

District Advisory Council (DAC)

February 13, 2024

DAC Chair Comments

February 13, 2024



Additional Resources for Black History Month and Lunar New Year

February 2024



CVUSD Black History Month Celebration

Thousand Oaks Library Book Lists

Conejo Valley Unified School District
Honors
BLACK HISTORY MONTH
Live Music & Dance Performance By:
1 Shine Youth Center
Friday, February, 23rd 4:00 PM to 5:00 PM
Newbury Park High School
Performing Arts Center
456 Reino Road
Newbury Park, CA 91320
Please scan the QR code to register to attend
This is a FREE Event for CVUSD Students and Families
For more information call: (805) 497-9511 ext. 2301

A vertical poster for CVUSD Black History Month. It features a central circle with the words 'BLACK HISTORY MONTH' in green, yellow, and red. The text above and below the circle provides event details, including the date (Friday, February 23rd), time (4:00 PM to 5:00 PM), and location (Newbury Park High School Performing Arts Center). It also includes a QR code and contact information.

JOIN US IN CELEBRATING
BLACK HISTORY MONTH
2024 • Year of the Dragon
HAPPY LUNAR NEW YEAR!

A horizontal banner celebrating Black History Month and the Lunar New Year. The top section features a collage of historical figures and the text 'JOIN US IN CELEBRATING BLACK HISTORY MONTH'. The bottom section features a red dragon icon and the text '2024 • Year of the Dragon HAPPY LUNAR NEW YEAR!'.

National Women's History Month

March 2024



Smithsonian & Library of Congress Resources



Becoming Visible: Wikipedia Edit-A-Thon

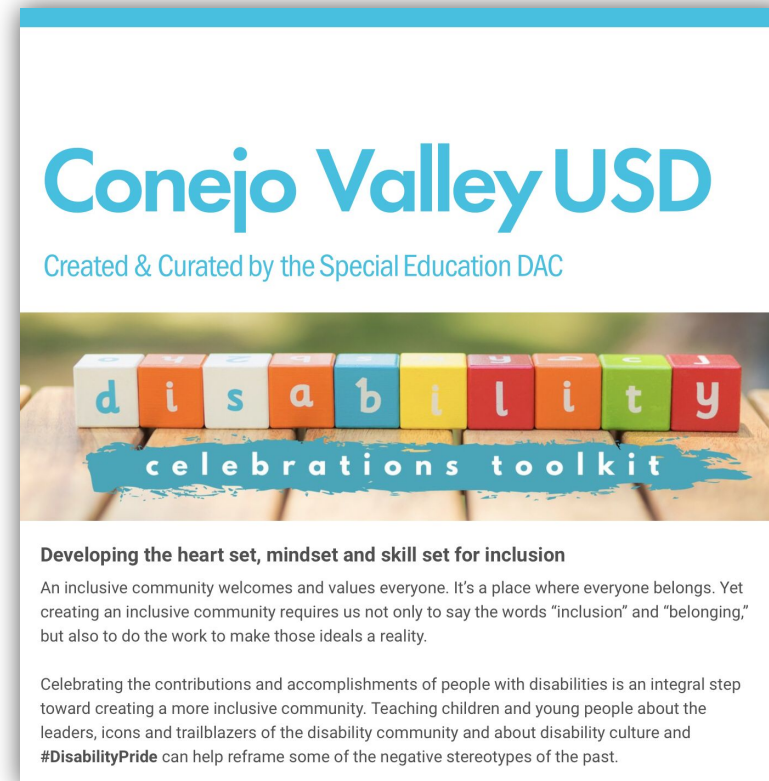


Disability History Month

March 2024

CVUSD Disability Celebrations Toolkit

CVUSD Resolution



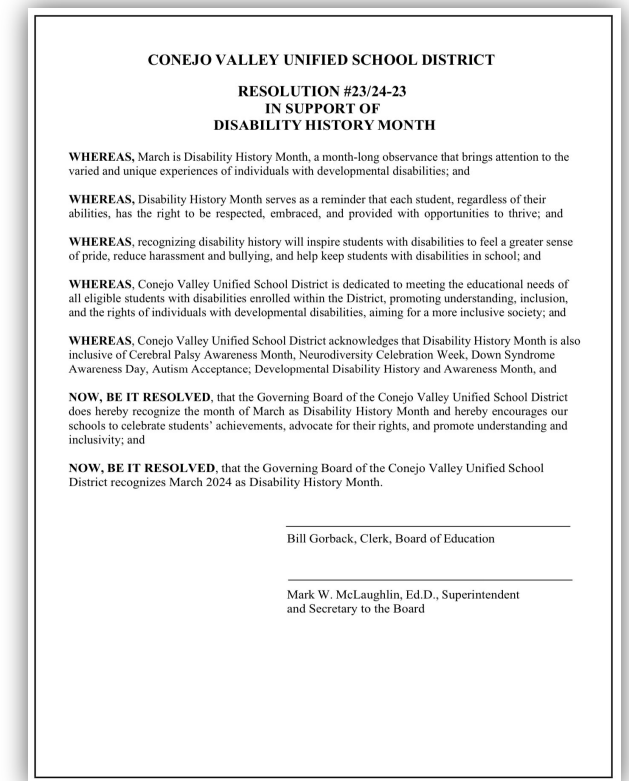
Conejo Valley USD
Created & Curated by the Special Education DAC

