and action to increase our percentage of A-G eligible students. At the A-G family information night, there were 115 families in attendance at both presentations, one in English and one in Spanish. To date, there have been over 150 classrooms visited to deliver information regarding A-G eligibility. Additionally, the CCR counselors provide support to the CTE pathways program and enhance the A-G opportunities through CTE programs. A presentation describing their work was provided to the Board of Education on February 1, 2023.</p> <p>Outreach to high school and middle school families include information nights and opportunities for families to learn more about A-G eligibility and to take the necessary steps for students to engage in this path. There has been one general family information meeting that was inclusive of all high school sites in CVUSD, with an additional 3 family information nights planned for the Spring for middle school families. Additionally, CCR counselors attended the Future Nights to provide specific information to families re: A-G eligibility and the benefits, why it's important. Information is also included in parent/family newsletters weekly regarding A-G and CTE information.</p>
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SUCCESS

STAFF PROFESSIONAL LEARNING

LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.

ADDITIONAL GOAL 2 ACTIONS/SERVICES

LCAP Location	Additional Descriptions	Progress to date (2022-23)
2.3	Provide on-going training to school administrators on the implementation of restorative justice practices with students, staff, and families when addressing harm in a learning community (No cost)	In October 2022, reconvened the previously trained MS admin group for a review/follow-up Restorative Practices session. In December/January, co-led in partnership with VCOE, a three-part Restorative Practices Training for Elementary Principals to address actions in response to bullying, harassment, and intimidation with a restorative rather than punitive mindset. In April 2023, 10 district leadership team members engaged in 20+ hours of training for <i>trainers</i> facilitated by the International Institute for Restorative Practices.
	Provide training to secondary English Language Arts to support the teaching of, and expansion of, core literature featuring an underrepresented author and protagonist through UCLA Center X.	This year, a communication was provided to all ELA secondary teachers notifying them that the 2-day UCLA Center X training would be a required training for all ELA secondary teachers. This communication provided a survey to ask teachers to indicate a preference on when to participate in the training - this year, over the summer, or next year. 13 secondary ELA teachers and 2 district staff members participated in UCLA Center X training on March 15 and 22, 2023. In addition, staff are working on an addendum to offer the Advanced Institute on June 28th as well as a contract for the 2023-24 school year with several proposed dates:
2.3	NEW 2022/23: Principals and	August and November 2022 Professional Learning Day emphasized the

	<p>teachers will attend professional learning in alignment with District goals. 3 professional learning days are provided during the 22/23 school year. Professional learning priorities focused on DEI, UDL and SEL will also be supported through additional teacher release and contract services</p>	<p>intersection between UDL, SEL and DEI. The year's focus is on UDL checkpoints: Optimize relevance, value, and authenticity (7.2), and Foster collaboration and community (8.3) in support of the important overlap between these focal areas.</p> <p>March 2023 Professional Learning Day emphasized positive behavior support at the elementary level, and in-depth discussion of mastery grading at the secondary level.</p>
2.3	<p>Complete gender-diversity training for all elementary teachers by the end of the 2021-2022 school year. To date, 6 of 17 elementary schools have completed an initial gender diversity training, and all other elementary schools will engage in this training during a faculty meeting. Completed 2021/22.</p>	<p>Completed training to all elementary and secondary teachers in the 2021-22 school year.</p> <p>In August 2022, provided all CVUSD certificated and classified staff with Legal Advisory from California Department of Education (CDE), and CDE's FAQ on AB 1266 "School Success and Opportunity Act".</p>
	<ul style="list-style-type: none"> NEW 2022/23: Provide ongoing training and collaboration opportunities for secondary teachers to discuss and understand the causes and impacts of their grading practices. Develop a task force of teachers from each secondary school to engage deeply in alternative grading practices, who will lead other teachers in this initial implementation. 	<p>Provided one introductory training to all secondary teachers in Fall 2022.</p> <p>Secondary teacher leaders are facilitating a book study to interested teachers using the Feldman book.</p> <p>Presentation by teacher leaders was given to the Board of Education and the community on February 15, 2023.</p> <p>UACT created a grading committee to provide recommendations for a policy.</p> <p>Secondary teachers engaged in discussion on mastery for grading, in particular the pillar of "Accuracy" from Feldman's book. UACT and CVUSD sent a joint message in anticipation of this Professional Learning Day on March 17, 2023.</p>



