
Status Report: 2020-21 Budget/LCAP Committee

February 2021

Committee Overview

The Budget / LCAP Committee is responsible for ensuring the budget assigned for the fiscal year supports the LCAP for the school year. As per Board of Education Administrative Regulation 3100:

The committee's duties may include, but not necessarily limited to:

1. Making recommendations regarding budget priorities.
2. Recommending cost reduction strategies, such as identifying services that may be reduced, made more efficient, or discontinued.
3. Reviewing the clarity and effectiveness of budget documents and communications.
4. Presenting progress reports on the committee's work and a final report of recommendation to the Superintendent or designee and to the Board.

Members of the Committee

BOE

Jenny Fitzgerald, Board Member

Bill Gorback, Board Member (from July 1, 2020 to January 27, 2021)

Karen Sylvester, Board Member (from January 27, 2021 to present)

Administration

Dr. Victor Hayek, Deputy Superintendent, Business Services

Jeanne Valentine, Assistant Superintendent, Human Resources

Dr. Lisa Miller, Assistant Superintendent, Student Support

Brian Mercer, Director, High School and Assessment

Susan Tucker, Director, Fiscal Services

Marina Mihalevsky, Director, Classified Human Resources

Dr. Deborah Martinez, Coordinator, English Learner Services

Student Representative

Catherine Xu, Student DAC Representative

Principals

Erica Ultreras, Principal, Conejo ES

Hallie Chambers, Principal, Sequoia MS

Dr. Eric Bergmann, Principal, Thousand Oaks HS

Union Representatives

Colleen Briner-Schmidt, UACT Representative

Karla Stevenson, UACT Representative

Committee Chair Bill Zasadil, CVPPA Representative

Chris Charles, CSEA Representative

Parent/Community Groups

Rocky Capobianco, Conejo Council PTA Representative

Jon Power, Conejo Schools Foundation Representative

Heather Skelly, DAC Representative

Hun Kaplowitz, GATE DAC Representative

Allice Chou, Special Education DAC Representative

Committee Process

- The District provided a list of programs solicited from staff, faculty and administration
- A District representative is invited to prepare an overview of the program to include:
 - What is the program?
 - Who is in charge of this program? What are their thoughts on the effectiveness/areas of improvement for this item?
 - Where does the program take place? (ex: all comprehensive high school sites: TOHS, NPHS, WHS)
 - What is the time frame of program? (ex: daily for school calendar year, 2 times a week for 3 school calendar years)
 - Who does it serve/affect? How many does it serve/affect? Does this support a targeted student group?
 - What LCAP goal(s) does this address?
 - What are the benefits/outcomes to those that it affects/serves? What metric is used to evaluate? Include qualitative data summary if possible.
 - What is the cost (gross and net) per year? What is the cost per person/year?
 - What are the impacted populations (equity discussion) if eliminated, modified, replaced?
 - What are the blindspots/intangibles?
- The committee reviews, discusses, deliberates, and then runs the program through the Matrix
- The final scores are plotted on the Cost / Benefit Quadrant
- Committee captures major discussion points, possible alternatives, and the overall recommendation, directly into the slide deck

Evaluation Metric(s) - Benefits

Benefit the District's ability to meet LCAP goals and/or curricular standards	10%
Benefit student learning opportunities; educational resources, co-curricular inside or outside the classroom	20%
Benefit the social, emotional, mental and physical well being of students	20%
Benefit intervention strategies and programs for targeted students	15%
Benefit remote learning / alternate programs or learning models for students (SHINE, Century, CVHS, I.S.)	15%
Benefit staff Professional Development	10%
Benefit the District's ability to attract students from outside the district and keep students in-district	10%

Benefit Scale
1=Minimal benefit
2=Low benefit
3=Medium benefit
4=High benefit
5=Significant benefit
6=Optimal benefit

Evaluation Metric(s) - Cost

1	Approximate cost per student in the program	15%
2	Cost per overall student count (x/17,600):	35%
3	Impact on overall budget:	50%

