

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Ventura Unified School District

CDS code:

5672652

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

In the Ventura Unified School District (VUSD), Title I funds are allocated to 13 Title I schools and are directed towards providing additional services to meet the needs of socio-economically disadvantaged students. Services include hourly intervention teachers, teacher on special assignment (TOSA) support, extended learning activities, counselors, social workers, and focused Multi-tiered System of Support (MTSS) implementation, including social-emotional learning.

Title II funds provide curriculum and instruction support through salaries and stipends for directors, curriculum specialist TOSAs, and new teacher mentors. Professional learning in research-based strategies is provided through release time and stipends paid from Title II.

Title III funds are used to supplement and enhance English Learner programs, progress monitoring, professional learning and instructional materials.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LEA will optimize the use of all federal funding to increase student achievement and close the achievement gaps between socio-economically disadvantaged students and other student groups. We will use federal funds to supplement state and local dollars to strategically fund district priorities. The district's emphasis on MTSS will include linking initiatives and funding to optimize support for students. California Dashboard indicator results and LCAP priorities will focus district initiatives.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

A. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Actions and services in Goal One and Goal Two in the VUSD LCAP address developing and implementing a well-rounded program of instruction to meet the academic needs of all students. Title I-funded TOSAs in English language-arts/English language development (ELA/ELD), math, science and technology will support the implementation of California State Standards, Next Generation Science Standards (NGSS), and effective, research-based strategies at Title I schools. Title I-funded MTSS TOSAs and counselors will support students' social-emotional needs

B. identifying students who may be at risk for academic failure;

Actions and services in Goal One and Goal Two in the VUSD LCAP address identifying students who may be at risk for academic failure. Site dollars will allow principals and School Site Councils (SSC) to put into place MTSS to meet the needs of socio-economically disadvantaged students. Title I-funded TOSAs will provide professional learning to teachers at Title I schools on the district shift to formative assessment, data-driven decision-making, social-emotional learning, and MTSS.

C. providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Actions in Goal One and Goal Two of the VUSD LCAP address providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards. Title I-funded intervention teachers will support struggling students at Title I schools and Title I-funded Instructional Support and MTSS TOSAs will provide ongoing professional learning and support to teachers at Title I schools.

D. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Actions in Goal One and Goal Two in the VUSD LCAP address identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. Title I-funded personnel in particular ELA/ELD, math, science, technology will support the implementation of California State Standards, NGSS standards, and effective, research-based strategies at Title I schools. In addition, they will provide professional learning to teachers with formative assessments, data-driven decision-making, social-emotional learning, and MTSS. Title I-funded instructional support personnel will provide ongoing professional learning and support to teachers at Title I schools.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Actions and services in Goal Two in the VUSD LCAP will support efforts to reduce the overuse of discipline practices that remove students from the classroom. These include social-emotional learning practices such as bullying prevention and digital citizenship education; cultural proficiency and awareness; alternatives to suspension; ethnic and social justice studies, and restorative practices. Title I-funded counselors and social workers will partner with site & district administrators and families to address the root causes of behaviors and chronic absenteeism.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

State and local funds in this area will primarily be used to support Career Technical Education (CTE) opportunities for students, including on-site interaction with industry professionals through field trips to relevant businesses and trainings and the purchasing of industry-standard, up-to-date equipment to improve in-class preparation for job-site and work experiences. Our Chief Innovations Officer leads this effort.

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

State and local funds will be used to support designated VUSD college and career counseling staff and CTE teachers to coordinate student internship opportunities with local businesses and to support CTE teachers who work to receive relevant industry trainings/certification updates, who can then provide students with better instruction and preparation for long-term job-site internships. In addition, funds will be used to

compensate CTE teachers who will work with local community college instructors for the creation of CTE course articulation agreements for dual enrollment college credit for capstone CTE courses.