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

ADDITIONAL GOAL 3 METRICS

Metric	Baseline	Desired Outcome for 2023 - 24	Progress to date (2022-23)
Positive Top of Mind & Awareness of Diverse Academic Offerings in the Community	Creation of Communications/Marketing Committee, Establishment of Communications Internship Program and deployment of climate survey amongst CVUSD stakeholders, included in annual communications survey	Adjusted communication strategies (method & types of interactions) to achieve improved top of mind & awareness within the community through the implementation of the Communications/Marketing Committee, Communications Internship Program, and climate surveys.	The CVUSD's inaugural Communications Committee for the 21-22 school year took new shape for the 22-23 school year, with membership now comprised of the Social Media Managers from each elementary school site and SHINE Homeschool. Social Media Managers are largely elementary school teachers, one IMT, and one parent volunteer. Meetings continue to be held monthly to plan for the posting of strategic content - with an emphasis on highlighting all of the exceptional educational experiences happening on the District's elementary school campuses.

			<p>The Communications Department's internship program entered its second year. For 22-23, we welcomed three high school seniors as volunteer interns to our team. The interns began in early October, and come to the District office weekly. They continue to be a valuable addition to our small team.</p> <p>On March 21st, a standalone Communication Survey was deployed to all CVUSD shareholders (parents/guardians, students and employees). The survey closed on March 31st, with more than 700 responses to date. Survey results will give the District valuable insight into preferred communication methods and the preferred frequency of communication stakeholders would like to receive from the District.</p>
<p>Expanded Reach & Engagement on Social Media</p>	<p>Continue to share engaging & informative content. Build brand identity and influence on social media as a trusted source for information. Facebook Likes as of June 2021: 4,819 and 5,151 Facebook Followers.. Instagram Followers as of</p>	<p>Increase of Total Number of Followers on each Social Media Channel (growth and successes on these platforms will be showcased in an annual social media "round-up" report). An annual target growth of 5% Facebook likes, Instagram followers and</p>	<p>CVUSD's Facebook, Twitter, and Instagram pages have all seen upward growth in total followers.</p> <p>CVUSD's Instagram currently has 2,833 followers, surpassing the 5% growth target goal for this year (<i>there</i></p>

	<p>June 2021: 2,274. Twitter Followers as of June 2021: 4,865.</p>	<p>Twitter followers will be used - for a total target of 15% growth of total likes and followers (respectively) on each platform by the end of the 2023-24 school year. <i>*It is important to note that algorithms are frequently adjusted by social media sites, which can impact measurable analytics. As such, in addition to total growth, the District will also track engagement and reach of its social media content in the aforementioned annual social media report by utilizing cost-free analytics tools. The rate at which our audience is engaging with our content will remain a key focus.</i></p>	<p>were 2,493 followers this time last year).</p> <p>CVUSD's Twitter currently has 5,549 followers, surpassing the 5% growth target goal for this year (<i>there were 5,207 followers this time last year</i>). CVUSD's Facebook account has 6,277 Facebook followers and 5,328 likes - well surpassing the 5% target growth for this year (<i>there were 5,326 Facebook followers and 4,930 Facebook likes this time last year</i>).</p> <p>This year, a new focus was placed on expanding the social media presences for all CVUSD elementary schools and the SHINE homeschool program. The Communications Department, with assistance from elementary school sites, recruited a stipend Social Media Manager to create and post meaningful social media content to new, or previously created, social media pages: Facebook, Instagram and Twitter. The result? Vibrant, regularly updated social media pages for each elementary school site to showcase all of the amazing things happening on our</p>
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			<p>campuses. Social Media Managers and the District's Coordinator of Communications meet monthly to discuss strategic, themed content ideas for posting, to discuss best practices on social media, and more.</p> <p>District news, information, and highlights continue to be published on CVUSD's social media channels, and school sites' social media channels, to inform and engage with the broader Conejo community.</p>
<p>Volume (and Value) of Marketing Content Produced</p>	<p>Promotional content produced for the District, school sites and programs. Increase of part-time communications department employee to full-time, with expansion of roles and responsibilities to include video content creation.</p>	<p>Desired outcome includes having two full-time Communication Department team members to produce more content. This larger team will create comprehensive and impactful marketing materials for each school site, programs & the District as a whole. There will also be a special focus on the promotion of the Dual Language Immersion Program, expected to open in the 2022-2023 school year, including the creation of unique marketing assets - including, but not limited to brochures, flyers, website creation, interest forms, social media outreach campaigns,</p>	<p>We continue to use both traditional and digital outreach tools to inform families of CVUSD's signature programs and TK-12 offerings. DLI: Continued to develop testimonial video content related to the launch of the program and the benefits of the program. Information included in print ads (see row below for ad artwork) and social media promotion (see row below). Printed posters, which have been hung up in businesses near Conejo Elementary School. Created flyers, and ordered customized promotional items (bookmarks, pencils, balls)</p>