disability
celebrations toolkit

Developing the heart set, mindset and skill set for inclusion

An inclusive community welcomes and values everyone. It's a place where everyone belongs. Yet creating an inclusive community requires us not only to say the words "inclusion" and "belonging," but also to do the work to make those ideals a reality.

Celebrating the contributions and accomplishments of people with disabilities is an integral step toward creating a more inclusive community. Teaching children and young people about the leaders, icons and trailblazers of the disability community and about disability culture and #DisabilityPride can help reframe some of the negative stereotypes of the past.



CONEJO VALLEY UNIFIED SCHOOL DISTRICT
RESOLUTION #23/24-23
IN SUPPORT OF
DISABILITY HISTORY MONTH

WHEREAS, March is Disability History Month, a month-long observance that brings attention to the varied and unique experiences of individuals with developmental disabilities; and

WHEREAS, Disability History Month serves as a reminder that each student, regardless of their abilities, has the right to be respected, embraced, and provided with opportunities to thrive; and

WHEREAS, recognizing disability history will inspire students with disabilities to feel a greater sense of pride, reduce harassment and bullying, and help keep students with disabilities in school; and

WHEREAS, Conejo Valley Unified School District is dedicated to meeting the educational needs of all eligible students with disabilities enrolled within the District, promoting understanding, inclusion, and the rights of individuals with developmental disabilities, aiming for a more inclusive society; and

WHEREAS, Conejo Valley Unified School District acknowledges that Disability History Month is also inclusive of Cerebral Palsy Awareness Month, Neurodiversity Celebration Week, Down Syndrome Awareness Day, Autism Acceptance, Developmental Disability History and Awareness Month, and

NOW, BE IT RESOLVED, that the Governing Board of the Conejo Valley Unified School District does hereby recognize the month of March as Disability History Month and hereby encourages our schools to celebrate students' achievements, advocate for their rights, and promote understanding and inclusivity; and

NOW, BE IT RESOLVED, that the Governing Board of the Conejo Valley Unified School District recognizes March 2024 as Disability History Month.

Bill Gorbach, Clerk, Board of Education

Mark W. McLaughlin, Ed.D., Superintendent
and Secretary to the Board

Disability Celebrations Toolkit

Section One: Reframing the Narrative on Disability

Use Current Respectful Language: Not Special Needs



Disability Celebrations Toolkit

Section Two: Including Students with Disabilities Year-Round

Including Disabled Icons and Trailblazers in Other Awareness Months



Black History Month: Maya Angelou, Octavia Butler, Haben Girma, Amanda Gorman, LeDerick Horne, Barbara Jordan, Brad Lomax, Harriet Tubman, Stevie Wonder

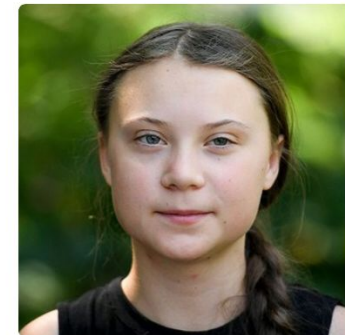
Spotlight On: Brad Lomax

[Brad Lomax](#) is a civil rights leader and disability rights activist with multiple sclerosis who helped lead the historic 504 Sit-In that led to the first civil rights protections for people with disabilities. Lomax was able to reach out to the Black Panther Party, who brought in much needed food and supplies for the protesters, enabling them to hold out for 26 days.

Women's History Month: Maya Angelou, Megan Bomgaars, Rebecca Cokley, Temple Grandin, Judy Heumann, Frida Kahlo, Jennifer Keelan-Chaffins, Emily Ladau, Greta Thunberg, Alice Wong (plus all of the other women on this list)

Spotlight On: Greta Thunberg

[Greta Thunberg](#) is an environmental activist who challenges world leaders to make changes and address the climate crisis, as well as being an autism activist.



