

# LCAP Federal Addendum System

## Instructions, Strategy, and Alignment

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### 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 Every Student Succeeds Act (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.

**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 LEA must address the Strategy and Alignment prompts provided below.** Please 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.

**Response from Ventura Unified:**

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, 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.

**APPROVED BY CDE**

**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.

**Response from Ventura Unified:**

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 shift to providing MTSS will include linking initiatives and funding to optimize support for students.

**APPROVED BY CDE**

**Instructions, Strategy, and Alignment Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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and Optional Extension**

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# LCAP Federal Addendum System

## Title I, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **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).

#### **Response from Ventura Unified:**

In 2019, Pacific High School was identified for Comprehensive Support and Improvement (CSI) for their 2018 graduation rate. Blanche Reynolds School was identified for Additional Targeted Support and Improvement (ATSI) for the performance of their Hispanic student group; Cabrillo Middle School, De Anza Academy of Technology and the Arts, and Ventura High School are in ATSI because their Students with Disabilities are performing at a much lower level than is expected.

District leadership and TOSAs have partnered with site leadership teams which include parents, to conduct a needs assessment and formulate next steps for their site. VUSD has placed all of our schools in one of three tiers based on the 2018 California Dashboard. Our for CSI/ATSI schools are in tier 3, schools with multiple red and orange indicators are in tier 2,

and schools with predominantly blue, green and yellow indicators are in tier 1. All district schools are creating plans to address the performance of student groups who are not meeting state academic standards. Upon reviewing achievement and California Dashboard data, the group will jointly devise an improvement plan based on research-based strategies for improvement.

## **APPROVED BY CDE**

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

### **Response from Ventura Unified:**

District and school staff value parent engagement. The LEA Parent Involvement Policy was developed in partnership and collaboration with the members of the District Family School Partnership, which included parents, community members, teachers, and administrators, and approved by the Board of Education. The Parent Involvement Policy in English and Spanish is included in the district's Annual Notice which is distributed to all students and sent home to all parents on the first day of school. In addition, the Annual Notice is posted on the Ventura Unified School District website.

The Annual Notice with the Parent Involvement Policy is also distributed to all district employees, and discussed at meetings throughout the district. The LEA's LCAP Goal 3 is Family Involvement, and all SPSAs include actions and services around increasing family involvement. District and site leaders discuss strategies for increasing partnerships with parents, and these in turn are shared at site staff meetings with both certificated and classified support staff present. VUSD routinely invites 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, how to partner with the school to improve their child's achievement, and more. Opportunities for parent learning include 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, 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.

ConnectEd messages notifying families of district and site events, as well as general information, are sent out in English and Spanish. All written communication to families is sent in both languages. Translation and interpretation is available at all of these gatherings. Bilingual family liaisons, district and school staff assist parents in navigating the school system. Spanish translators and ASL interpreters attend all parent nights, and parent conferences or IEP meetings at which translation or interpretation is necessary. Childcare is provided at district and site 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.

### **Response from Ventura Unified:**

TAS - NA

Programs for Neglected and Delinquent children - NA

The district does not operate any targeted assistance programs or community day schools. However, 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.

Nine K-5 schools, one K-8 school, two middle schools and one continuation high school operate SWP programs. Every year, each school creates a School Plan for Student Achievement (SPSA), in collaboration with School Site Council and leadership teams, aligned to the three district LCAP goals; Increase Student Achievement, Student Connections to School, and Family Involvement. Actions and services under each of these goals address school needs based on state and local data and the California Dashboard. The district has implemented an MTSS approach to meeting the needs of all students.

There is a need to improve achievement in both ELA and math for all student groups, but the achievement gap is especially apparent for our English Learner students, Economically Disadvantaged students, and Students with Disabilities. To this end, our SWP provide intervention for struggling students through in-person, small group and individual, push in and pull out instruction as well as self-paced online instruction. School teams review local math and ELA data periodically to determine next steps in improving student outcomes. Curriculum teachers on special assignment push into our Title I schools regularly, providing professional development in teaching strategies. One of our elementary schools and both of our middle schools operate AVID programs, teaching our students critical skills for success in school and beyond.

The district focus on social-emotional learning, restorative justice, and trauma-informed practices is especially apparent in our Title I schools. Principals and teacher teams

participated in two full-day SEL workshops at the Ventura County Office of Education, and one demonstration lesson day at two district schools, led by Keeth Matheney. In addition to this robust training, quarterly Title I meetings focus on best practices in Social Emotional learning and strategies to address students affected by trauma. A district team comprising Title I Principals and other district personnel, attended the MTSS PLI for the past two years. Our Title I schools use Restorative Practices and alternative means of suspension to keep students in school, where they can continue learning. Counselors assist students with their social emotional and behavioral needs at each of our Title I schools.