		etc.	<p>which the DLI outreach team have used for outreach to preschool and prospective families in the area.</p> <p>Cypress IB Status: Created custom banners for outside of the school, designed a new school brochure to inform prospective families of the benefits of being an IB Scholar, secured media coverage of the IB Authorization announcement in the Ventura County Star and Thousand Oaks Acorn.</p> <p>All TK-12 Schools: Printed general School Choice brochures and school branded Enrollment banners (to be hung up outside each school site). Ongoing social media promotion /information night promotion on social media. Ongoing print and social media advertisements (see row below).</p>
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ADDITIONAL GOAL 3 ACTIONS/SERVICES

LCAP Location	Additional Descriptions	Progress to date (2022-23)
3.1	Increase the District's exposure & positive top of mind in the community it serves through print, digital and social media. The District will utilize paid and cost-free strategies to increase exposure about its unique	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 and through e-communication to share important information about enrollment opportunities and highlight CVUSD's unique academic offerings and

	<p>academic offerings and programs. This may include print advertisements with local news agencies, earned (free) media exposure, the use of free social media platforms, and targeted advertising opportunities available across social media platforms, at cost. Additionally, the District's Communication team will continue to create custom marketing and promotional pieces for the District, its schools and various programs. Additional emphasis will be placed on marketing the new Dual Language Immersion Program at Conejo Elementary.</p>	<p>programs.</p> <p>Print Ad Placements:</p> <ul style="list-style-type: none"> • August 2022: Conejo Valley Lifestyle Magazine - Education Issue; Page 18 • August 11, 2022: Pigskin Preview (insert in all editions of the Acorn); Page 2 • October 21, 2022, Thousand Oaks Acorn - double page ad spread; Page 24-25 • L.A. Parent Magazine - Education Issue Sept/Oct - half page ad - Page 24 • November 18, 2022: Thousand Oaks Acorn - CRPD's 60th anniversary special section - 5 column size ad - Page 6 • February 3, 2023: Thousand Oaks Acorn - full page ad "now enrolling;" Page 2 • June 2023: Thousand Oaks Acorn - Congratulations Graduates! <p>Digital/Social Media Ad Placements</p> <ul style="list-style-type: none"> • August 2022: Walk-In Interview Event Promotion on Facebook (6,002 Reach with 52 event responses) • September 2022 - October 2022: TK & Kindergarten Information Night - Event Promotion on Facebook – (4,430 reach with 65 event responses) • October 2022 : Walk-In Interview Event Promotion on Facebook (5,460 reach with 22 event responses) • October 2022 - November 2023: DLI Program Information Night Event Promotion on Facebook (1,987 reach with 10 event responses) • November 2022 - January 2023: DLI Program Information Night Event Promotion on Facebook (5,070 reach with 14 event responses) • December 2022- January 2023 : TK & Kindergarten Information Night - Event Promotion on Facebook (4,239 reach with 30 event responses) • January 2023 - March 2023: DLI Program Promotion via a "Get More Traffic" ad on Facebook and Instagram. reach 14,369 and link clicks 1,414 (the ad links to the DLI website with a pop-up window to sign up for an information session). • February 2023: Walk-In Interview Event Promotion on Facebook (4,367 reach with 8 event responses) <p><i>*Additional information specific to DLI is available in the rows above</i></p>
3.1	Establishment of a Communications / Marketing Committee comprised of	The CVUSD's Communications Committee from the 21-22 school year has transformed into a monthly working meeting with the District's first ever group

