

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

## School Year

2023-24

## Date of Board Approval

June 27, 2023

## LEA Name

Ventura Unified School District

## CDS Code:

56726520000000

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

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

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

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

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

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

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

## Strategy

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

VUSD's strategy for Title monies is that they supplement and enhance the district's efforts to support unduplicated students and families in realizing district LCAP goals.

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 (SED). Services include hourly intervention teachers, teacher on special assignment (TOSA) support, extended learning activities, counselors, social workers, and focused Multi-tiered System of Support (MTSS) implementation, including social-emotional learning.

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

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

## Alignment

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

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

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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

**Career Technical and Work-based Opportunities**

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

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

### TITLE I, PART A

#### Poverty Criteria

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

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

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

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The Ventura Unified School District has relatively small schools. Longitudinally, VUSD has maintained a rate of approximately 5% inexperienced teachers working at sites with higher low income and minority students. Overall, VUSD does not have more low income or minority students being taught by inexperienced teachers than the other sites. During the 2019-20 school year VUSD employed 569 certificated staff of which only four long-term subs did not meet CLAD authorizations. At the end of the 19/20 SY, we had slightly fewer than 50 Certificated Employee retirements. Due to the impacts of significant declining enrollment, there has been less need to recruit new teachers than in past years. Historically, Ventura Unified has experienced difficulty attracting experience teachers, due to limited affordable housing options for individuals moving into our community. The need for available housing was amplified as a result of recent fires. Globally, inexperienced teachers are most likely to fall into the statewide shortage areas for Special Education teachers and assignments that require Bilingual Spanish skills. VUSD improved recruitment efforts to address these areas by recruiting earlier and expanding geographic recruitment area. Due to expensive and limited affordable housing and lower numbers of credential-program graduating candidate in the areas of Special Education and BCLAD candidates, these areas remain a priority. We provide each teacher with a mentor through our district induction program and on-going staff development through our district induction program and our Ventura County Office of Education. This helps to ensure our inexperienced teachers have the resources and support they need to provide a quality program. Teacher placement data for Ventura Unified School District has been shared with all stakeholders via our LCAP Advisory Committee meetings and other district advisory committees, to address the challenges previously identified. Ventura Unified School District remains committed to recruit and place qualified, effective teachers in our schools.



On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

### Parent and Family Engagement

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

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

VUSD's Parent Involvement strategy was developed in partnership with the District Family School Partnership and approved by the Board of Education, and conforms to federal Title requirements and the state's LCAP process. 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, and how to partner with the school to improve their child's achievement. These include parent literacy and education programs such as Parent Institute for Quality Education (PIQE), Latino Family Literacy Program, 7 Habits of Highly Effective Families and on-site evening Parent Education programs through site partnerships with Ventura Adult and Continuing Education (VACE). Additionally, parents are frequently communicated to in their home language from sites and the district through ParentSquare, and parent feedback is actively sought in the LCAP survey process as well. Parents have opportunities to engage through VUSD's "Q" Student Information System; Back-to-School events, Open House, presentations by community and law enforcement partners, and Parent Conferences; Math, Science, and Literacy and Digital Citizenship events. Parents are also invited to engage on formal committees such as the LCAP Committee, Parent Advisory Committee (PAC); DELAC; PTA; Foster Youth Advisory Council; SSC and ELAC; Special Education District Advisory Committee (SEDAC) and African American Parent Council (AAPC). ParentSquare messages are sent out in English and Spanish, and all written communication is sent in both languages. Family liaisons assist parents in navigating the school system. Translators attend all parent nights, and parent conferences or IEP meetings at which translation is necessary. Childcare is provided at district events.

Pacific High School remains identified for Comprehensive Support and Improvement (CSI) for graduation rate. The district previously partnered with the Ventura County Office of Education to create a needs assessment and conduct a root cause analysis. School Site Council, ELAC, and WASC focus groups will participate with the site leadership team in developing the CSI action plan. School Site Council and ELAC will participate with the site leadership team in developing the action plan. The WASC process/focus groups will provide additional input. District leadership and TOSAs have partnered with site leadership teams to conduct a needs assessment and formulate next steps for their site. District and school staff value parent engagement.