Our Title I schools value family partnerships. Campuses have family liaisons who help with welcoming and educating parents. PIQE and Latino Family Literacy Program classes are popular with our Spanish speaking families. Family Nights in ELA and math allow parents to interact with their student around what is being taught in school.

**APPROVED BY CDE**

**Address the ESSA provision:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

**Response from Ventura Unified:**

The district does not operate any targeted assistance programs or community day schools. However, 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.

**APPROVED BY CDE**

## **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.).

#### **Response from Ventura Unified:**

The LEA funds a District Homeless and Foster Youth Liaison position who attends to the needs of our homeless youth. She assists students and families with referrals to social services, school supplies, housing, food, transportation, medical services and more. She helps families find temporary shelter while they work on a plan for long term housing. She works with other agencies to enroll school-age homeless and foster youth, and makes sure they have the supplies they need for school. She provides bus tokens and gas cards to homeless and foster families so that students are able to come to school. She provides homeless and foster families with gift cards to stores such as Target and Walmart so they can purchase basic clothing and school supplies for their child. She monitors attendance, and if a student is absent, makes "home" visits so she can assist the family with getting the child to school. She helps families navigate the school system and helps with parent teacher conversations, class scheduling, academic intervention services, etc. She routinely attends events at schools in which homeless and foster youth are enrolled to celebrate their academic achievement. Goal 2, Actions 2 and 3 in the VUSD LCAP address learning supports and school connections for homeless and foster youth.

#### **APPROVED BY CDE**

## **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.

#### **Response from Ventura Unified:**

Not applicable.

#### **APPROVED BY CDE**

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.

**Response from Ventura Unified:**

Not applicable.

**APPROVED BY CDE**

**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.

**Response from Ventura Unified:**

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 including those identified as GATE. 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), digital literacy skills, and effective, research-based strategies at Title I schools. Title I-funded MTSS TOSAs and counselors will support students' social-emotional needs. Students are identified for GATE via the COGAT instrument.

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.

Actions and services in Goal One and Goal Two in 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 hourly 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.

Actions and services 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 TOSAs in ELA/ELD, math, science, and technology will support the implementation of California State Standards, NGSS standards, digital literacy skills, and effective, research-based strategies at Title I schools. In addition, they will provide professional learning to teachers on the district shift to formative assessment, data-driven decision-making, and MTSS. Title I-funded Instructional Support TOSAs will provide ongoing professional learning and support to teachers at Title I schools.

**APPROVED BY CDE**

**Title I, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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# LCAP Federal Addendum System

## Title III, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **Title III Professional Development**

#### ESSA SECTION 3115(c)(2)

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

#### **Response from Ventura Unified:**

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 supplemental 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 school sites.

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, and regularly scheduled principal collaboration meetings.

#### **APPROVED BY CDE**

### **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.

#### **Response from Ventura Unified:**

The LEA is not eligible to receive funds under this subgrant.

#### **APPROVED BY CDE**

### **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.

#### **Response from Ventura Unified:**

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 based 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.

VUSD utilizes Title III funds to provide teacher coaching for targeted program improvement schools focused on English Learner achievement, individual and small group tutoring for recent-immigrant students and families, bilingual support for Arabic-speaking recent immigrant students and families, English Learner progress monitors at the comprehensive high schools to support students, families and staff in monitoring and supporting English Learner goals and supplemental ELD materials.

## **APPROVED BY CDE**

## **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.

### **Response from Ventura Unified:**

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 are 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.

**Program Monitoring for Site Accountability:**

ELD teachers use ADEPT 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.

**APPROVED BY CDE**

**Title III, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

# LCAP Federal Addendum System

## Title I, Part A, Educator Equity

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

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### **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.

#### **Response from Ventura Unified:**

Using data from the 2018-19 school year, the Ventura County Office of Education (VCOE) did a thorough staffing analysis of our schools utilizing the CDE's equity data analysis tools, and shared this information with us at a county-wide meeting. After receiving this information from VCOE, the Ventura USD Human Resources Department then did a thorough review of our school master schedules and staffing charts to verify the information provided to us by the VCOE.

The results of the review: The VUSD has rates of: 5% - elementary; 6% - middle schools, and

7%- high school of inexperienced, ineffective, out-of-field or mis-assigned teachers working at sites with larger numbers of low-income and minority students.

Other factors: The VUSD has an aging population of teachers. In the past, we averaged about 25 retirements per year. However, at the end of the 17/18 SY, we had over 50 Certificated Employee retirements. We then had to recruit a larger number of teachers than we have had to in the past. We worked hard to find experienced teachers, especially in the hard-to-fill areas of special education and assignments that require Bilingual Spanish skills, however we also had to hire a few inexperienced teachers to fill our many openings.

Elementary Sites: The Ventura USD has 17 elementary schools. At three of our schools, we have a percentage of 50% or more of Low Income/minority students taught by a greater percentage of inexperienced teachers. However, we have seven elementary schools where 70% or more of Low Income/Minority students are being taught by less than 5% inexperienced teachers. In summary, on the average, as a district we do not have more low income or minority students taught by inexperienced teachers at the elementary level .