	<p>representatives from each school site (reps may include parents, staff members, students, etc.). The Committee's work will focus on innovative communication, marketing, and the building of overall brand unity for the District's schools and programs. Of special focus will be reaching targeted populations with important information about the unique offerings on our campuses. Also of focus will be strategies for the successful, continued implementation of community engagement and two-way communication best practices. A subcommittee of this committee may also be created to focus on crisis communication and provide feedback from various stakeholders.</p>	<p>of School Site Social Media Managers. This year we recruited, with school site administrators, for the important role of Social Media Managers for each of our elementary school sites and SHINE Homeschool. For the most part, our Social Media Managers are teachers. We also have one IMT and one parent volunteer. Social Media Managers post content weekly to their school's Facebook, Twitter, and Instagram accounts. Many of our elementary schools did not have a presence on all three platforms. Therefore, new accounts were created to ensure all elementary schools now have a vibrant presence across the three platforms. The District's Communications Coordinator holds monthly meetings with Social Media Managers where thematic content is discussed, social media best practices and overall successes that group members have experienced with their content posting is shared. A Social Media Best Practices guide was created and shared with each Social Media Manager prior to the start of the school year. It has been a fun, productive first year of creating content and highlighting the amazing things happening across the District's elementary school sites on social media!</p>
3.1	<p>Expand the District's current Web Content Specialist's daily work hours from .60 FTE to 1. FTE to allow for a new job duty: video content creation. The additional work hours will be dedicated to the creation of video content for the District and its school sites. The creation of meaningful video content is a critical component to sharing information about our schools, programs, and the overall mission of the District.</p>	<p>Daily work hours have been expanded. Video content creation continues to support District programs and school sites. The migration of the District and all school sites' website content to a new website content management system was also completed and would not have been possible to launch on the desired timeline without two full time employees.</p>
3.1	<p>The District will continue to deploy communication at regularly scheduled intervals to all stakeholders (weekly and/or monthly). Communicating on a set schedule will aid in keeping</p>	<p>For the 22-23 school year the District has continued its Weekly Communication Snapshot, a districtwide communication to all stakeholders.</p> <p>The News section of the District website continues to be updated with important information and highlights of the District's unique programs,</p>

	<p>stakeholders informed on important District news and events. The District will continue to post important news and information to its websites/social media channels, and create new, dedicated web pages as needed. Determine students' preferred means of communication and how information can be most seamlessly delivered to them.</p>	<p>academics and accomplishments. More than 108 news articles have been posted so far during the 22-23 school year.</p> <p>Unique content is posted on a regular basis to the District's social media pages: Facebook, Twitter, & Instagram. For the 22-23 school year, we've also launched robust social media presences (Facebook, Twitter, and Instagram) for all elementary school sites.</p>
3.1	<p>Crisis Communication Management: Provide immediate central and school-site communications support to administrators and key staff during emergencies and crises. Effectively communicate important information to all stakeholders in a timely manner. Continue to adjust our crisis communication response tactics (including use of the Blackboard "all-call" communication system), as needed, based on best practices and feedback.</p>	<p>For the 22-23 school year, CVUSD continues to use the Blackboard mass notification system for email, text, phone call, and app communication. Additionally, the District's communication team completed the massive task of migrating all dotnetnuke hosted websites to a new website content management system with Blackboard (subsequently acquired by Finalsite). This has given all District websites an upgraded custom website design, and most importantly, an easy to update website back-end, which school sites have shared much positive feedback for. This new system has built-in "announcements" and "alerts" that also make sharing important time-sensitive information across websites an easy to achieve task.</p> <p>Weekly Communication Snapshot messages, sent via text and email from Blackboard, have been key in informing all stakeholders of District news, information, highlights, and events.</p> <p>The District also re-populated the CVUSD Forward website for the 22-23 school year with relevant COVID-19 health and safety information related to K-12 schools from health officials, along with CVUSD's COVID-19 Safety Plan, and local resources for families: www.conejousd.org/CVUSDForward</p>
3.1	<p>Develop Communications Department internship program with CVUSD student interns. This will be a mutually beneficial program - providing "real word experience" in the field of communication to students, while the District benefits from the exceptional talents of students.</p>	<p>Three high school student volunteer interns joined the Communications Team for the second school year in a row. Since October, they have been coming to the District office weekly to lend their talents, learn new skills, and help with key projects. We appreciate the time and talents of our student interns!</p>



