

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Ventura Unified uses various methods and platforms to reach out and engage stakeholders and educational partners to provide for the additional funding (\$248,408) which was provided through the Budget Act of 2021. Engagement includes consistently active methods including various surveys to parents and families, community outreach through flyers distributed online as well as in-person during closure interactions such as meal distribution and device distribution, town-hall-style webinars including question and answer sessions, Board public comment input, community, and parent feedback through the District call center, parent engagement through various committees and District support groups, District community groups, District hotlines, District emails, Parent Square engagement, and other school site and staff engagement. Additional feedback has been obtained through staff meetings, teacher feedback, special education administration input, principal and site administration feedback, additional site-wide parent and family inquires, bargaining unit input, County and State Health information chains as well as State level outreach. Community partner engagement and feedback has been obtained through LCAP engagement meetings, community partner engagement, and feedback outreach including input from advocates or partners representing tribal communities and unduplicated populations including low-income families, English learners, Foster Youth, and unsheltered or homeless student advocates and community partners, as well as individuals or advocates for students with disabilities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Ventura Unified received additional concentration funds, part of the additional funds provided for in the Budget Act of 2021 and as updated through the State Local Control Funding Formula, of \$214,159 for fiscal year 2021-2022. This additional concentration funding is being allocated to direct student counseling services based on feedback from community feedback, family surveys, board meetings and study sessions, and other stakeholder input. The additional needs of students related to mental health as well as reengaging students into school campuses due to the pandemic have increased the need for these services, particularly in high need communities. Additional funding was also allocated to direct services primary directed towards English Learner students through additional on-site direct counselling services.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Ventura Unified ESSER III expenditure plan was developed using the stakeholder feedback as noted in the engagement of the Budget Act of 2021 portion as well as separate public comment and Board feedback sessions. Each stakeholder has a different need and viewpoint and the District is balancing all of the needs throughout the District and the community that we provide services to meet the extraordinary need. During 2020-21, plans to address student needs and address the stakeholder input and community feedback were put into place and solidified through our Safe Return to In-Person Instruction and Expanded Learning Opportunities Grant plans. The ESSER III expenditure plan is a continuation of these two main plans which address both operational needs and learning supports necessary for the success of our students.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Ventura Unified has adopted an ESSER III plan based on the previously discussed engagement methods and feedback to support student learning, engagement, and supporting student social and emotional needs as well as addressing student learning loss. The current ESSER III plan involves leveraging additional funding sources to continue the work of the Safe Return to In-Person Instruction and Expanded Learning Opportunities Grant plans. The ESSER III expenditure plan is a continuation of these two main plans which address both operational needs and learning supports necessary for the success of our students. The Safe Return to In-Person Instruction addresses safety concerns and operational needs to provide in-person learning and Expanded Learning Opportunities Grant plans directly provides supports to students through extended instructional time, accelerating progress to close learning gaps with learning supports, integrated student supports to address barriers to learning, community learning hubs providing technology access and other academic supports, supports for credit deficient students, additional academic services for students, and training for staff on strategies to engage students and families. Successes include initiatives such as additional instructional time through various expanded learning opportunities, intersession, and credit recovery programs are addressing learning loss and helping students reengage in their campus communities. Additional counseling supports and various student activities have helped the students and campus communities work through the challenges of the past few years of pandemic. Some challenges that the District has experienced include staff shortages, pandemic surges, and supply chain issues which have sometimes delayed or shifted some programming.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The funds received by Ventura Unified for the 2021-22 school year are aligned with the 2021-22 LCAP and Annual update as those plans were put into place during the height of the pandemic with the needs of students once they returned to our campus communities in mind. Additional 2021-22 funding amplifies the amount and duration of plans based on comprehensive needs assessments. Various supports such

as increased staffing at school sites, increased counseling supports, additional supports for mental health as well as increased supports for English Learners as well as Homeless and Foster Youth have allowed the District to reach students. Additional funding through the ESSER III will allow the additional supports to extend over the next few years as students will continue to have increased needs and require additional learning supports. The Safe Return to In-Person Instruction plan is updated at each instance of guidance and regulation changes from State and Local government which helps the District be flexible and continue to keep schools open for students to learn in a safe and supportive environment.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021