TITLE II, PART A-

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

We recognize that we have performance gaps in both Language Arts and Mathematics that must be addressed. Chronic absenteeism and lower graduation rates among high needs student groups are also identified areas for improvement. To this end, district and site leadership are ensuring that standards-aligned, board adopted curriculum is used with fidelity, and that teachers are employing research-based best practices. The district's shift to providing a multi-tiered system of support for all students, with a focus on social-emotional learning and formative assessment strategies will have a positive impact on student learning.

Title II funds provide curriculum and instruction support for district and site personnel to coordinate the implementation of standards-based instruction and support site leaders and teachers in delivery of differentiated, culturally responsive instruction for diverse learners including English Learners, Students with Disabilities, Low Income students, and Foster and Homeless Youth. Professional learning in research-based strategies is provided through release time and stipends paid from Title II. In addition, all administrators are provided access to professional learning around equity, standards-based instruction, and other best practices through the membership benefits of the Association of California School Administrators (ACSA).

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

VUSD will promote parental and community participation in programs for English Learners specifically through:

English Learner Advisory Committees (ELAC) at all schools where 21 or more English Learners are enrolled. The purpose of the ELAC is to advise the school on programs for English Learners.

The District English Learner Advisory Committee (DELAC) is comprised of representatives from all ELACs in VUSD. The DELAC meets throughout the year to receive training, summarize results of site needs assessments, and prepare advice for the Board of Education on VUSD English Learner Programs. In addition, the DELAC provides leadership and voice for English Learner considerations in the VUSD LCAP.

Plaza Comunitaria is a program in partnership with the Mexican Consulate that provides access to higher levels of education for parents who have not completed their elementary or secondary education. Classes toward completion of an elementary secondary diploma are provided in the parents' home language.

California Association of Bilingual Education (CABE) Parent Workshops/Conferences provide parents access to English Learner instructional strategies, home supports and resources and parenting strategies to foster student's primary language and culture.

Parent Institute for Quality Education (PIQE) and **Latino Family Literacy Project, etc.** are offered at various district elementary, middle and high schools throughout the year. These parent engagement series provide an opportunity for English Learner parents to learn strategies to support their student's in the education pipeline.

Parent education nights to support state standards, technology and college and career readiness are provided throughout the year at the site and district level. Parents are exposed to tools and information that support their student's success.

Mucho Mas Que Miercoles is a weekly informational and educational meeting for parents whose home language is not English. Parents are invited to weekly virtual meetings that educate parents on district policies and practices. In addition, guest speakers are invited to address the parent needs expressed in the meetings like academic progress, A-G requirements or mental health. Social Emotional Learning (SEL) practices are used in the meeting to expose parents to tools used in the district and provide families with SEL tools that could be used in the home.

Migrant Education Parent Meetings occur on a monthly basis to develop parents' awareness of events and resources provided through the county or district.

In addition, English Learners are supported in the various opportunities for parent involvement provided at the site and district level.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

VUSD selects schools eligible for Title I funding based on the percentage of students in the school attendance area who qualify for Free or Reduced-Price Meals (FRPM).

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Ventura Unified School District has relatively small schools. Longitudinally, VUSD has maintained a rate of approximately 5% inexperienced teachers working at sites with higher low income and minority students. Overall, VUSD does not have more low income or minority students being taught by inexperienced teachers than the other sites.

During the 2019-20 school year VUSD employed 569 certificated staff of which only four long-term subs did not meet CLAD authorizations. At the end of the 19/20 SY, we had slightly fewer than 50 Certificated Employee retirements. Due to the impacts of significant declining enrollment, there has been less need to recruit new teachers than in past years.

Historically, Ventura Unified has experienced difficulty attracting experience teachers, due to limited affordable housing options for individuals moving into our community. The need for available housing was amplified as a result of recent fires.

Globally, inexperienced teachers are most likely to fall into the statewide shortage areas for Special Education teachers and assignments that require Bilingual Spanish skills. VUSD improved recruitment efforts to address these areas by recruiting earlier and expanding geographic recruitment area. Due to expensive and limited affordable housing and lower numbers of credential-program graduating candidate in the areas of Special Education and BCLAD candidates, these areas remain a priority. We provide each teacher with a mentor through our district induction program and on-going staff development through our district induction program and our Ventura County Office of Education. This helps to ensure our inexperienced teachers have the resources and support they need to provide a quality program.

Teacher placement data for Ventura Unified School District has been shared with all stakeholders via our LCAP Advisory Committee meetings and other district advisory committees, to address the challenges previously identified. Ventura Unified School District remains committed to recruit and place qualified, effective teachers in our schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pacific High School remains identified for Comprehensive Support and Improvement (CSI) for graduation rate. The district previously partnered with the Ventura County Office of Education to create a needs assessment and conduct a root cause analysis. School Site Council, ELAC, and WASC focus groups will participate with the site leadership team in developing the CSI action plan.

Lincoln Elementary remains identified for Comprehensive Support and Improvement (CSI) for low performance. The school engaged in rigorous self-assessment via the FIA (Fidelity Integrity Assessment), review of local assessment data, and review of (SIS) Student Information System. Lincoln staff have developed and have begun to implement a literacy action plan. At both CSI schools, School Site Council and ELAC will participate with the site leadership team in developing the action plan. At the high school, WASC focus groups will provide additional input.

District leadership and TOSAs have partnered with site leadership teams to conduct a needs assessment and formulate next steps for their site.

District and school staff value parent engagement. The LEA Parent Involvement Policy was developed in partnership with the District Family School Partnership and approved by the Board of Education.

We routinely invite parents to participate in school and district-led learning opportunities to enhance their understanding of State academic standards, State and local academic assessments, college and career information, and how to partner with the school to improve their child's achievement. These include parent literacy and education programs such as Parent Institute for Quality Education (PIQE), Latino Family Literacy Program; Technology Use, and our "Q" Student Information System; Back-to-School events, Open House, presentations by community and law enforcement partners, and Parent Conferences; Math, Science, Literacy and Digital Citizenship events; LCAP Committee, Parent Advisory Committee (PAC); DELAC; PTA; Migrant PAC; Foster Youth Advisory Council; SSC

and ELAC; Special Education District Advisory Committee (SEDAC) and African American Parent Council (AAPC).

ParentSquare messages are sent out in English and Spanish, and all written communication is sent in both languages.

Family liaisons assist parents in navigating the school system. Translators attend all parent nights, and parent conferences or IEP meetings at which translation is necessary. Childcare is provided at district events.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Site leadership and staff identify students who reside in group homes when they enroll, and work closely with group home staff to ensure the students' needs are met. A Homeless and Foster Youth Liaison works closely with families to ensure their basic needs are met. Counselors work with students in need to ensure their social emotional needs are met.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA funds a District Homeless and Foster Youth Liaison position who attends to the needs of our homeless youth. The liaison assists students and families with referrals to social services, school supplies, housing, food, transportation, medical services and more. Goal 2 in the VUSD LCAP address learning supports and school connections for homeless and foster youth.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New teachers and their designated, on-site teacher-leader mentor attend monthly meetings led by a highly-trained teacher or special teacher who focuses on induction. This system provides new teachers both direct access to informal mentoring and professional learning in offerings designed to strengthen the skills of teacher-leader mentors alongside their new teacher mentees.

In addition to the opportunity to be a mentor, teacher and principal professional learning opportunities include topics such as leveraging technology, formative assessments, MTSS, Universal Design for Learning, NGSS, language arts, mathematics, history/social science, and cultural proficiency.

Professional dues paid by Title II provide all administrators access to professional learning around standards-based instruction and other best practices through the benefits of ACSA. In addition, new administrators are eligible for mentoring that provides personal, one-on-one support in curriculum, instruction, and other areas of leadership. New administrators also benefit from a district mentor to help coach, train, and guide them through their first year.

Growth and improvement from professional learning experiences are measured and monitored through surveys provided at trainings and through various feedback tools including the implementation survey used for the district reflection tools for California Dashboard Priority 2. In addition, directors, TOSAs, and principals use informal classroom observations and student academic achievement to measure growth and improvement.