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

ADDITIONAL GOAL 4 METRICS

Metric	Baseline	Desired Outcome for 2023 - 24	Progress to date (2022-23)
<p>Total time all students access SEL lessons by end of school year; survey results from all students on their understanding of SEL strategies and use of the strategies</p>	<p>Varies by grade span: TK-5 = 45 min/month 6-8 = 0 9-12 = 0</p>	<p>District-wide implementation of MTSS Tier 1, which includes consistent SEL teaching, modeling and reinforcement. Also, Elementary and MS school students participate in 60 minutes/week of SEL lessons; HS students participate in 45 minutes/week of SEL lessons</p> <p>All students can easily identify 5 skills/strategies to support them in peer relations, coping and self-advocacy; students demonstrate use of these skills</p>	<p>86% of elementary teachers report teaching 30 minutes or more of SEL per week and 90% report teaching SEL 2 or more days per week.</p> <p>All middle school sites provide a minimum of 15 minutes of weekly SEL lessons.</p> <p>All high school sites provide a minimum of 30 minutes of weekly SEL lessons and/or activities. 48.8% of teachers 9-12 are implementing Tier 1 lessons/activities for 30 minutes or more per week. 40.7% of teachers 9-12 are implementing Tier 1 lessons/activities for between 10-30 minutes per week. 10.5% of teachers 9-12 are</p>

			implementing Tier 1 lessons/activities for fewer than 10 minutes per week.
Some students access targeted SEL lessons via individual and/or small group intervention and demonstrate learned skills in the school setting.	Varies by grade span: TK-5 = approximately 100 students total 6-8 = approximately 25 students total 9-12 = approximately 20 students total	Increase access to general education targeted intervention as part of Tier 2 via creating small group and individual lessons and schedules that are ongoing - increase access to 30% of population (percent of population will not be a "cap" if student need is higher) All CVUSD students who express a social-emotional need report they are able to access their school counselor for meaningful support.	As of April 2023, 1463 or 22% of students in grades TK-5 have received Tier 2, targeted intervention (individual or small group). As of March 2023, 1118 or 31% of students in grades 6-8 have participated in Tier 2 targeted intervention (individual or small group) from school counselors. In addition, wellness staff provided 511 (14%) students with ongoing small group wellness counseling and/or lunch bunch services. Please note that numbers may be duplicated as some students may have attended more than one service. As of March 2023, 2,238 (35%) students in grades 9-12 have participated in Tier 2 targeted interventions from school counselors and wellness staff. These students may have participated in multiple Tier 2 services.
Number of Wellness Centers at all five high school sites.	Presently, physical space for the Wellness Centers have been identified and a few are	All five high schools maintain a Wellness Center to establish a safe and supportive	Wellness Centers at all 5 high schools continue to grow. Currently, Wellness Centers at

	<p>furnished. Opening of Wellness Centers for student access will begin in August 2021.</p> <p>There are also no existing reports from high school students assessing whether or not their social emotional needs are being met in a timely manner through services provided by the Wellness Center.</p>	<p>environment for students throughout the school day to support and respond to any social-emotional needs</p> <p>High school students report that they are able to have their social emotional needs responded to, in a timely manner, via accessing wellness center services when in need.</p>	<p>the high schools are staffed by 3 Mental Health Clinician 1s, 1 Mental Health Clinician 2 and a Senior Mental Health Clinician. As of 2/28/23, high school students have logged more than 11,000 drop in visits to wellness centers. An additional 325 students have received ongoing individual counseling services.</p> <p>\$100,000 of ESSR3 Mental Health funds have been identified to build out private rooms as new grant monies will absorb ESSR3 funds for staffing. Site plans have been developed and facilities will be touring spaces to determine costs and timeline for building out rooms.</p>
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ADDITIONAL GOAL 4 ACTIONS/SERVICES