Disability Celebrations Toolkit

Section Four: Disability History Month

Sharing Instagram Posts about Disabled Leaders, Icons and Trailblazers

March Is Disability History Month
Celebrating Disabled Leaders, Icons & Trailblazers

Disability Rights Activist & Icon
Mother of the Disability Rights Movement

Judy Heumann (1947-2023)

Judy Heumann had polio as a child and began to use a wheelchair for mobility.

At age 5, Judy was denied the right to attend school, with the principal calling her a "fire hazard." Her parents fought the decision, and she eventually attended a special school and a public high school.

In college, Judy organized other students to demand ramps to access classrooms.

When she was denied a teaching license because of her wheelchair, she sued the Board of Education and became the first teacher in a wheelchair in New York City.

Judy Heumann was involved in many significant advances for people with disabilities, including helping develop the legislation that became the Individuals with Disabilities Education Act and co-founding the World Disability Institute.

In 1977, Judy famously led the 504 Sit-In, prompting the signing of regulations for Section 504 of the Rehabilitation Act, the first federal civil rights protection for people with disabilities.

Judy Heumann was a trailblazer throughout her life, including serving as the first Special Advisor on International Disability Rights for the U.S. State Department.

Her remarkable legacy is captured in the memoir "Being Heumann," in "Rolling Warrior" for young adults and in "Fighting for YES!" for kids.

"The way society thinks about disability needs to evolve, as too many people view disability as something to loathe or fear.

By recognizing how disabled people enrich our communities, we can all be empowered to make sure disabled people are included."

— Judy Heumann

#DisabilityPride

District Advisory Council (DAC)

February 13, 2024

CVUSD ELEMENTARY

READING
and
LITERACY

February 13, 2024

Slides



Discussion: City Crossing Guards & Walk & Roll

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Whole Group: Initial Discussion

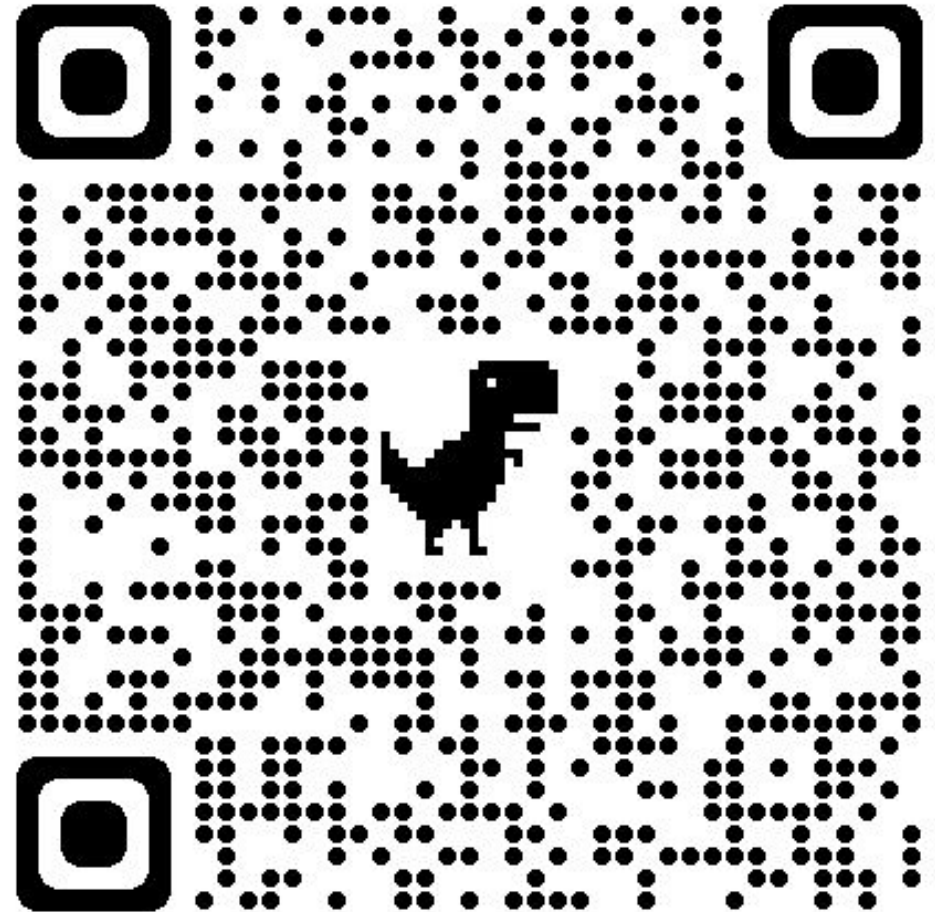
1. Anything from the last meeting that you wanted to ask or share?
2. What did you share about this topic with your School Site Council and/or principal since the last meeting?
3. Sharing of previous Walk & Roll experiences from school sites.



