

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ventura Unified School District	Dr. Antonio Castro Assistant Superintendent, Educational Services	antonio.castro@venturausd.org 805.641.5000

Goal 1

Increase student achievement for all students while decreasing performance gaps.

Rationale

This is a broad goal designed to address the discrepancy of performance between student groups. It is intended to improve outcomes for all student groups while providing the necessary supports for high needs students, based on California School Dashboard and local data.

State Priorities:

- 1: Basic Services
- 2: Implementation of State Standards
- 4: Student Achievement
- 5: Student Engagement
- 7: Course Access
- 8: Student Outcomes

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CAASPP ELA	2018-19 Results All: +8 DFS EL: -50.8 DFS LI: -23.5 DFS FY: -51.7 DFS SWD: -99.4 DFS 2020-21 results pending	2020-21 Results All: 49% met/exceeded EL: 11.66% LI: 32.10% FY: subgroup too small to report SWD: 11.18%	All: +18 DFS EL: -40 DFS LI: -13 DFS FY: -41 DFS SWD: -89 DFS
	CAASPP Math	2018-19 Results All: -23 DFS EL: -78.7 DFS	2020-21 Results All: 49% met/exceeded EL: 9.4%	All: -10 DFS EL: -63 DFS LI: -43 DFS

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		LI: -57.4 DFS FY: -93.2 DFS SWD: -135.7 DFS 2020-21 results pending	LI: 19.13% FY: subgroup too small to report SWD: 7.24%	FY: -80 DFS SWD: -120 DFS
	CA Science Test	2018-19 Results 38.72% Met or Exceeded Standard	2020-21 Results 30.74% Met or Exceeded Standard	42% Met or Exceeded Standard
	Graduation Rate	All Students: 90.3% 2019-20 DataQuest	All Students: 89.3% 2020-21 DataQuest	All Students: 92%
	English Language Progress Indicator (ELPI)	50.6% Making Progress Towards English Language Proficiency Dashboard Fall 2019	Data not available	55% Making Progress Towards English Language Proficiency
	ELPAC	16% proficient CAASPP Data 2019	19% proficient CAASPP Data 2021	20% proficient
	Career Technical Education (CTE) pathway completion rate	All Students: 27% 2019-20 local data	All Students: 14% 2020-21 local SIS data	All Students: 33%
	College and Career Indicator	Percent Prepared: All Students: 51.9% EL: 17.4% LI: 40.8% FY: 18.8% SWD: 11.2% Dashboard Fall 2020	Data not available	Percent Prepared: All Students: 55% EL: 21% LI: 45% FY: 22% SWD: 16%
	AP Passing Rate	All Students: 68% 2019-20 Data local data	Data not available	All Students: 75%
	A-G Completion Rate	All Students: 49.6% 2019-20 DataQuest	All students 43.4% 2020-21 DataQuest	All Students: 55%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Percent of Students receiving State Seal of Biliteracy	17.7% 2019-20 DataQuest	19.1% 2020-21 DataQuest	25%
	Reclassification Rate	6.6% 2019-20 DataQuest	7.6% 2019-20 DataQuest	12%
	Percent of students demonstrating college preparedness via EAP - ELA	31.29% of students 2018-19 CAASPP data	37.74% of students 2020-21 CAASPP data	34%
	Percent of students demonstrating college preparedness via EAP - Math	18.06% of students 2018-19 CAASPP data	15.26% of students 2020-21 CAASPP data	21%
	Elementary District Assessment - ELA Percent met or exceeded standard	2019-20 T1 data (2019-20 T2 not administered) K - 82% 1 - 52% 2 - 56% 3 - 17% 4 - 37% 5 - 29%	2020-21 T2 data K - 78% 1 - 75% 2 - 58% 3 - 63% 4 - 51% 5 - 54%	Increase
	Elementary District Assessment - Math Percent met or exceeded standard	2019-20 T1 data (2019-20 T2 not administered) K - 79% 1 - 74% 2 - 70% 3 - 56% 4 - 51% 5 - 56%	2020-21 T2 data K - 73% 1 - 68% 2 - 63% 3 - 37% 4 - 27% 5 - 31%	Increase
	Middle School District Assessment: ELA	2019-20 Q2 data (Met/Exceeded) 6 Reading - 35.1% 6 Writing - 64.1% 7 Reading - 17.4% 7 Writing - 60.5%	Data not available	Increase