Cost per student

- 1= <\$10
- 2= >\$10
- 3= >\$50
- 4= >\$100
- 5= >\$175
- 6= >\$250

Impact on overall budget

- 1= <\$50k
- 2= >\$50k
- 3= >\$100k
- 4= >\$250k
- 5= >\$500k
- 6= >\$1m

2

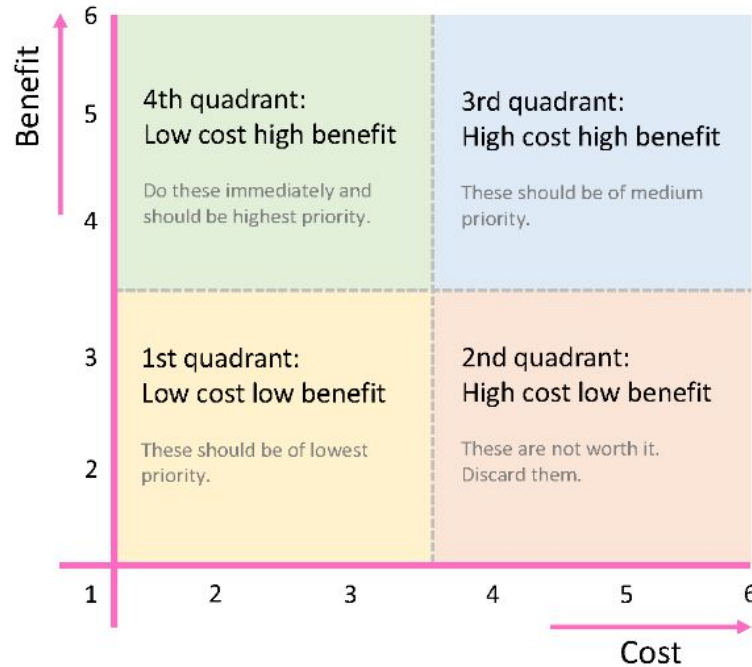
Benefits

To what degree does the program / action / service:

Benefit Scale	
1	Minimal Benefit
2	Low Benefit
3	Medium Benefit
4	High Benefit
5	Significant Benefit
6	Optimal Benefit

	1	2	3	4	5	6
Benefit the District's ability to meet LCAP goals and/or curricular standards. (10%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefit student learning opportunities; educational resources; co-curricular inside or outside the classroom. (20%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefit the social, emotional, mental and physical well being of students. (20%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefit intervention strategies and programs for targeted students. (15%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefit remote learning/alternate programs or learning models for students (SHINE, Century, CVHS, I.S.). (15%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cost / Benefit Quadrant



Definition of Terms

KEEP - Continue the program and associated costs

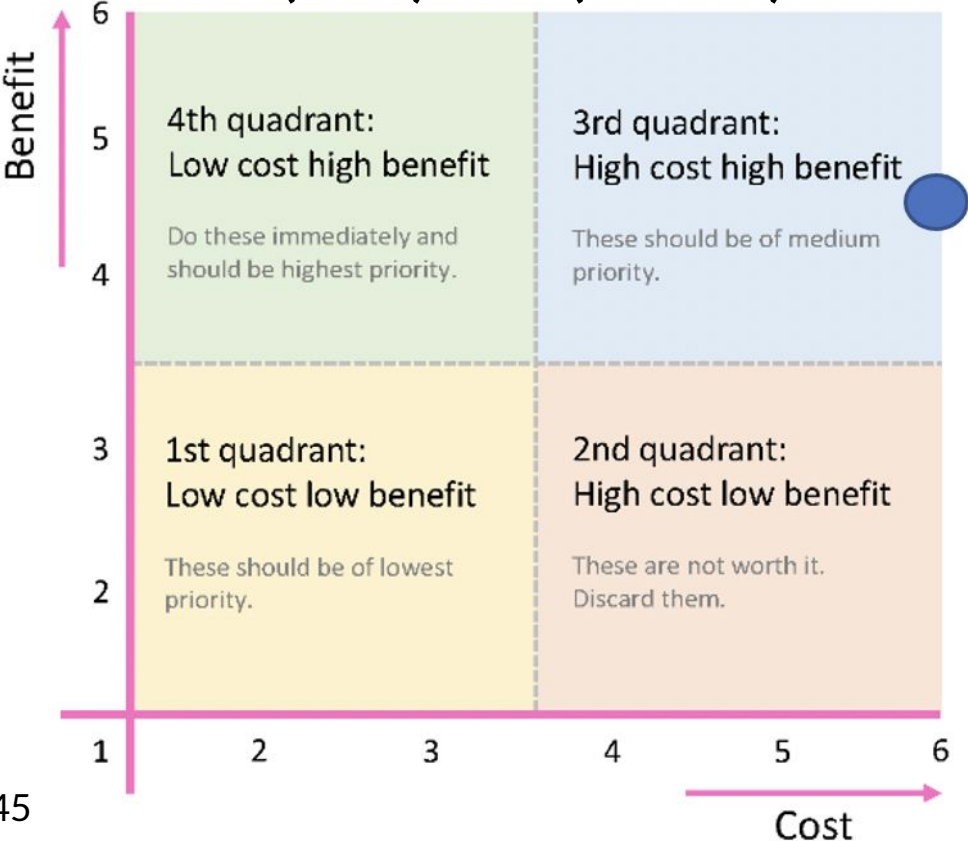
MODIFY - Keep program but modify within the existing budget allocation

DISCONTINUE - Discontinue program and move cost out of the budget

SUBSTITUTE - Seek alternative to program with a reduced budget

Program Reviews and Recommendations

Paraprofessional Support 6 (Cost) x 4.5 (Benefit)



