

2026-2027 Local Control Accountability Plan (LCAP) & Budget Overview For Parents

June 3, 2026

LCAP Overview

The Local Control Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It is to be developed with extensive input and feedback from the stakeholder groups in the school district and community.

The components of the LCAP for the 2026–2027 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Required Actions
- 2026-27 Action Tables
- 2025-26 Annual Update Tables
- Instructions

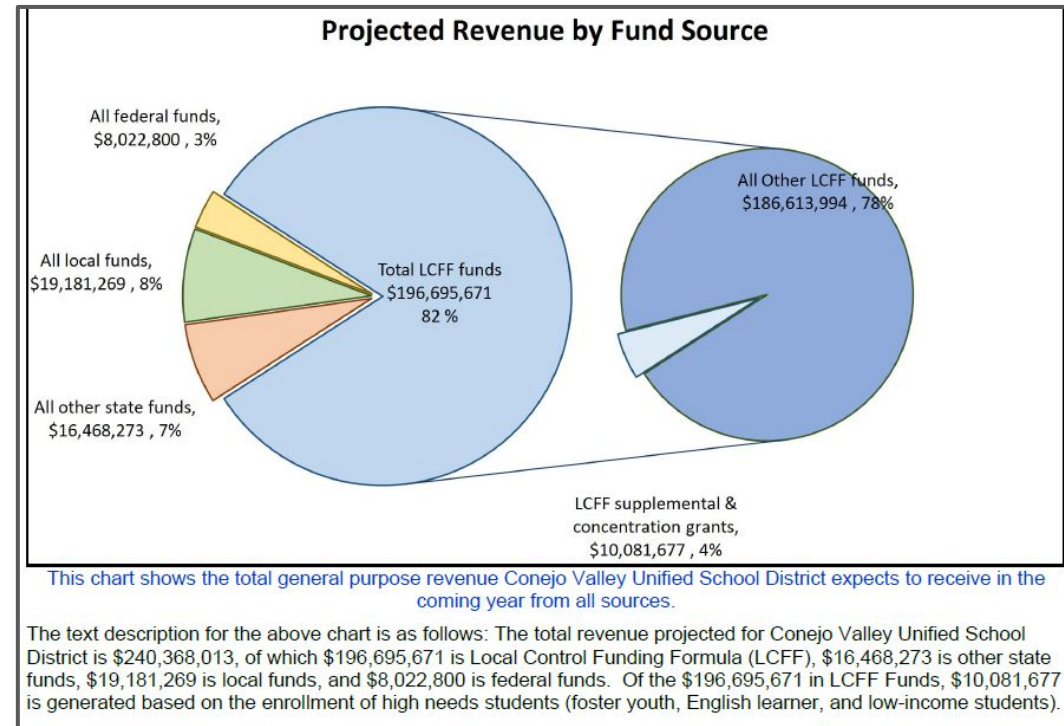
Budget Overview For Parents

Projected Revenue for 2026-2027:

- LCFF Base: \$186,613,994
- LCFF Supplemental: \$10,081,677

Projected LCAP Expenditures for 2026-2027:

- Total: \$12,609,464
- Address Foster Youth, English Learner, and Low-Income Students: \$11,595,972



Reflections: Annual Performance

Successes

- Overall chronic absenteeism decreased from 16.2% to 10.3%, reflecting strong districtwide progress. Students with Disabilities saw the greatest improvement, dropping from 29.8% to 19.7%, followed by English Learners decreasing from 24.7% to 18.8%, and Hispanic students decreasing from 23.4% to 16%.
- Least Restrictive Environment (LRE) inclusion improved, with Students with Disabilities in general education settings 80% or more of the school day, increasing from 53.7% to 70% districtwide when compared from baseline year to current.
- A-G Completion increased by 4.1% for all students when compared to the baseline (2023) year. Notable progress for English Learners (+11.2%), Low Income Students (+6.6%), and McKinney Vento Students (+9.7%).
- Student survey results increased from 83.3% to 88.6% (+5.3%), reporting students receive adequate academic help/support.
- Advanced Placement performance improved significantly, with the percentage of students scoring 3 or higher increasing from 77% to 88%, an 11-point gain when comparing to the baseline year.