Middle Schools: Our middle schools have a higher percentage of inexperienced teachers as compared to our elementary schools or high schools, but that number is still only two or three inexperienced teachers at sites with a total enrollment of just below or just over 1,000 students. Our area of need in our middle schools was in Special Education. Due to the state-wide teacher shortage, we needed to hire individuals on provisional (intern, PIP's, STPS) credentials to staff the program. These teachers are each assigned an on-site teacher mentor and are also mentored through the VCOE Teacher Induction program. Based on our district-wide analysis from the data provided to us by VCOE, the number of inexperienced teachers has not increased at schools with large numbers of students of poverty and students of color.

High Schools: A review of the numbers of inexperienced teachers that are teaching our low income and minority students at our high schools is relatively small, except for Buena High School (which had five teachers retire last year). In addition, we added a large Special Education Program to Buena that was previously part of the VCOE Special Education program and needed to hire teachers for that program.

In our analysis, we discovered that there is a positive correlation pattern of the percentage of low income students to the percentage of inexperienced teachers. The number of inexperienced teachers increases as the number of low income students increases. The percentages listed above for the Elementary, Middle and High school levels are based on the total number of staff that fall into these three categories. There are no ineffective or out-of-field teachers at any of the schools in VUSD.

At our LCAP meeting in May 2019 our Assistant Superintendent of HR presented the aforementioned information to the stakeholders. The stakeholders recommended two main strategies: 1) a more focused effort to recruit minority teaching candidates and specifically bilingual Spanish speaking candidates, and 2) to look outside the Ventura County region for

teachers. Recruitment efforts have been expanded. Our HR department personnel have attended recruitment fairs in Ventura, Los Angeles and San Luis Obispo counties and continue to post our jobs on Ed Join, as well as increasing our social media (VUSD HR Twitter) footprint and connecting with our Ventura County network of human resources professionals. Through these efforts we've been able to hire a handful of teachers, some with Bilingual Spanish skills, over the past few months. We are moving forward with the aforementioned two strategies and the increasing of our social media footprint to ensure that we are recruiting a diverse teacher pool.

The VUSD will continue to expand our recruiting efforts outside of the Ventura County region and make it a priority to recruit minority candidates, specifically those with bilingual Spanish speaking skills. This will happen through increasing our social media footprint and by establishing partnerships with more colleges/universities outside of Ventura County.

**APPROVED BY CDE**

**Title I, Part A, Educator Equity Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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# LCAP Federal Addendum System

## Title II, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

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### **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.

#### **Response from Ventura Unified:**

New teachers and their designated, on-site teacher-leader mentor attend monthly meetings led by a highly-trained teacher on 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 including 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, all new administrators are eligible for the ACSA Mentor Program 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 the use of a standardized survey provided at trainings and through various feedback tools including implementations surveys 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.

#### **APPROVED BY CDE**

### **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).

#### **Response from Ventura Unified:**

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. TOSA positions are multi-funded Title II, Title 1, and 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.

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.

**APPROVED BY CDE**

**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.

**Response from Ventura Unified:**

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 TOSA and director support as well as professional learning opportunities. Using a standardized teacher and principal survey provided at trainings, various feedback tools, the LCAP survey, implementations surveys, 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 hold regular meetings with private school leaders.

**APPROVED BY CDE**

**Title II, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name**

Dr. Danielle Cortes

**Contact Phone  
and Optional Extension**

805 641 5000

Optional Extensio

**Contact Email**

danielle.cortes@venturausd.org

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

## LCAP Federal Addendum System

### Title IV, Part A

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#### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

#### **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.

## **Response from Ventura Unified:**

VUSD will use Title IV, Part A, Student Support and Academic Enrichment Grant funding to 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.

Under area A, at least 20% of funds (\$28,000) will be used to support student access to well-rounded education. Specifically, these funds will be used to enhance our career and technical education (CTE) programs by partially funding a position to provide ongoing training, coaching, and course development support to CTE teachers grades 6-12.

Under Area B, the majority of the SSAE funds (approximately \$80,000) will support safe and healthy schools by partially funding a psychologist on special assignment to create systems for 1) suicide prevention, intervention and postvention 2) crisis behavior management 3) effective threat assessments 4) helping families access community mental health services

Under Area C, the effective use of technology, we will use at least 20% of these funds to improve achievement in math through technology. Teachers have received Chromebook carts through local funds and will receive training and coaching on how to use devices to improve student mastery of mathematical concepts through SSAE funding (\$28,000)

The LEA has consulted 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.

## **APPROVED BY CDE**

### **Title IV, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name**

Dr. Danielle Cortes

**Contact Phone  
and Optional Extension**

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Optional Extensio

**Contact Email**

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**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**