LCAP Location	Additional Descriptions	Progress to date (2022-23)
4.5	Staff employ SEL lessons to all CVUSD students TK-12 at least 30 minutes/week for the 21/22 school year, 45 minutes/week for the 22/23 school year, and 60 minutes/week for TK-8 and 45 minutes/week for high	<p>67% of elementary teachers report teaching 45 minutes or more of SEL per week and 92% report teaching SEL 30 minutes or more per week.</p> <p>All middle school sites provide a minimum of 15 minutes of weekly SEL lessons.</p>

	<p>school for the 23/24 school year. In addition, create and deploy a survey to assess students understanding of SEL strategies and use of the strategies</p>	<p>All high school sites provide a minimum of 30 minutes of weekly SEL lessons and/or activities. 48.8% of teachers 9-12 are implementing Tier 1 lessons/activities for 30 minutes or more per week. 40.7% of teachers 9-12 are implementing Tier 1 lessons/activities for between 10-30 minutes per week. 10.5% of teachers 9-12 are implementing Tier 1 lessons/activities for fewer than 10 minutes per week.</p>
<p>4.5</p>	<p>Create Wellness Centers at all five HS sites to establish a safe and supportive environment for students throughout the school day to support and respond to any social-emotional needs. Design an assessment tool to measure whether or not their social emotional needs are being met in a timely manner through services provided by the Wellness Center.</p>	<p>There are currently wellness centers at all 5 high schools. Data wellness service delivery from 8/18/22-2/28/23 is listed below:</p> <ul style="list-style-type: none"> ● Delivered ongoing individual wellness counseling services to 349 middle school students. ● Delivered ongoing small group wellness counseling/lunch bunch services to 162 students. ● Delivered social emotional classroom 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 may have attended more than one presentation). ● Delivered ongoing small group wellness counseling and workshops on topics such as social skills, mental health, positive body image and grief and loss to 891 high school students (numbers may be duplicated as some students may have attended more than one service) ● Delivered ongoing individual wellness counseling to 834 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 safe space to achieve emotional regulation, take a break from school related stress, or to work through a social emotional challenge and return them to class in an emotional state where they are ready and able to learn. ● 900 High School students completed SEL screeners in October 2022 to assess students' mental health needs. Screeners will be updated and re-administered in Fall 2023 due to the low participation rate. ● Continue to employ 5 mental health clinician 1s and a clinical

		supervisor.
4.5	Increase access to ongoing general education targeted intervention via creating small group and individual lessons - increase access to 15% of population for the 21/22 school year, 20% for the 22/23 school year, and 30% for the 23/24 school year (percent of population will not be a “cap” if student need is higher).	<p>As of April 2023, 1463 or 22% of students in grades TK-5 have received Tier 2, targeted intervention (individual or small group).</p> <p>As of March 2023, 1118 or 31% of students in grades 6-8 have participated in Tier 2 targeted intervention (individual or small group) from school counselors. In addition, wellness staff provided 511 (14%) students with ongoing small group wellness counseling and/or lunch bunch services. Please note that numbers may be duplicated as some students may have attended more than one service.</p> <p>As of March 2023, 513 (8%) students in grades 9-12 have participated in on-going Tier 2 targeted intervention student groups or individual counseling from school counselors. In addition, ongoing individual wellness counseling has been delivered to 834 (13%) of students in grades 9-12. Ongoing small group wellness counseling and workshops on topics such as social skills, mental health, positive body image and grief and loss was delivered to 891 (14%) students in grades 9-12. Please note that numbers may be duplicated as some students may have attended more than one service.</p>

Additional Goal, not included in 2020-2021 LCAP
Provided to Board of Education on May 27, 2021 Board Study Session