Program Cost: \$7,508,045

Program: Paraprofessional Support

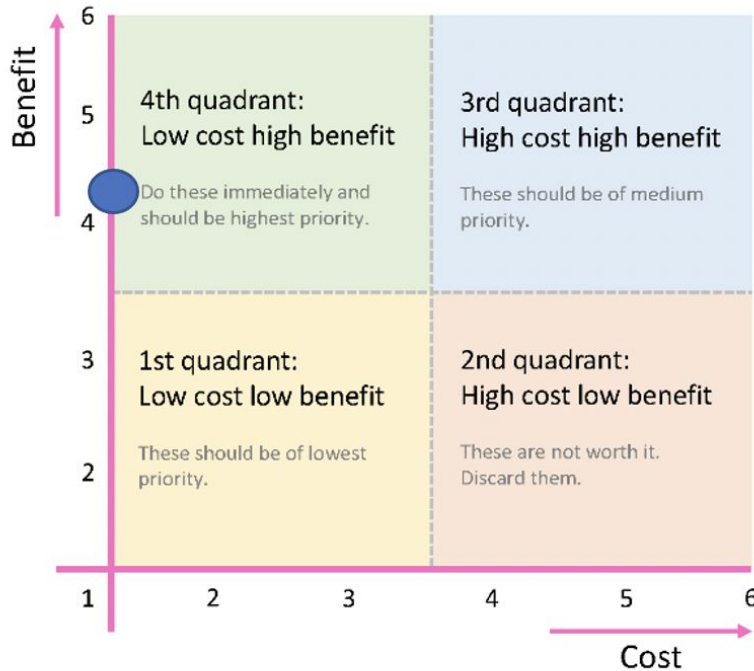
Comments

- Program Cost: \$7,508,045
- Demand outweighs supply, these are hard to fill positions
- UDL can help create inclusive classes
- Though enrollment declines, the number of students eligible for special education has remained steady

Recommendation: Keep

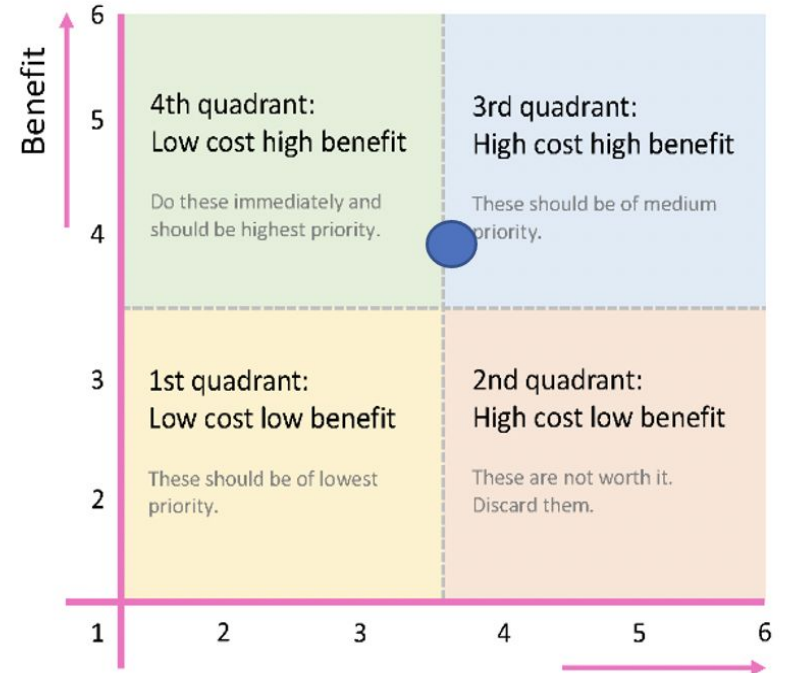
- Provide additional training to general education teachers to support students with mild disabilities being taught in some general education classes or splitting time (GE/SE)
 - SEL training
 - Student engagement strategies
 - Second language acquisition and development of integrated ELD
- Continue UDL, foster PBIS, identify MTSS
- Install system-wide GE mental health interventions
- Training on accommodating curriculum and materials for students

Remedial Summer School Charter Run 1 (Cost) x 4.2 (Benefit)



Program Cost: \$0

Remedial Summer School District Run 3.6 (Cost) x 3.96 (Benefit)