Identified Needs

- Mathematics performance for several student groups remains below district averages, including Students with Disabilities (–125 to –117.6 DFS), English Learners (–78 to –74.3 DFS), and Socioeconomically Disadvantaged students (–67 to –58.5 DFS), indicating the continued need for targeted instructional supports.
- Chronic absenteeism, while improved overall, remains elevated for certain student groups, including Long-Term English Learners (28.6%), Students with Disabilities (19.7%), and students experiencing homelessness (23.1%).
- Student feedback regarding the helpfulness of social-emotional learning activities shows mixed results, with Grades 4–5 decreasing from 75.8% to 68.7% from Year 1 to Year 2, while Grades 6–12 increased to 56.5% but remained lower overall.

Engaging Educational Partners

Engagement with educational partners includes:

- District annual feedback survey to staff, students, and parents/guardians
- 49 total meetings held with CVUSD student/parent advisory councils and committees
- LCAP discussion/presentation at DELAC
- Ongoing feedback from labor associations
- LCAP trainings and meetings with VCOE and VC SELPA
- CVUSD Board Study Session
- LCAP/Supplemental Fund Committee
- Compliance and Improvement Monitoring (CIM) team meetings

Highlighted input impacting the 2026-27 LCAP:

- Various special education training topics required at each school's staff/faculty meeting
- Adding credentialed physical education teachers for Grades 1-5
- Providing clear information to families about each school's bilingual facilitator
- On-going communication priorities include: CYBHI, e-bikes and motorized scooters, and Career Technical Education pathways

Local Control and Accountability Plan

2026-2027 PLAN SUMMARY



15,724
TK-12
SCHOLARS

Source: California School Dashboard



APPROX. **2,180**
EMPLOYEES



VISION & MISSION



All students deserve an exceptional educational experience filled with opportunity & choices.

COMMITMENT TO STUDENT SUCCESS



We are committed to all students reaching their full potential in a supportive & academically challenging environment.

DISTRICT ACHIEVEMENTS



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



Located in Thousand Oaks,
Newbury Park &
Westlake Village



STUDENTS WITH DIVERSE NEEDS



13.8%
Receive Special
Education Services

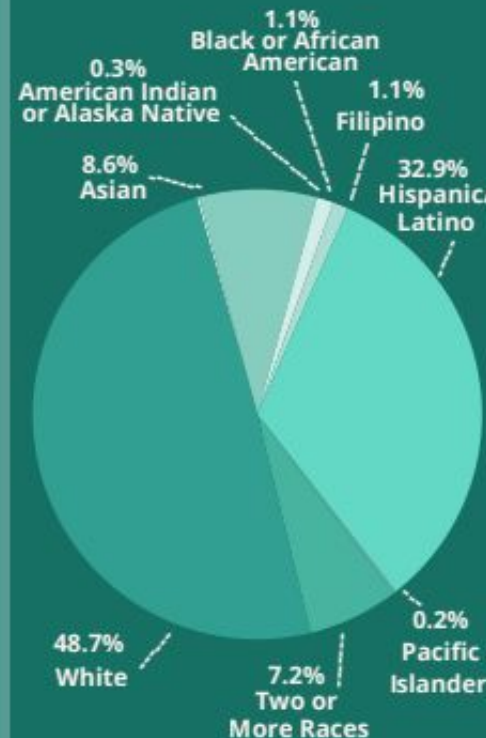
9.4%
Receive English
Learner Services

24.4%
Socioeconomically
Disadvantaged

Source: California School Dashboard



STUDENT ETHNICITY



Source: California School Dashboard



27
TK-12 CAMPUSES

- 17 Elementary Schools
- 4 Middle Schools
- 1 TK-8 School
- 4 High Schools
- 1 Alternative Education Campus with:
 - Hybrid Learning Program (6-12)
 - Homeschool Program (TK-12)