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		8 Reading - 35.6% 8 Writing - 53.4%		
	Middle School District Assessment: Math	2019-20 Q2 data (Met/Adv.) 6 - 30.5% 6H/CPM - 33.9% 6SpEd - 0% 7H/CPM - 30% 7SpEd - 0% 8H/CPM - 50.3% 8SpEd - 0%	2020-21 Q2 data (Met/Adv.) 6 (all) - 30.6% 7 (all) - 35.4% 8 (all) - 38%	Increase
	High School District Assessment: ELA	2019-20 Q2 data (Met/Exceeded) 9 Reading/Writing - 37.8% 10 Reading/Writing - 44.3% 11 Reading/Writing - 46.1% 12 N/A	2020-21 Q4 data (Met/Exceeded) 9 Reading/Writing - 76.9% 10 Reading/Writing - 83.4% 11 Data not available 12 N/A	Increase
	High School District Assessment: Math	2019-20 Q2 data (Met/Adv.) Math 1 Readiness - 18.3% Math 1 - 28.7% Math 1H - 80.6% Math 2 - 11.4% Math 2H - 60.3% Math 3 - 26% Math 3H - 71.3%	Data not available	Increase
	Fully Credentialed & Appropriately Assigned Teachers	Standard met on the CA School Dashboard 100%	Standard met on the CA School Dashboard 98% 2020-21 local data	Standard met on the CA School Dashboard Maintain
	HS Dropout Rate MS Dropout Rate	HS 5.2% MS <1% 2019-20 DataQuest & CALPADS	HS 7% MS <1% 2020-21 CALPADS	HS 4% MS 0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Implementation of CA State Standards, including how ELs access CCSS and ELD Standards	Standard met on the CA School Dashboard Implemented Standards	Standard met on the CA School Dashboard	Standard met on the CA School Dashboard Maintain
	Standards-aligned instructional materials for every student	Standard met on the CA School Dashboard Standards Aligned	Standard met on the CA School Dashboard	Standard met on the CA School Dashboard Maintain
	Students have access to and are enrolled in a broad course of study	Standard met on the CA School Dashboard Student schedules indicate access	Standard met on the CA School Dashboard	Standard met on the CA School Dashboard Maintain

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Site-based instructional supports Maintain and recruit additional instructional site-based teachers to address ELA/Math learning and performance gaps, and increase access to CTE and elective courses of EL, LI, FY and SWD.		Yes	LCFF \$3,753,365 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$3,753,365	Implemented
1.2	District-based instructional supports Maintain and recruit additional instructional district-based TOSAs to address ELA/Math learning and performance gaps of EL, LI, FY and SWD.		Yes	LCFF \$989,028 Other State 0 Local 0 Federal \$176,619	LCFF 0 Other State 0 Local 0 Federal 0	\$1,165,647	Implemented
1.3	Site-based allocations		Yes	Other State \$40,000	LCFF \$1,326,749	\$2,734,531	Implemented

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Provide site-based resources to support before/after school interventions and additional learning opportunities, including standards-based instructional materials and Saturday School.				Other State \$1,367,782		
1.4	Professional Learning Provide two days of pre-service professional learning for certificated staff.		Yes	LCFF \$929,223		\$929,223	Implemented
1.5	Next Generation Science Standards (NGSS) Adopt elementary NGSS curriculum.		No		Other State \$1,344,498	\$1,344,498	Implemented
1.6	Curriculum & staffing supports for English Learners Supplemental standards-based materials, site-based and district-based personnel to support and monitor the academic progress of English Learners, and enhance communication with families of ELs.		Yes	LCFF \$1,222,039 Federal \$117,898	LCFF \$107,190	\$1,447,127	Implemented
1.7	Support for college/career readiness through a broad course of study Support access to AVID, concurrent enrollment through VACE and EI		Yes	LCFF \$321,862	LCFF \$219,740	\$541,602	Partial implementation (VACE concurrent enrollment & assessment fees pending)