Measuring and Reporting Results

Present a balanced budget, defined as proposed expenses not to exceed estimated revenue, by June of 2024

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023 - 24
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Proposed Budget	2020-21 adopted budget: Projected expenses exceed estimated revenues by \$5,734,199	Projected expenses exceed estimated reviewed by no more than \$4,000,000	Project expenses exceed estimated reviewed by no more than \$2,000,000	Projected expenses do not exceed estimated revenues	Proposed budget expenses shall not exceed estimated revenues.
Actual Financial Performance	2019-20 Actuals: Revenues exceeded by \$352,207	Actual expenses shall not exceed actual revenues	Actual expenses shall not exceed actual revenues	Actual expenses shall not exceed actual revenues	Actual expenses shall not exceed actual revenues

Progress to date (2021-2022): Amended Metric

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

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

Description	2021-22 2nd Interim	2022-23 Projection	2023-24 Projection	
Estimated Beginning Balance July 1	\$36,575,820	\$31,023,465	\$26,225,836	UPDATE March 2023: <i>The District has maintained a fund balance in excess of \$6m, inclusive of the \$3m fiscal stabilization reserve.</i>
Total Income	\$238,739,759	\$246,471,413	\$241,710,310	
Total Expense	\$244,292,114	\$251,269,041	\$249,249,970	
Ending Balance	\$31,023,465	\$26,225,836	\$18,686,177	
<u>Components of Ending Fund Balance</u>				

Stores/Revolving Cash	\$199,177	\$199,177	\$199,177	
Fiscal Stabilization Reserve	\$3,000,000	\$3,000,000	\$3,000,000	
Required Reserve 3%	\$7,328,763	\$7,538,071	\$7,477,499	
Undesignated Fund Balance	\$20,495,525	\$15,488,588	\$8,009,501	
UFB as a % of Expense (BOE goal minimum 6%)*	12.62%	10.36%	7.42%	
Reserves toward CAP (must be below 10% in '23)	9.62%	7.36%	4.42%	

Actions

Title	Description	Progress to date (2022-23)
Update and maintain Position Control Roster	Update Position Control and ensure it is kept up to date. BOE to vote on any newly created positions. New positions will have no on-going financial impact on the budget. Positions deemed obsolete shall be deleted from the PCR. HR to report on position variance from adopted (filled, unfilled, vacant, retire, on hold, etc.) at each interim reporting period.	HR staff continuously reviews staffing needs, and brings for Board action newly proposed position authorization, reconciles with Fiscal Services for budget purposes and through requisition approval process, and updates position control as appropriate. Position control for 2023-2024 will reflect the adopted budget for 2023-2024 following Board approval in June 2023.
Establish staffing ratio	Similar to certificated staffing, create ratios (tied to student enrollment) for management, administration, support staff,	Business Services and HR

	<p>custodial, maintenance, technology, and other classified and/or non-represented positions funded from the General Fund. Work toward a Memorandum of Understanding with bargaining units in regard to staffing changes.</p>	<p>reviewed campus safety staffing needs, proposing a change in allocation for implementation in 2022-2023 based on current enrollment trends across elementary and secondary schools.</p> <p>Student Support Services and HR reviewed paraeducator staffing needs, with consideration for 1:1 student assignments, SDC, and Resource classroom base allocations. Staff will continue analysis in preparation for 23-24.</p>
<p>Charge the Budget/LCAP Committee with specific target goals</p>	<p>Direct the committee to make recommendations with direct substantial impact to expenditures in correlation with the above outcomes.</p>	<p>The committee's focus this year was the understanding and monitoring of the approved ESR3 stimulus plan to support safe in-person learning, learning loss, and other allowable uses. Anticipated end of year outcome will be a prioritization of ESR3 funded action/services.</p>
<p>Budget supplies and services based on prior year actuals</p>	<p>Non-school site budgets for supplies (4300) and services (5800) to be budgeted and not to exceed average prior three-year actual expenditures.</p>	<p>Currently part of budget practice.</p>



CVUSD FORWARD

Newbury Park - Thousand Oaks - Westlake Village