Program Cost: \$315,370

Program: Summer School - Credit Recovery

Comments

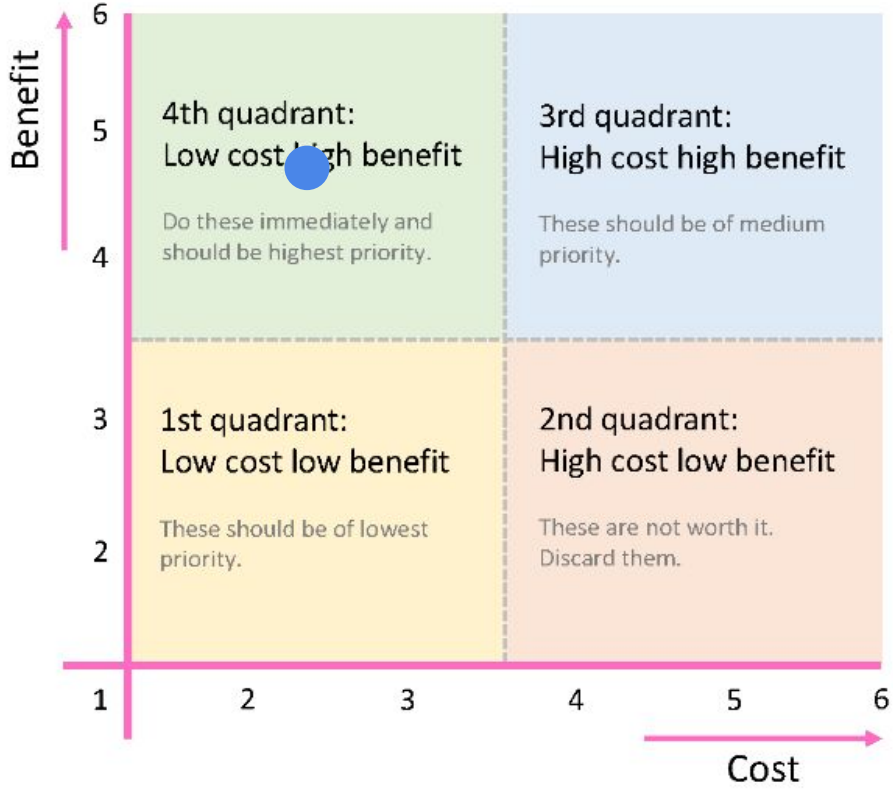
- Program Cost: \$315,370, with charter run program \$0
- Expenses fluctuate in relation to enrollment
- Some students use other (Charter) programs for credit recovery
- Some teachers express concern about the Charter instruction
- Start and end dates vary from current (July 1)
- Charter can collect ADA through a “loophole” in the law
- Demographics of students in remedial summer school are concerning, in addition;
 - 22% of students in 2020 term 1 received a D or F in summer school
 - 24% of students in 2020 term 2 received a D or F in summer school
- Has allowed students to graduate on time
- Concern expressed that Summer School may be serving the same students year after year

Recommendation: Substitute (contracting charter)

- Could create a middle school program which expands opportunities for learning
- Remains no cost for students
- Inclusive of SPED and ELD courses
- Charter would hire CVUSD teachers, counselors, and staff
- Has been tested in Simi, Ventura, Oxnard Union (characterized as a win-win)
- Can be cash flow positive as District would receive facility rental fees from Charter
- Can offer accelerated classes in the future
- Potential savings of \$300k

Fulcrum Stand Proud

2.45 (Cost) x 4.86 (Benefit)



Program Cost: \$138,255

Program: Fulcrum

Comments

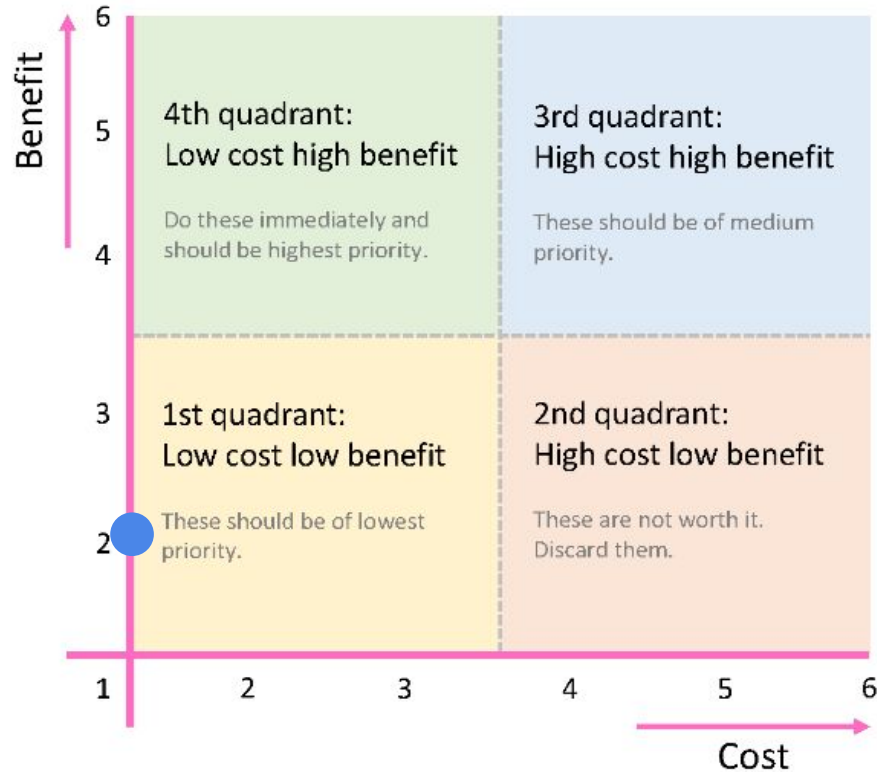
- Program Cost: \$138,255
- Started with a grant and then District absorbed the cost
- For 5th grade students social and emotional learning (SEL)
 - Decision making, leadership, teamwork
- Survey (38 responses) says 66% of teachers rate SEL at a “5” (highest) and 42% give a “5” for benefiting learning opportunities
- Starts with classroom instruction (20, ½ days) and then field day (18 days)
- Can be modified for on-site field days