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Camino for parallel college/career course of study, CTE, and application/assessment fees for low-income students.						
1.8	Digital instructional access & progress monitoring Districtwide implementation of instructional software licenses to expand and maintain access for acceleration, differentiation, credit recovery, asynchronous learning, diagnostic assessments, and progress monitoring of EL, LI, FY, SWD and GATE. Resources will extend and expand learning opportunities, including summer.		Yes		LCFF \$761,795 Federal \$90,000	\$851,795	Implemented
1.9	Title I Waiver Pending the approval of a Title I waiver, the district will administer a centralized plan to support Title I schools through use of 2020-21 carryover funds.	2021-2022 school year	No	Federal 1,600,000	Federal 200,000	\$1,800,000.00	Waiver approval pending
1.10	Additional curriculum materials and access to technology Provide additional resources to school sites such as materials/supplies and technology utilizing restricted lottery funds.		No		Other State \$1,071,910	\$1,071,910	Implemented: allocations ongoing

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.11	Arts & Music: broad access Maintain access to visual and performing arts opportunities via parcel tax funds.		No	Local \$374,011	Local \$330,000	\$704,011	Implemented: allocations ongoing

Goal 2

Provide a safe and secure environment for all staff and students.

Rationale

This is a broad goal intended to provide safe and welcoming schools. Enhancing culture and climate with socioemotional supports for all students, with an emphasis on those with more intensive needs, will improve overall well-being, reduce chronic absenteeism, and decrease suspension rates.

State Priorities:

- 1: Basic Services
- 5: Student Engagement
- 6: School Climate
- 8: Student Outcomes

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Chronic Absenteeism	All Students: 7% EL: 7.4% LI: 10.2% SWD: 14% FY: subgroup too small to report Dashboard Fall 2019	All Students: 14.2% EL: 23% LI: 20.9% SWD: 24.4% FY: 29.9% 2021-21 DataQuest	All Students: 5% EL: 6% LI: 8% SWD: 11% FY: subgroup too small to report
	Attendance Rates	95.77% 2019-20 Local SIS data	95% 2020-21 Local SIS data	97%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Suspension Rate*	1.7% 2019-20 DataQuest	0.2% 2020-21 DataQuest	1.5%
	Expulsion Rate	0.06% 2019-20 DataQuest	0.0% (1 expulsion) 2020-21 DataQuest	0%
	School Facilities are maintained and in good repair	Standard met on the CA School Dashboard on Local Indicator Reflection Good Repair 2019-2020 Rating 'Good Repair' on FIT	Standard met on the CA School Dashboard on Local Indicator Reflection Good Repair 2020-2021 Rating 'Good Repair' on FIT	Standard met on the CA School Dashboard Maintain 'Good Repair' on FIT
	Parental participation in programs for English Learners, Low-Income, and Foster Youth students	Standard met on the CA School Dashboard Maintain	Standard met on the CA School Dashboard Maintain	Standard met on the CA School Dashboard Maintain
	CA Healthy Kids Survey (CHKS) Data	2943 Student Participants (1066 - 7th, 969 - 9th, 908 - 11th) in 2020 CHKS Survey. Students reporting high levels of School Connectedness 7th - 50% 9th - 48% 11th - 46% Students reporting high levels of Caring Relationships with Adults in School 7th - 36% 9th - 33% 11th - 38% Students reporting high levels of High Expectations from Adults at School	2021-22 CHKS administration scheduled for spring 2022	Students reporting high levels of School Connectedness 7th - 51% 9th - 49% 11th - 47% Students reporting high levels of Caring Relationships with Adults in School 7th - 37% 9th - 34% 11th - 39% Students reporting high levels of High Expectations from Adults at School 7th - 51% 9th - 45% 11th - 45%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		7th - 50% 9th - 44% 11th - 44%		2022 CHKS Data
	District Student Survey	Standard met on the CA School Dashboard Created baseline data in 21-22 with new survey results	Pending	Pending baseline data

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Elementary access to counseling services Increase access to counseling services at K-8 schools to address socioemotional needs of EL, LI, FY, SWD, and GATE.		Yes	LCFF \$1,465,505		\$1,465,505	Implemented
2.2	SAP Counselors and coordinated supports Maintain SAP Counselors, district support services, and partner agency personnel to coordinate comprehensive supports for students & families (i.e. restorative justice, attendance, training, family liaison).		Yes	LCFF \$806,511 Other State \$240,015	LCFF \$236,890	\$1,283,416	Implemented
2.3	Foster/Homeless Youth Liaison Provide supports to foster & homeless youth, schools and families to improve		Yes	LCFF \$41,956 Federal \$39,142		\$81,098	Implemented

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	connectedness and alignments of services.						
2.4	Training and Resources Provide curriculum, professional development, and software to student support staff to decrease chronic absenteeism and suspensions.		Yes		LCFF \$532,123	\$532,123	Implemented
2.5	Access to supplemental meals Provide free meals to low-income students.		Yes		LCFF \$208,924	\$208,924	Implemented
2.6	Transportation Home-to-school, before/afterschool programs, supplemental activities and learning opportunities for EL, LI, FY		Yes		LCFF \$1,226,619	\$1,226,619	Implemented
2.7	Campus safety Increase site allocations for campus safety to reduce bullying and suspensions, increase attendance, improve culture and climate, and enhance school connectedness.		Yes	LCFF \$1,703,867		\$1,703,867	Implemented
2.8	SEL Supports for students, staff and families Provide professional speakers, curriculum, and materials to support		Yes		LCFF \$414,038	\$414,038	Implemented

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	restorative peer panels. Provide agency partnerships to support staff and family access to mental health services.						
2.9	Health services personnel Provide supplemental, coordinated nursing services and supports.		Yes	LCFF \$556,068 Other State \$84,527		\$640,595	Implemented

Goal 3

Increase parent and community involvement.

Rationale

This goal is intended to maintain and build upon family engagement. It is a priority to involve all stakeholders in improving the educational outcomes for all students. Maintaining effective communication between families and schools will reinforce a culture of collaboration and accessibility.

State Priorities:

3: Parent Involvement

6: School Climate

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	LCAP Parent Survey	915 responses (861 English / 50 Spanish) 2021 LCAP survey data	2022 LCAP survey administration pending	1100 responses (900 English / 200 Spanish)
	LCAP Community Survey	51 responses (40 English / 11 Spanish) 2021 LCAP survey data	2022 LCAP survey administration pending	300 responses (250 English / 50 Spanish)

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	LCAP Staff Survey	115 classified responses 314 certificated responses 2021 LCAP survey data	2022 LCAP survey administration pending	225 classified responses 425 certificated responses
	LCAP Student Survey	636 responses (616 English / 20 Spanish) 2021 LCAP survey data	2022 LCAP survey administration pending	900 responses (800 English / 100 Spanish)

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Community communication and engagement Engage community stakeholders through effective community communications and district committees. Continue to promote timely and ongoing communications through dedicated district personnel (Communications Coordinator). Maintain and enhance participation among site and district committees and build upon existing parent events.		Yes	LCFF \$86,320 Other State \$80,530	LCFF \$5,360	\$172,210	Implemented
3.2	Family education and engagement Maintain and expand upon existing family engagement through PIQE, Latino Family Literacy Project, and through ongoing access to learning opportunities through platforms like Canvas.		Yes				Mucha Mas Que Miercoles meetings have continued. However, due to ongoing Covid conditions, expansion of parent programs was not implemented.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.3	Child care for parent participation Provide access to child care to increase and improve family engagement to district events and site/district committee participation		Yes				Due to ongoing Covid conditions, this action could not be implemented.
3.4	African American Community Engagement Provide liaison to articulate with AAPC and district personnel to improve African American family engagement		No	Other State \$17,000		\$17,000	Implemented
3.5	Family Services Center Maintain personnel support for Family Services Center at Sheridan Way		Yes	LCFF \$26,498		\$26,498	Implemented

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
Ventura Unified School District	Dr. Antonio Castro Assistant Superintendent, Educational Services	antonio.castro@venturausd.org 805.641.5000

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

Mid-Year LCAP Update

February 22, 2022

Dr. Antonio Castro

Assistant Superintendent, Education Services



For the future of every student

Background

Section 124(e) of Assembly Bill 130 requires Ventura Unified 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 for the Annual Update for the 2021–22 LCAP;

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.

Impact to the Budget Overview for Parents

When the Ventura Unified School District adopted our LCAP and Budget on June 22, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents (BOP) is as follows:

Item	As adopted in BOP	Amount per Budget Act
Total LCFF Funds	\$160,330,468	\$160,533,667
LCFF Supplemental/ Concentration Grants	\$16,896,461	\$16,941,670



Supplement for the Annual Update for the 2021–22 LCAP (1 of 5)

1. The Supplement has five prompts:

Describe how we use or plan to use of funds provided through the Budget Act of 2021 that was not included in the 2021–22 LCAP.

Supplemental Prompt 1: Educational Partner Engagement for Budget Act funds:

Educator Effectiveness Block Grant

- *A-G Completion Improvement Grant*
- *Expanded Learning Opportunities Program*
- *Pre-K Planning and Implementation*

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.

Supplement for the Annual Update for the 2021–22 LCAP (2 of 5)

2. Describe how we use, or plans to use, the additional money to increase staff that provide direct services to students who are low-income, English learners, and/or foster youth.

Supplemental Prompt 2: Use of additional Concentration Funding:

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.

Supplement for the Annual Update for the 2021–22 LCAP(3 of 5)

3. Describe how and when we engaged our partners with one-time federal funds that are meant to support recovery from the COVID-19 pandemic and the impacts of distance learning on students.

Supplemental Prompt 3: Educational Partner Engagement for One-Time Federal Funds:

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.

Supplement for the Annual Update for the 2021–22 LCAP(4 of 5)

4. Describe how we are implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief plan, and the successes and challenges experienced in implementation. [i.e., the ESSER III Plan]

Supplemental Prompt 4: Implementation of the ESSER III Expenditure Plan:

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.

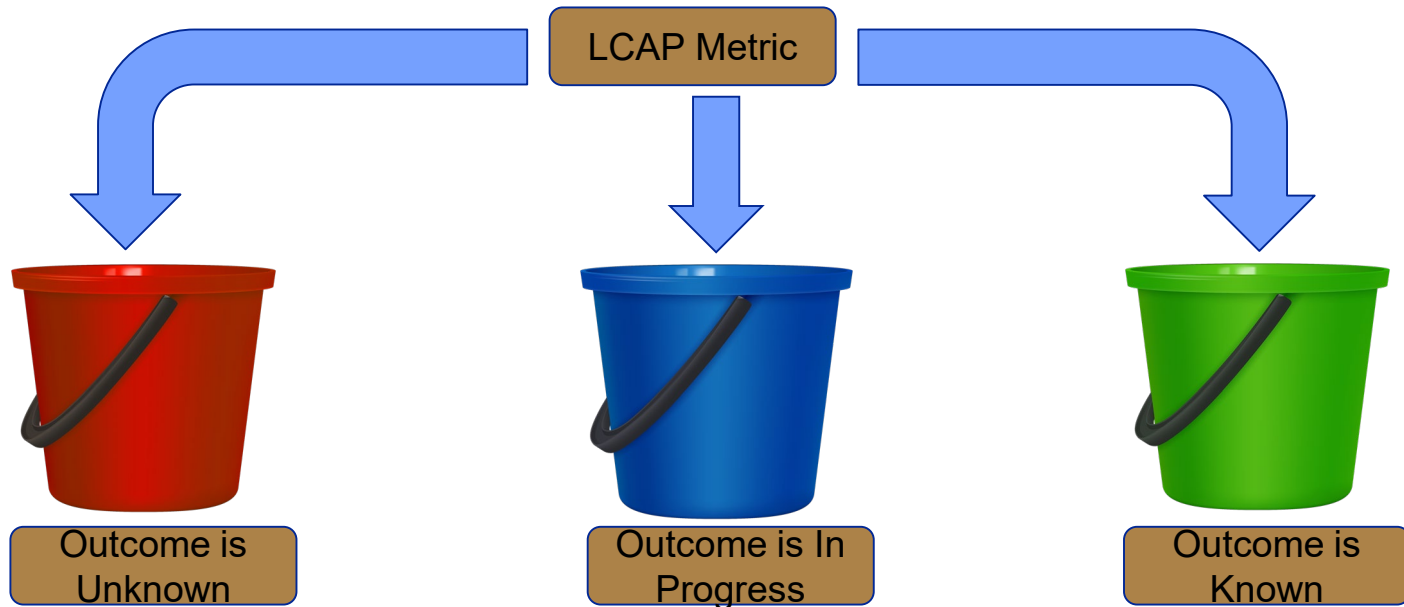
Supplement for the Annual Update for the 2021–22 LCAP(5 of 5)

5. Describe how we use funds received for the 2021–22 school year in conjunction with the plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Supplemental Prompt 5: Using fiscal resources consistent with LCAP:

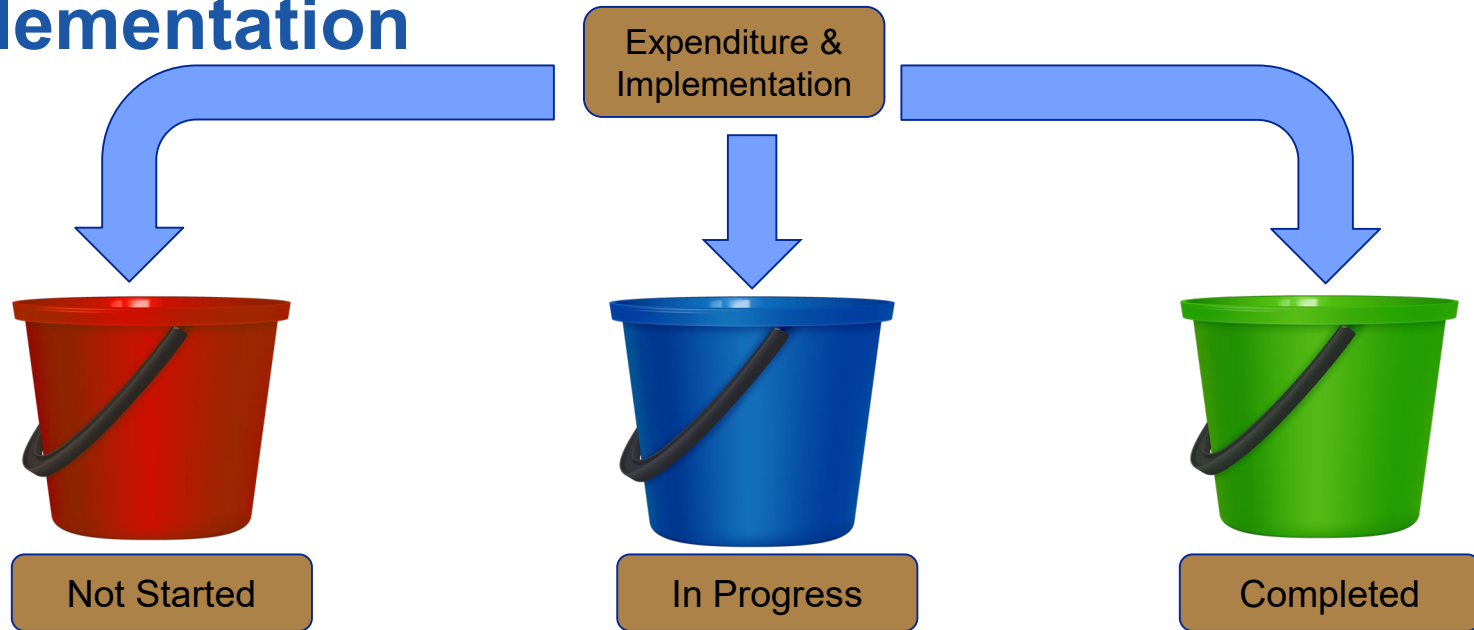
The funds received by Ventura Unified for the 2021-22 school year are aligned with the 2021-22 LCAP and Annual update as those plans were put into place during the height of the pandemic with the needs of students once they returned to our campus communities in mind. Additional 2021-22 funding amplifies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

Mid-year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Mid-year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the First Interim budget update.

LCAP Goal 1

Increase student achievement for all students while decreasing performance gaps.

Example of current metric and mid-year progress

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Percent of Students receiving State Seal of Biliteracy	17.7% 2019-20 DataQuest	19.1% 2020-21 DataQuest	25%

LCAP Goal 2

Provide a safe and secure environment for all staff and students.

Example of current metric and mid-year progress

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Suspension Rate*	1.7% 2019-20 DataQuest	0.2% 2020-21 DataQuest	1.5%
Expulsion Rate	0.06% 2019-20 DataQuest	0.0% (1 expulsion) 2020-21 DataQuest	0%

LCAP Goal 3

Increase parent and community involvement.

Example of current metric and mid-year progress

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
LCAP Parent Survey	915 responses (861 English / 50 Spanish) 2021 LCAP survey data	2022 LCAP survey administration pending	1100 responses (900 English / 200 Spanish)
LCAP Community Survey	51 responses (40 English / 11 Spanish) 2021 LCAP survey data	2022 LCAP survey administration pending	300 responses (250 English / 50 Spanish)

Closing

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, the Ventura Unified School District is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

Questions?