24:1
STUDENTS
PER TEACHER
(GRADES K-3)

20:1
STUDENTS
PER TEACHER
(GRADE TK)



Largest Unified
School District in
Ventura County

Local Control and Accountability Plan

2026-2027 PLAN SUMMARY

GOAL #1

IMPLEMENT TARGETED ACTIONS AND SERVICES THAT
SUPPORT CONDITIONS FOR OPTIMAL LEARNING,
EQUITABLE ACCESS, AND POSITIVE STUDENT OUTCOMES.
(STUDENT FOCUSED)

GOAL #2

Recruit, develop, and
retain highly
qualified, diverse, and
effective staff.
(Internal focused)

GOAL #3

Provide two-way
communication and targeted
outreach that engages and
informs the community of
programs, policies and
opportunities and also builds
strong connections among
families, community members,
and CVUSD schools.
(Community focused)

GOAL #4

Enhance the social,
emotional, physical, and
mental well-being for all
students through
targeted actions and
services.
(Student & School focused)

All CVUSD learners are served by a set of related plans that work in conjunction to implement these four district wide goals. Optimal learning, equitable access and positive student outcomes are the primary drivers of all four district goals. Educational partners, including staff, students, parents/guardians, and the public contribute to the creation, monitoring and adjustments to these plans. This coordinated approach emphasizes both district level and school site level implementation to ensure that our entire organization is working towards positive student outcomes for all students. **Plans, include:**

CVUSD Board Study Session Goals

Diversity, Equity, Inclusion & Belonging Plan

Local Control Accountability Plan (LCAP)

Multilingual Learner Master Plan

School Plans for Student Achievement (SPSA)

SPSA Monitoring Tool

Strategic Arts Plan

Strategic Plan for Inclusion
for Students with Disabilities

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LEARN MORE ABOUT
EACH PLAN

Goals & Actions



POSITIVE STUDENT OUTCOMES



Highlighted Metrics & Year 3 Targeted Outcomes

IMPROVE GRADUATION RATE



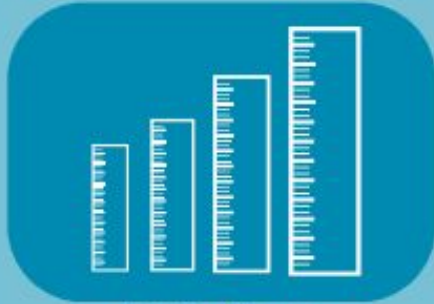
Student groups maintain at 95% or increase by 3%

IMPROVE ENGLISH LANGUAGE ARTS ACHIEVEMENT



Student groups maintain 37 points above standard, or improve by 10-20 points

IMPROVE MATHEMATICS ACHIEVEMENT



Student groups maintain 21 points above standard, or improve by 20-30 points

IMPROVE COLLEGE CAREER READINESS



Student groups below 80% will improve by 1%, 3% or 5% depending on the baseline result. Student group(s) above 80% will maintain.



HIGHLIGHTED ACTIONS & AMOUNTS

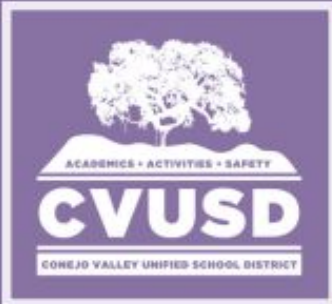
Provide English Learner (EL) additional support, including: ELD teachers, bilingual paraeducator and bilingual facilitators, assessment staffing, office resources, and additional staffing for CVUSD's Newcomer Program (ONEW).	\$2,756,232
Provide reduced class size (21.5:1) at all elementary schools for grades TK-3, below the CA Department of Education mandate of 24:1.	\$2,700,347
Provide intervention and support through academic specialists, teacher extra duty, and instructional materials. Provide reduced class size in 8th Grade Math, Grades 9-10 ELA, intervention and credit recovery. Provide districtwide access to accounts for IXL Math and English Language Arts for students Grades 2-12.	\$1,101,052
Provide salaries, materials and supplies for Career Technical Education (CTE) programs and Dual Enrollment Coordinators at each comprehensive high school. Annual district monitoring of individual student's progress for high school English Learners, Students with Disabilities, and Homeless students on all areas of the College Career Indicator, including Transition Classroom and Work-Based Learning Experiences for students who earn an alternative pathway diploma.	\$569,244
Provide reduced fees for PSAT, SAT, AP Exams and IB Exams for Foster Youth, English Learners, and Low Income students.	\$110,000