Recommendation: Keep

- Reach out to Police department to see if there is a grant to cover this program
- Explore alternate programs
- Explore alternative funding sources

Focus on The Arts

1.0 (Cost) x 2.12 (Benefit)



Program Cost: \$26,449

Program: Focus on the Arts

Comments

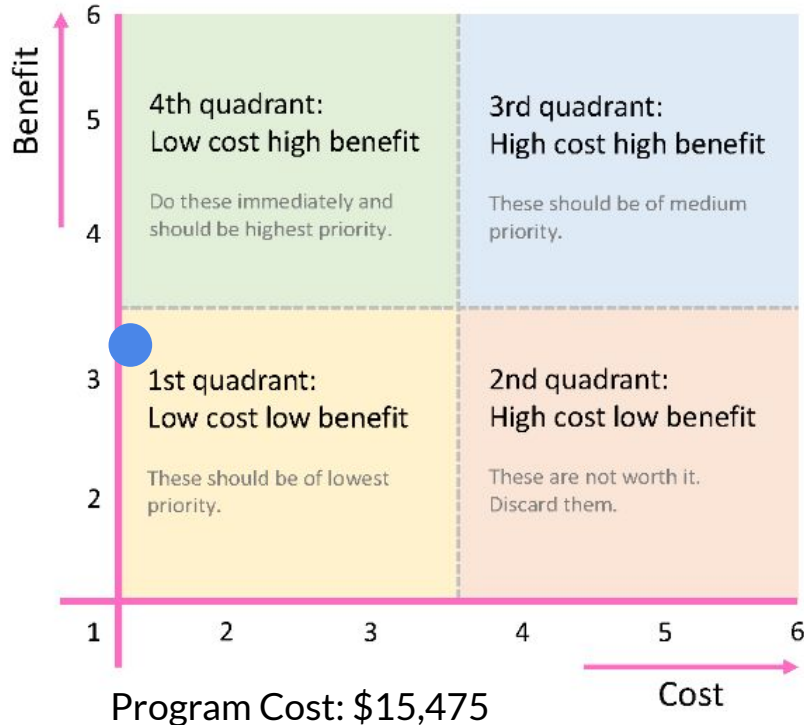
- Program Cost: \$26,449
- Some students not aware of the reason for this program
- Some of the program is tied into the curriculum
- PTAs have been able to provide assistance for programs, but it hasn't been consistent across sites (equity concerns)

Recommendation: Modify

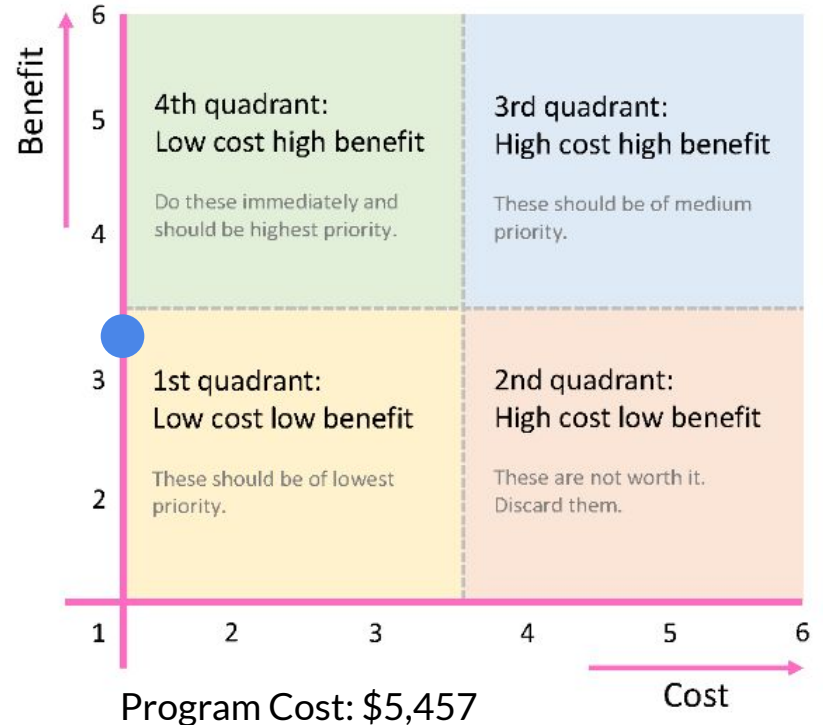
(may require slight increase of budget)

- Survey teachers on the program
- Look at alternative programs that bridge all grades
- Look for other local alternatives
- Schools that would lose VPA would need an alternative

We The People (with Transportation and Rental) 1.15 (Cost) x 3.24 (Benefit)



We The People (without Transportation and Rental) 1.0 (Cost) x 3.32 (Benefit)



Program: We the People

Comments

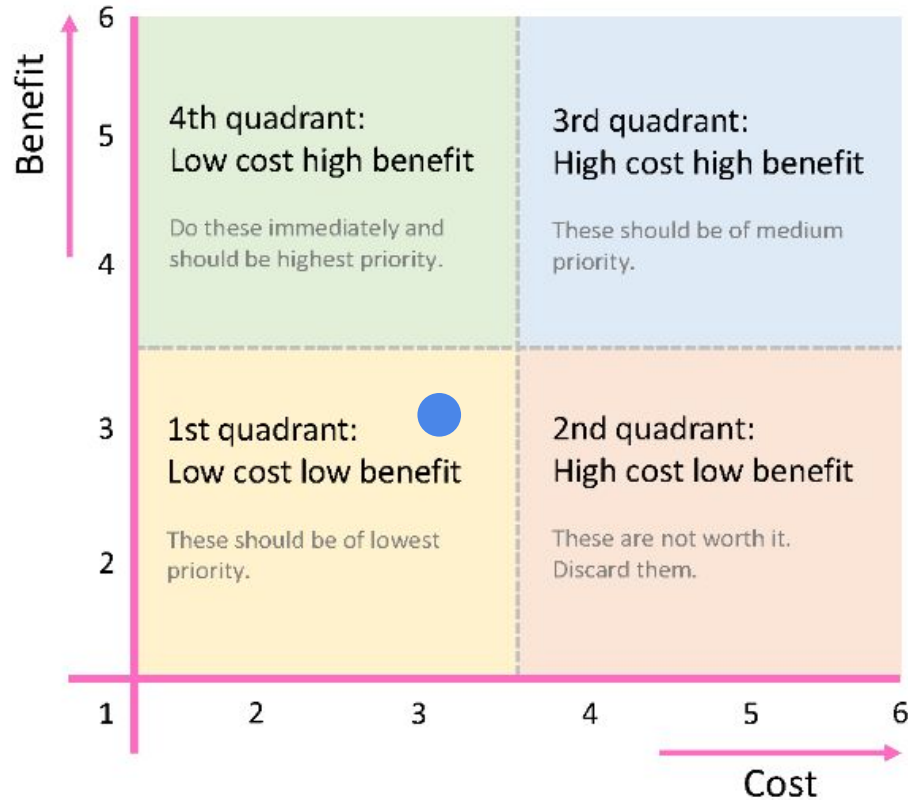
- Program Cost: \$15,475, without transportation or facility use \$5,457
- There is concern about using outdated curriculum
- There was discussion on keeping the program but modifying to hold it at school sites vs. paying for transportation and the venue
- Positive feedback from students, although not so much emphasis on the venue

Recommendation: Modify (Benefit)

- Curriculum is in need of evaluation and possibly updating (equity and accuracy)
- Re-imagine the program to try and increase benefits
- Utilizing District facilities for the program
- Ensure access to all students, English Language Learners and Students with Disabilities

AVID

3.10 (Cost) x 3.12 (Benefit)



Program Cost: \$237,587

Program: AVID

Comments

- Program Cost: \$237,587
- Designed for students who are historically marginalized and first generation college bound students
- Discussions on possibly combining - not feasible because of different HS schedules (NPHS)
- AVID needs to be paired with other content areas but that presents schedule challenges
- Strategies benefit teachers as much as it does students
- Schedule creates the challenge as students have other interests
- Teachers feel empowered to deliver curriculum without the AVID branding