Survey and observation data analysis helps to identify areas for adjustment and growth. Directors and TOSAs hold collaboration meetings bimonthly to evaluate disaggregated student data, survey data, plan, and adjust professional learning offerings.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II funds are centralized and are used for multi-funded TOSA and director positions and provide district-led professional learning opportunities for teachers and administrators. Support personnel positions are multi-funded with state supplemental dollars as they coordinate the implementation of standards-based instruction and support site leaders and teachers in delivery of differentiated, culturally responsive instruction for diverse learners including English Learners, Students with Disabilities, Low Income students, and Foster and Homeless Youth.

Supporting CSI-eligible schools is a district priority. Directors and TOSAs provide direct services to schools with the highest percentage of children counted under Section 1124(c). Services for schools

that are not considered high need is limited. In addition, director- and TOSA-led professional learning focuses on research-based strategies to support the learning needs of students from low-income homes. Schools with the highest need receive onsite, in-person, differentiated TOSA support.

Through the equity-focused professional learning resources offered by ACSA, directors will share with principals research-based practices to increase student learning and close the achievement gap.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district data cycle that reviews quarterly, trimester, semester, and end of year markers including academic, social-emotional, and behavioral data is used to plan, implement, and adjust personnel support as well as professional learning opportunities. Using a standardized teacher and principal survey provided at trainings, various feedback tools, the LCAP survey, and the implementation survey used for the district reflection tools for California Dashboard Priority 2, the district uses stakeholder input to update and improve Title II Part A-funded activities.

Survey and observation data analysis helps to identify areas for adjustment and growth. Directors and principals hold collaboration meetings bimonthly to evaluate disaggregated student data, survey data, plan, and adjust professional learning offerings. Based on needs, TOSAs provide paraprofessional and parent trainings. District directors consult with principals monthly, consult with parents through LCAP meetings, and meet annually with private school leaders.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional learning to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Multilingual & Multicultural Department partners with Curriculum and Instruction to provide district-wide training and communication at each site throughout the year. VUSD will ensure that administrators, teachers, paraprofessionals, counselors, and other appropriate staff members receive sufficient professional staff development on specific English Learner topics to increase their knowledge and skills in meeting the diagnosed needs of English Learners and the needs of our teachers, administrators and staff.

Professional learning will include: (1) specific training for classroom teachers to use the district-adopted core curriculum for designated ELD, MTSS at all grade spans, and utilizing the ELD/ELA standards for planning instruction (2) classroom coaching and support by district teacher specialists, (3) training to administer ELD monitoring assessments and modify instruction based on results, (4) training to use English Language Proficiency Assessments for California (ELPAC) results to improve instruction, (5) coaching in Systematic ELD for K-5 classroom teachers, Integrated and Designated ELD (K-12), (6) collaboration time for teachers to consider student needs, share effective strategies and plan instructional modifications, as needed, and (7) training for principals to use the State Standards, 2012 English Language Development Standards and the CA English Learner Roadmap to support best practices in ELD instruction at their schools site, (8) training in the EL data platform ELlevation and *Strategies* to support progress monitoring of English Learners, data informed modification of instructional strategies and greater representation of Integrated and Designated ELD.

Professional learning opportunities will be ongoing by integrating instructional strategies to support English Learner students into all standards-based professional learning opportunities including core adoption implementations, formative assessment trainings, EL liaison meetings, and regularly scheduled principal collaboration meetings.

Enhanced Instructional Opportunities

ESSA Sections 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

This ESSA PROVISION IS ADDRESSED BELOW:

Ventura Unified provides individual/small group tutoring for recent immigrant students. We assign bilingual paraeducators for up to 5 hours/week as needed to assist recent immigrant students with academic tutoring in primary languages throughout the district. This Title III support is available for first year immigrants. In addition, Title III funds provide a part-time Arabic speaking paraeducator to tutor recent immigrant students and offer home-school liaison support to Arabic-speaking families. We currently enroll 136 Arabic speaking students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ventura Unified will provide high quality language instruction that supplement the core based on scientifically-based research. The model for English Language Development instruction in VUSD is

centered on the recommendations found in the CDE ELA and ELD Framework and the California English Learner Roadmap:

VUSD EL instruction is rooted in the five key themes of ELA/Literacy and ELD Instruction in the 2015 ELA/ELD Framework: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.

