

# Local Control & Accountability Plan Summary

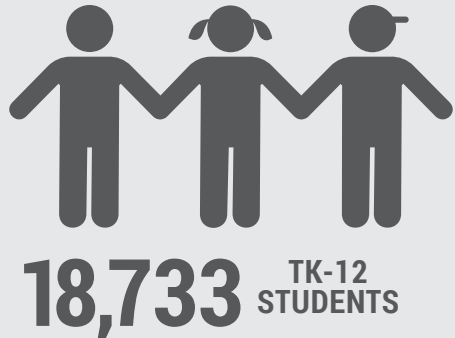
2019-20

Conejo Valley Unified School District

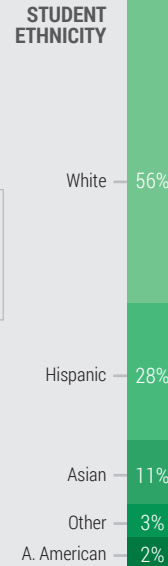
Page 1 of 2



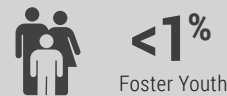
## DISTRICT STORY



High School: 3	Alternative Ed: 2
Junior High: 4	Adult: 1
Elementary: 16	Preschool: 1



### STUDENT GROUPS



### Commitment to Student Success

Supportive & academically challenging environment which includes Honors, AP, IB, & School-to-Career course opportunities



### District Achievements

High graduation rates, competitive interscholastic athletics, acclaimed music and visual & performing arts programs



### Vision & Mission

All students deserve an exceptional educational experience filled with opportunity & choices. We are committed to all students reaching their full potential in a supportive & academically challenging environment.



## LCAP HIGHLIGHTS

### GOAL #1



#### Support Positive Student Outcomes

##### Highlighted Actions

- 1.3 - ELD & Depth of Knowledge scaffolding instructional materials
- 1.17 - Expand AVID program & increase A-G completion
- 1.33 - Maintain reduced TK-3rd grade class size

### GOAL #2



#### Staff Professional Learning

##### Highlighted Actions

- 2.8 - Recruit & retain para-educators, coaches, advisors
- 2.12 - Principals & teachers attend PD workshops aligned with District goals
- 2.18 - Provide CHAMPS professional development

### GOAL #3



#### Community Outreach & Communication

##### Highlighted Actions

- 3.5 - Expand 6-8th grade Century Academy program
- 3.6 - Organize SPED parent advisory board
- 3.7 - Increase bilingual family participation & the number of parent nights

### GOAL #4



#### Enhance Student Social-emotional Success

##### Highlighted Actions

- 4.1 - Add 0.5 FTE Counselor for BreakThrough Student Assistance program
- 4.6 - Increase at-risk student ILP counseling meetings
- 4.7 - Alternative placements for credit deficient students



# Local Control & Accountability Plan Summary



GREATEST PROGRESS	
<p><b>Increased College &amp; Career Readiness</b></p>	<p>Indicator: California School Dashboard</p> <p>Status: <b>↑62.5%</b> Change: Increased</p>
<p><b>Decreased Chronic Absenteeism</b></p>	<p>Indicator: California School Dashboard</p> <p>Status: <b>↓5.4%</b> Change: Decreased</p>
<p><b>Increased Students Earning 2.5 GPA or Above</b></p>	<p>Indicator: Local Metric</p> <p>Status: <b>↑80.1%</b> Change: Increased</p>

GREATEST NEEDS	
<p><b>Increase ELA Proficiency</b></p>	<p>Indicator: California School Dashboard</p> <p>Change: Declined</p>
<p><b>Decrease Suspension Rate</b></p>	<p>Indicator: California School Dashboard</p> <p>Status: <b>↑2.3%</b> Change: Increased</p>
<p><b>Increase Math Proficiency</b></p>	<p>Indicator: California School Dashboard</p> <p>Change: Declined</p>

PROGRESS GAPS	
<p>Subgroup in Need:</p>	<p>State Indicators:</p> <ul style="list-style-type: none"> <li>1. Chronic Absenteeism</li> <li>2. Suspension Rate</li> <li>3. English Learner</li> <li>4. Graduation Rate</li> <li>5. College/Career Readiness</li> <li>6. ELA Assessment</li> <li>7. Math Assessment</li> </ul>
<b>African American</b>	
<b>American Indian</b>	
<b>English Learners</b>	
<b>Foster Youth</b>	
<b>Hispanic</b>	
<b>Homeless</b>	
<b>Low Income</b>	
<b>Students with Disabilities</b>	

- Planned Actions to Maintain Progress:**
- 2.8 - Continue state standards implementation PD (academic content coaches)
  - 3.6 - Expand classroom technology & internet access (especially for underserved populations)
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  - 2.3 - We have contracted with the EL Workgroup to provide PD for entire LEA, including classroom visitation & follow up coaching sessions with academic content coaches & site administrators

- Planned Actions to Address Needs:**
- 1.1 - Positive Behavior Intervention Systems implementation will address suspension issues
  - 1.2 - Attendance liaison will work directly with students & families
  - 2.3 - We have contracted with the EL Workgroup to provide PD for entire LEA, including classroom visitation & follow up coaching sessions with academic content coaches & site administrators
  - 2.5 - Bilingual community liaisons at sites with high percentages of Spanish speaking families

- Planned Actions to Address Performance Gaps:**
- 3.1 - Continue PBIS system development
  - 2.7 - Plan to hire & train interpreters/translators as needed for all school sites with 10% or more of English learner families (for Spanish, Korean, & Chinese languages)
  - 3.8 - Training & protocol to reclassify Special Education Long Term English Learner students (alternative methods)
  - 3.10 - Support PBIS implementation at all school sites (add additional staff, provide professional development)