Use the QR Code
above or go to
Menti.com and enter
code **1880 0650**

Whole Group: Initial Discussion

1. Anything from the last meeting that you wanted to ask or share?
2. What did you share about this topic with your School Site Council and/or principal since the last meeting?
3. Sharing of previous Walk & Roll experiences from school sites.



[Results](#)

Small group (3-4 at your tables): Reviewing Resources & Next Steps

Review the QR Codes for resources provided during the January 9th DAC meeting. **Based on initial discussion and resources reviewed, what might be some next steps at schools?**

Small group (by cluster): Discussing Next Steps

Based on initial discussion and resources reviewed, what might be some next steps at schools?

Thousand Oaks

- TOHS, Los Cerritos, Redwood, Acacia, Aspen, Glenwood, Ladera, Madrona, Weathersfield, Wildwood

Newbury Park

- NPHS, Sequoia, Sycamore Canyon, Banyan, Cypress, Madrona, Maple, Walnut

Westlake

- WHS, Colina, Los Cerritos, Acacia, Conejo, Glenwood, Ladera, Lang Ranch, Westlake, Westlake Hills

See you at SUPER DAC!

March 12, 2024

Executive Board

District Advisory Council

2024-25 LCAP Template

California One System Serving the Whole Child – MUST Address all 26 Indicators aligned to LCFF 8 State Priorities



| Conditions for Learning | Engagement | Pupil Outcomes |
|---|--|---|
| <p>Priority 1: Basic Services</p> <ol style="list-style-type: none"> Percentage of properly credentialed teachers Student access to standards-aligned instructional materials Facilities in good repair <p>Priority 2: Implementation of State Standards</p> <ol style="list-style-type: none"> Implementation of the academic content and performance standards adopted by the State Board How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency <p>Priority 7: Course Access</p> <ol style="list-style-type: none"> Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable Programs and services developed and provided to unduplicated pupils Programs and services developed and provided to students with exceptional needs | <p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site How the school district will promote parental participation in programs for unduplicated pupils How the school district will promote parental participation in programs for individuals with exceptional needs <p>Priority 5: Pupil Engagement</p> <ol style="list-style-type: none"> School attendance rates Chronic absenteeism rates Middle school dropout rates High school dropout rates High school graduation rates <p>Priority 6: School Climate</p> <ol style="list-style-type: none"> Pupil suspension rates Pupil expulsion rates Other local measures, including survey of pupils, parents, and teachers on the sense of school safety and connectedness | <p>Priority 4: Pupil Achievement</p> <ol style="list-style-type: none"> Statewide assessments Academic Performance Index Percentage of pupils who have successfully completed A-G or CTE course requirements Percentage of English learners making progress toward English proficiency as measured by state language proficiency assessment (e.g. ELPAC) English learner reclassification rate Percentage who pass AP exam with score of 3 or higher Participation and demonstration of college preparedness (e.g, EAP) <p>Priority 8: Other Pupil Outcomes</p> <p>Pupil outcomes if available in the subject areas 45 described in 51210 and 51220(a)(i) as applicable <u>***Local Measures***</u></p> |

2024-25 LCAP Template



LCFF Eight State Priorities & LCAP Alignment



| LCFF Priority | State Indicator | Neither State or Local Indicator |
|---|---|---|
| 4. <u>Student Achievement</u> | <ul style="list-style-type: none"> Academic (ELA/ELD and Math) English Learner Progress College/Career | <ul style="list-style-type: none"> A-G Completion Rates CTE Completion Rates A-G & CTE Completion Rates EL Reclassification Rates AP Passage Rates College Preparedness (EAP) |
| 5. <u>Student Engagement</u> | <ul style="list-style-type: none"> Chronic Absenteeism Graduation Rate | <ul style="list-style-type: none"> School Attendance Rate Middle School Dropout High School Dropout |
| 6. <u>School Climate</u> | <ul style="list-style-type: none"> Suspension Rate | <ul style="list-style-type: none"> Expulsion Rate |
| 8. <u>Outcomes in a Broad Course of Study</u> | <ul style="list-style-type: none"> College/Career | <ul style="list-style-type: none"> Student outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable |