Local Control and Accountability Plan (LCAP)

May 24, 2022

District English Language Advisory Council

Conejo Valley Unified School District

What is the Local Control Accountability Plan (LCAP)?

The 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. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

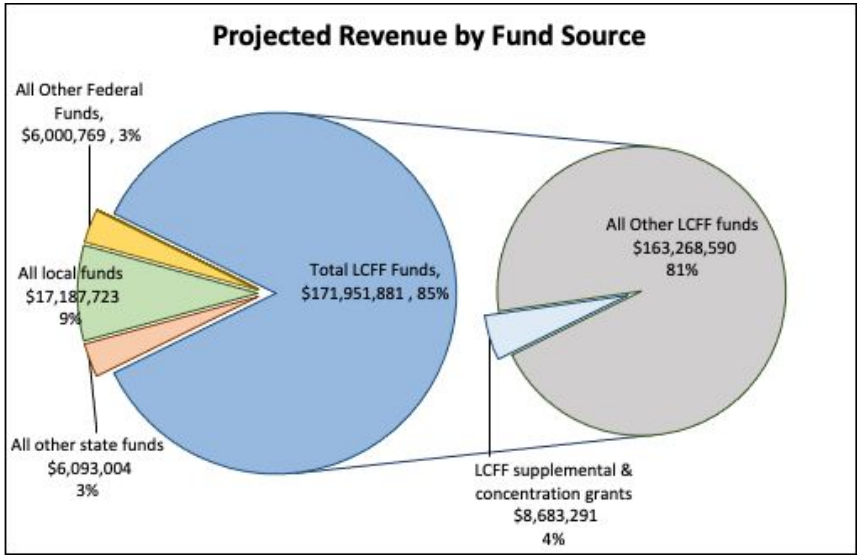
What are the pieces of the LCAP?

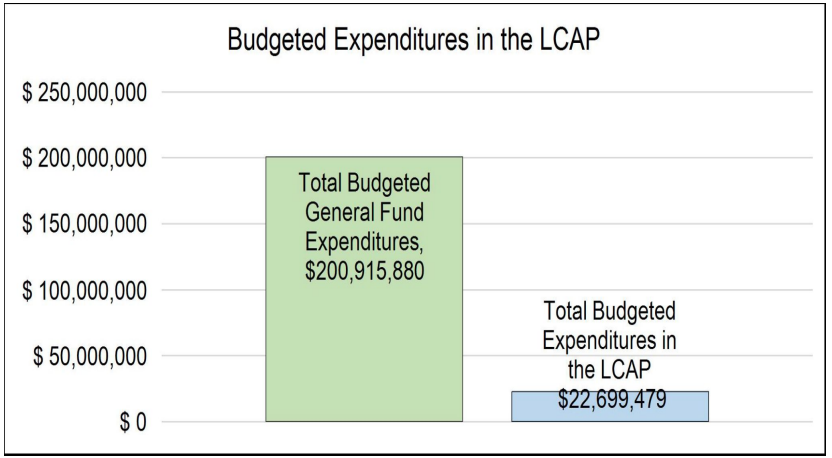
The components of the LCAP for the 2022–2023 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Supplement to the Annual Update to the 2021–22 LCAP
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

Budget Overview For Parents

Total Projected LCAP $22,699,479 with $10,197,858 for low-income students, English Learners and foster youth.





**More detailed budget information to be presented during the 2021-22 Proposed Budget*

Goal 1: Implement targeted actions and services that support positive student outcomes. (Student focused)

For Example:

- Increase co-teaching and mainstreaming opportunities, while keeping SAI classes smaller
- Maintain reduced class size (21.5 to 1) for grades TK-3, below state mandate of 24 to 1
- Emphasize diversity, equity and inclusion through curriculum and core literature
- Bilingual classified personnel*
- Staffing for elementary academic specialists and secondary intervention and support*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

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. (Internal focused)

For Example:

- Recruit and retain special education paraeducators including maintaining full-time positions
- Maintain Technology Teacher on Special Assignment
- Provide required training to teachers on: UDL, social-emotional learning, English Language Development, and diversity, equity and inclusion
- Provide English Language Development professional learning with teachers to increase integrated ELD strategies across the content areas*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

Goal 3: Provide communication and targeted outreach that informs the community of programs & opportunities that support positive student outcomes. (Community focused)

For Example:

- Advertise and market all schools and signature programs (i.e. SHINE, Century)
- Stipend for families participating in TK-12 SHINE program
- Maintain Family, Community and Equity Coordinator*
- Maintain Student Support Services direct outreach to Foster and McKinney Vento students/families*
- Maintain Student Support Services weekly outreach within the community to provide access to District information, resources and supplies*
- Maintained the Project 2Inspire classes for English Learner parents and developed the Multilingual Parent Leaders program to increase parental engagement*
- Rent caps and gowns for graduating seniors*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

Goal 4: Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes.
(Student and school focused)

For Example:

- Implement student SEL screener and explicit social-emotional learning instruction for grades TK-8
- Create and staff Wellness Centers at all high schools
- Strengthen and expand SEL structure, content and implementation across all sites
- Initiate restorative justice training and practices
- Hire one additional Title I Social Worker for elementary Title I schools*
- Maintain Breakthrough Student Assistance Program and community events*

* Action principally directed at Foster Youth, English Learners, and Low-Income students

Can Changes Be Made To A 3-Year Plan?

Each year, we are able to make revisions to the 3-Year Plan based on feedback from educational partners and progress made on actions/services. Each year in May/June, the next year's LCAP is brought forward with updates and changes to the public and the board of education two times - once for a public hearing and as information/comments, and a second time for possible approval by the Board of Education.

Changes will be noted specifically on the 2022-23 LCAP in which metrics and actions/services may be removed, added, or adjusted.

2022-2023 LCAP Survey

2439 parent/guardian survey respondents

- 85.3% agree or strongly agree that health and support services in the school meet the needs of my child
- 87.5% agree or strongly agree that parents/guardians feel welcome at my child's school
- 90.3% agree or strongly agree that the school is a good fit given a child's cultural background
- 86.2% agree or strongly agree that their child enjoys coming to school each day
- 85.8 agree or strongly agree that they feel informed of their child's academic progress

2022-23 LCAP Possible Adjustments

- Disaggregating additional student metrics to include racial/ethnic groups
- Additional actions/services and metrics on inclusion
- Increasing professional learning on strengthening first instruction
- Identifying additional metrics to assess professional learning
- Increasing professional learning for classified staff
- Modify some academic metrics to be more comprehensible
- Expand actions/services and metrics for social emotional learning implementation

Questions?