Effective ELD instruction is consistent and comprehensive, which includes integrated and designated ELD instruction. Integrated ELD instruction occurs throughout the school day in every subject area by every teacher who has an EL student in the classroom. The ELD, ELA/Literacy and other content standards are used in tandem to ensure students strengthen their abilities to use academic English as they learn content through English. Designated ELD is provided to ELs during a protected time in the regular school day. The CA ELD standards are used to build into and from content instruction to build critical language that English Learners need to meet the challenging state academic standards.

In addition, VUSD utilizes the principles found in the 2018 CA English Learner Roadmap to provide an environment for EL instruction that demonstrates the understanding that simultaneously developing English Learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of our English Learners. The principles address the following themes: assets-oriented and needs responsive schools, intellectual quality of instruction and meaningful access, system conditions that support effectiveness and alignment and articulation within and across systems.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learners in VUSD receive high quality ELD instruction in all of our English Learner program models until they demonstrate proficiency in English language and academic skills. In addition, English Learners participate in core grade level curriculum through course offerings and differentiation strategies to support access to the curriculum and academic language to meet the challenging State academic standards. To ensure progress in achieving English proficiency and meeting state academic standards, VUSD focuses on research based materials, program evaluation and program monitoring.

ELD materials and Instruction: At the K-5, our ELD core curriculum is the Benchmark Advance Reading series with Ballard and Tighe's Carousel of IDEAS kit as board-approved ELD curriculum. At grades 6-12, our ELD core is part of Study Sync from McGraw Hill. Teachers provide comprehensive ELD, which includes integrated and designated ELD.

Program Evaluation for Site Accountability: Each English Learner is assessed with the ELPAC for annual growth. The results of this assessment are reviewed at the individual, grade level, school and district level to make instructional modifications as needed. In addition, the results of the Equity Report, specifically the English Learner Progress Indicator, area used to monitor areas of strength and potential growth. Formative assessments and walkthrough observations are used on a routine basis by site and district staff to evaluate and report on the full implementation of the ELD program at each school site. EL liaisons and EL progress monitors at the site will work with the district in monitoring ELs at the sites to support expected academic gains and access to site resources.

Program Monitoring for Site Accountability: ELD teachers will use NWEA MAP and curriculum embedded assessments in grades K-5, and curriculum-embedded assessments and the Scholastic Reading Inventory (SRI) in grades 6-12 to regularly monitor student progress in ELD as formative assessments. This assessment schedule is built into the district's assessment calendar each year. All VUSD teachers have ready access through the "Q" student information system. The VUSD English Learner Master Plan has systems in place to assist administrators and teachers in the ongoing monitoring of our English Learners' success. Results are reviewed with site principals as part of an ongoing data cycle.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If granted Title IV, Part A, Student Support and Academic Enrichment Grant funding, the LEA will implement a program to supplement existing evidence-based activities, and provide additional supports to address all three authorized areas to provide students with access to a well-rounded education, improve school conditions for student learning, and support the effective use of technology to improve the academic achievement and digital literacy of all students.

The LEA consults with private schools to provide equitable services and develop a plan for implementation that meets their needs.

The LEA will continue to consult with stakeholders to evaluate and improve the programs implemented.

The LEA will evaluate need on a periodic basis and review areas of improvement based on results on the California Dashboard and other indicators. The LEA is developing a process to monitor implementation, collect information on how the activities are working, to ensure continuous improvement, including plans for data collection, analysis, and/or evaluation to examine performance against well-defined and measurable goals.

The LEA will not exceed the allowable 2% of funds for administrative costs to provide support for the program.