Goals & Actions

GOAL

#2

HIGHLY QUALIFIED & EFFECTIVE STAFF



Highlighted Metrics & Year 3 Targeted Outcomes

STAFF REPORT BEING PROVIDED TRAINING TO EFFECTIVELY PERFORM DUTIES & RESPONSIBILITIES

Increase to at least 82.9% Strongly Agree or Agree

STUDENTS REPORT THAT SCHOOL STAFF WORK TO CREATE AN INCLUSIVE ENVIRONMENT

Grades 4-5: maintain at 90% or higher;
Grades 6-12: increase by 3% to 89.4%

CALIFORNIA DASHBOARD LOCAL INDICATOR: BASICS: TEACHERS, INSTRUCTIONAL MATERIALS, FACILITIES

California Dashboard Local Indicator: "Standard Met"

NEW INDUCTION TEACHERS EXPRESSING A DESIRE TO RETURN TO CVUSD NEXT YEAR

95% or more



HIGHLIGHTED ACTIONS & AMOUNTS

Provide Coordinator and Director of Student Support Services to improve best-practice approaches to addressing chronic absenteeism, including bi-monthly training to school site liaisons on tiered strategies to increase attendance and engagement.	\$478,785
Provide on-going training through the AVID Summer Institute, AVID membership, 3 additional class sections of AVID at each comprehensive high school and AVID tutors.	\$325,898
Provide training and regular collaboration and data analysis with school administrators to increase inclusion and improve the Least Restrictive Environment (LRE). Training and staff collaboration will be implemented at each staff/faculty meeting to provide relevant district-wide and site specific information as it relates to the findings and outcomes of CVUSD's Compliance and Improvement Monitoring (CIM) process	\$0.00 LCFF supplemental funds
Provide on-going training to elementary teachers and secondary math teachers on the applications of the new California Mathematics Framework, including training and support when piloting new instructional materials TK-12.	\$0.00 LCFF supplemental funds

Goals & Actions



COMMUNITY OUTREACH & COMMUNICATION



Highlighted Metrics & Year 3 Targeted Outcomes

EXPANDED REACH & ENGAGEMENT ON SOCIAL MEDIA



10% increase of followers on each social media platform

VOLUME & VALUE OF MARKETING CONTENT PRODUCED



Maintain volume and value of marketing content produced

DISTRICTWIDE PRESENTATIONS PROVIDED TO PARENTS/GUARDIANS



Increase 3 or more presentations

PARENTS/GUARDIANS FEEL INFORMED ABOUT THEIR CHILD'S ACADEMIC PROGRAM



Maintain 90% or higher Strongly Agree or Agree



🎯 HIGHLIGHTED ACTIONS & AMOUNTS

Provide regular communications via email, app and text message, deployed by CVUSD's Communications Department, to all educational partners, as well as disseminate information through multiple means, including video content, on websites/social media about important events and unique school programs. Provide immediate and central messages before and during emergencies or crises to effectively communicate in a timely manner. Provide an internship program and elementary social media managers that work to effectively support CVUSD Communications.	\$175,000
Provide efforts to increase awareness of the importance of attendance with banners, posters, and on-going messages from district and school platforms. Provide a bi-monthly meeting and training with attendance liaisons to discuss attendance strategies with students and families. Provide administrators with frequent data on attendance and chronic absenteeism disaggregated by student groups. Provide Student Support Services support staff and materials/supplies to engage in additional outreach and communication with Foster/McKinney-Vento families on attendance supports.	\$177,460
Provide Spanish-speaking family events/training for Spanish-speaking families to explain TK-12 processes and systems as well as provide strategies for parent/guardian engagement. Clear information will be provided for families to identify the school's assigned Bilingual Facilitator and (if applicable) the Outreach Assistant. All schools with 21 English Learners or more will maintain an English Learner Advisory Committee (ELAC) and participate in at least 5 meetings per year.	\$4,000

Goals & Actions

GOAL

#4

SOCIAL, EMOTIONAL, PHYSICAL & MENTAL WELL-BEING



Highlighted Metrics & Year 3 Targeted Outcomes

IMPROVE ATTENDANCE

Maintain the average daily attendance rate at 95% or higher.

IMPROVE CHRONIC ABSENTEEISM

Reduce overall chronic absenteeism by 3%, and student groups by 1% to 4.5%

IMPROVE SUSPENSION RATE

Student groups maintain at or below 2%, or reduce by 2-5%

STUDENTS FEEL THAT SCHOOL IS AN INCLUSIVE LEARNING ENVIRONMENT

Grades 4-5: Maintain at 90% or higher Strongly Agree or Agree;
Grades 6-12: Increase to 82.4% Strongly Agree or Agree



HIGHLIGHTED ACTIONS & AMOUNTS	
Provide Counselors for BreakThrough Program, support staff, and BreakThrough Program evening family education events.	\$548,481
Provide additional social-emotional and behavioral supports to students from a general education behaviorist, School Psychologist Interns, and a bilingual School Psychologist.	\$388,619
Provide additional outreach and social-emotional support services through Conejo Recreation Park District (CRPD) Youth Outreach Program agreement.	\$100,000
Provide materials/supplies and supports directly to Foster and Homeless students in order to increase access to school-based and community-based resources, and remove barriers to student transportation.	\$26,800
Provide unduplicated students with the opportunity to rent, at no cost, gaps and gowns for high school graduation ceremonies. Provide 6th Grade students with financial support to participate in Outdoor School.	\$98,000

LCAP Local Indicators: Highlights

Priority 1: Basic Services - Met

- 100% of students have access to adopted materials as noted on textbook sufficiency reports and Williams reports

Priority 2: Implementation of Academic Standards - Met

- On-going adoption of new instructional materials TK-12
- On-going training on new California Mathematics Framework

Priority 3: Parent and Family Engagement – Met

- Maintaining student and parent district advisory councils/committees
- Increasing social media engagement and districtwide communications

Priority 6: School Climate - Met

- 90.6% of elementary students (Grades 4-5) report their school is inclusive; 89.4% of secondary students report that staff at school work to create an inclusive environment.

Priority 7: Access to a Broad Course of Study - Met

- All students are offered a broad course of study as evidenced through school master schedules

LCAP Federal Addendum: Highlights

LCAP Federal Addendum is updated to reflect use of federal funds that align with the LCAP.

- **LCAP Goal 1:**
 - Academic Specialists (Title I)
 - Additional after school tutoring (Title I)
 - Newcomer Transportation (Title III)
 - Additional hours for bilingual paraeducators and facilitators (Title III)
 - Additional campus supervision (Title IV)
- **LCAP Goal 2:**
 - Additional professional development (Title I)
 - Secondary Designated ELD training (Title III)
 - ELD Advisor training (Title III)
- **LCAP Goal 3:**
 - Additional bilingual facilitators (Title III)
 - Outreach Assistants (Title I)
 - Parent English language classes and tutoring classes (Title I)
- **LCAP Goal 4:**
 - Additional elementary counselors (Title I)
 - Additional elementary mental health and wellness staff (Title I)
 - Recess supplemental activities (Title I)

Questions?