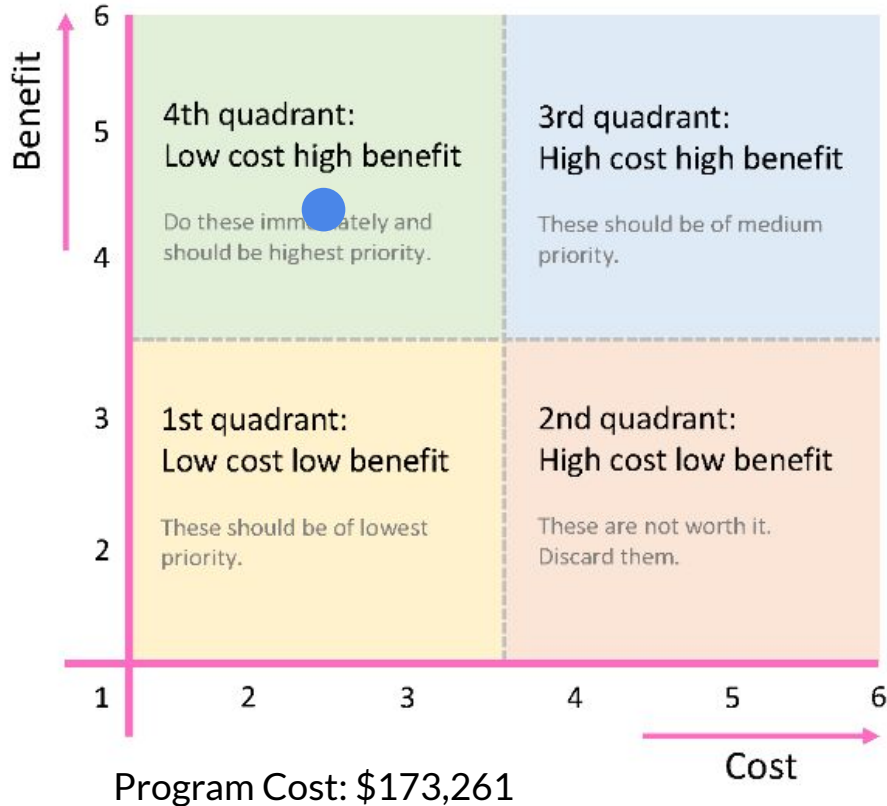
Recommendation: Substitute

- Explore alternatives to capitalize on the benefits of AVID with lower cost options
- Dissect the important components of AVID and:
 - Incorporate the essential skills and HS preparatory activities into middle school (through RTI/Advisory/MTSS) and provide a supplement and support in grade 9 (all students)
 - Include a parent component on HS education (all students)
- The essential skills can benefit all students. Any alternative should include all student groups

Outdoor School

(net less student donations)

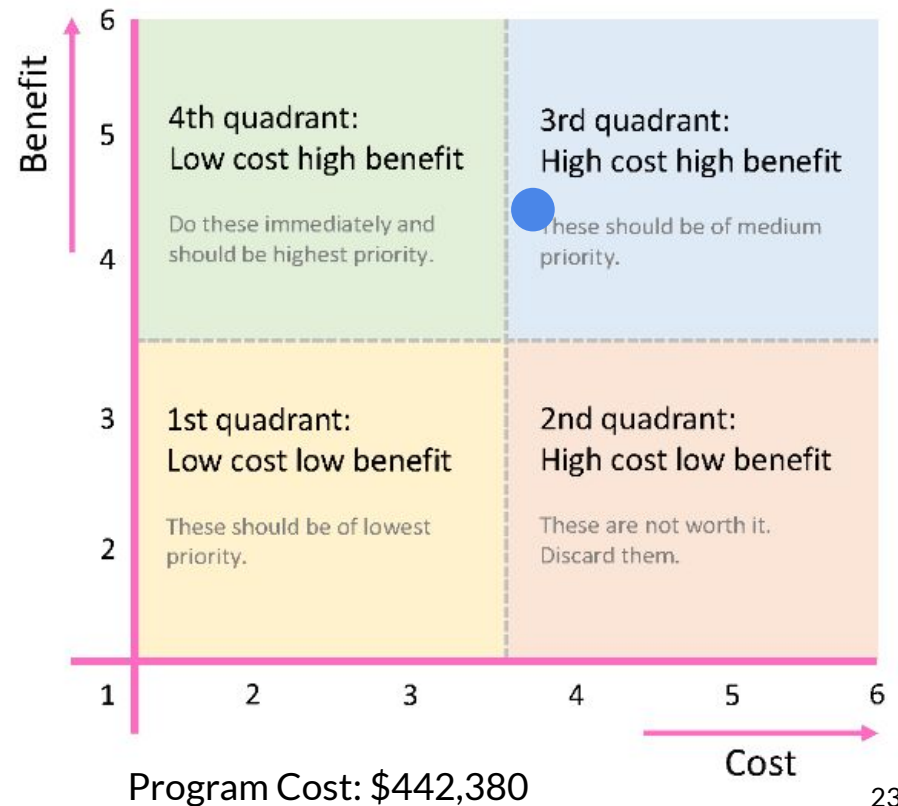
2.45 (Cost) x 4.27 (Benefit)



Outdoor School

(total cost not including parent contribution)

3.60 (Cost) x 4.27 (Benefit)



Program: Outdoor School

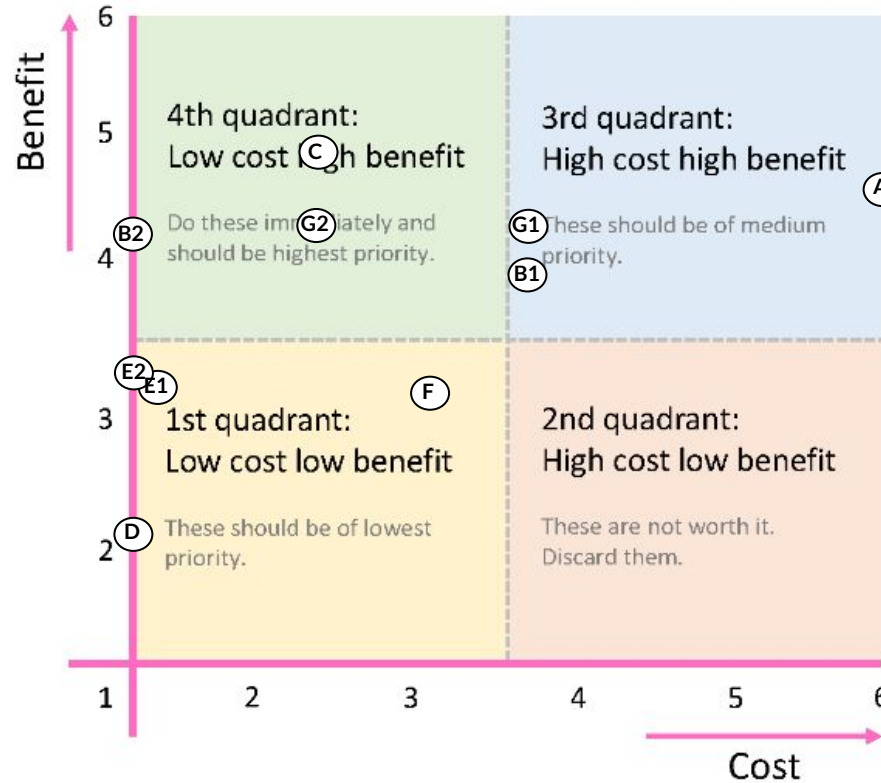
Comments

- Program Cost: \$442,380, with parent pay \$173,261
- This is a unique experience for most kids, including the volunteers
- No tracking of variances in Students with Disabilities, EL, and RFEP student participation
- Rising costs
- Can there be a substitute program for those that missed it due to COVID that could be incorporated into the 7th or 8th grade curriculum?
- Discussion around the length of the program related to costs

Recommendation: Keep

- Find a corporate sponsor for the program
- Seek support from foundations or other non-profit groups
- Ensure we are supporting language barriers
- Ensure all families can participate; economically disadvantaged, 504, IEP
- Examine who and why 4%-6% of the grade is not participating
- Define a program for those students that do not participate

Summary of All Programs on the Quadrant



Legend

- (A) Paraprofessional Program
- (B1) Summer School (District)
- (B2) Summer School (Charter)
- (C) Fulcrum/Stand Proud
- (D) Focus on the Arts
- (E1) We the People
- (E2) We the People (w/out rental)
- (F) AVID
- (G1) Outdoor School (District Pay)
- (G2) Outdoor School (Parent Pay)

Next Steps for the Board of Education

1. Discussion at a future BOE Study Session
2. Determination of:
 - a. KEEP - Continue the program and associated costs
 - b. MODIFY - Keep program but modify within the existing budget allocation
 - c. DISCONTINUE - Discontinue program and move cost out of the budget
 - d. SUBSTITUTE - Seek alternative to program with a reduced budget
3. Other suggestions or requests from the BOE

Summary

	Annual Cost	Rank	Board Action
Paraprofessional Program	\$7,508,045	High cost / High benefit	K M D S
Summer School	\$315,370 \$0 (net +)	High cost / High benefit (District run) Low cost / High benefit (Charter run)	K M D S
Fulcrum/Stand Proud	\$138,255	Low cost / High benefit	K M D S
Focus on the Arts	\$26,449	Low cost / Low benefit	K M D S
We the People	\$15,475	Low cost / Low benefit	K M D S
AVID	\$237,587	Low cost / Low benefit	K M D S
Outdoor School	\$173,261 (Dist) \$442,380 (Total)	Low cost / High benefit (with parents paying) High cost / High benefit (without parents paying)	K M D S

(K) **KEEP** - Continue the program and associated costs
(M) **MODIFY** - Keep program but modify within the existing budget allocation
(D) **DISCONTINUE** - Discontinue program and move cost out of the budget
(S) **SUBSTITUTE** - Seek alternative to program with a reduced budget

Thank you