Lincoln Elementary has exited from Comprehensive Support and Improvement (CSI).

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

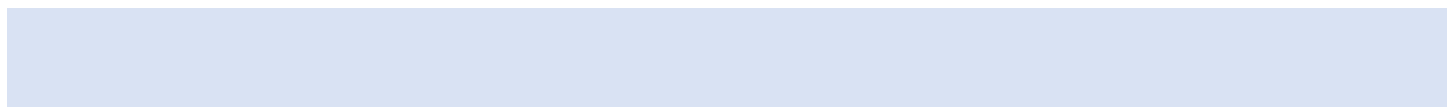
**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



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

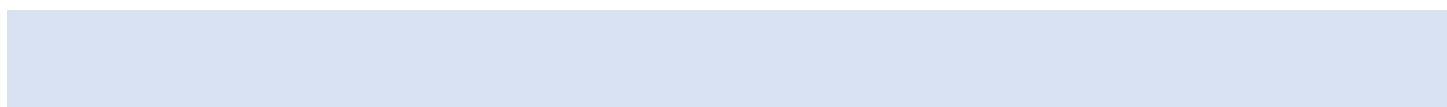
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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.

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.

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

### **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

Not Applicable

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

## TITLE I, PART D

### Description of Program ESSA SECTION 1423(1)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

### Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

### Comparable Education Program ESSA SECTION 1423(3)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

### Successful Transitions ESSA SECTION 1423(4)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

### Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Probation Officer Coordination**

ESSA SECTION 1423(11)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

## **TITLE II, PART A**

### **Professional Growth and Improvement**

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

##### **Address these questions:**

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

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 include topics such as leveraging technology, formative assessments, MTSS, Universal Design for Learning, NGSS, language arts, mathematics, history/social science, and cultural proficiency. Professional dues paid by Title II provide all administrators access to professional learning around standards-based instruction and other best practices through the benefits of ACSA. In addition, new administrators are eligible for mentoring that provides personal, one-on-one support in curriculum, instruction, and other areas of leadership. New administrators also benefit from a district mentor to help coach, train, and guide them through their first year. Growth and improvement from professional learning experiences are measured and monitored through surveys provided at trainings and through various feedback tools including the implementation survey used for the district reflection tools for California Dashboard Priority 2. In addition, directors, TOSAs, and principals use informal classroom observations and student academic achievement to measure growth and improvement. Survey and observation data analysis helps to identify areas for adjustment and growth. Directors and TOSAs hold collaboration meetings bimonthly to evaluate disaggregated student data, survey data, plan, and adjust professional learning offerings.

### **Prioritizing Funding**

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

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

##### **Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**



Title II funds are centralized and are used for multi-funded TOSA and director positions and provide district-led professional learning opportunities for teachers and administrators. Support personnel positions are multi-funded with state supplemental dollars as they coordinate the implementation of standards-based instruction and support site leaders and teachers in delivery of differentiated, culturally responsive instruction for diverse learners including English Learners, Students with Disabilities, Low Income students, and Foster and Homeless Youth. Supporting CSI-eligible schools is a district priority. Directors and TOSAs provide direct services to schools with the highest percentage of children counted under Section 1124(c). Services for schools that are not considered high need is limited. In addition, director- and TOSA-led professional learning focuses on research-based strategies to support the learning needs of students from low-income homes. Schools with the highest need receive onsite, in-person, differentiated TOSA support. Through the equity-focused professional learning resources offered by ACSA, directors will share with principals research-based practices to increase student learning and close the achievement gap.

## **Data and Ongoing Consultation to Support Continuous Improvement**

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

#### **Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The district data cycle that reviews quarterly, trimester, semester, and end of year markers including academic, social-emotional, and behavioral data is used to plan, implement, and adjust personnel support as well as professional learning opportunities. Using a standardized teacher and principal survey provided at trainings, various feedback tools, the LCAP survey, and the implementation survey used for the district reflection tools for California Dashboard Priority 2, the district uses stakeholder input to update and improve Title II Part A-funded activities. Survey and observation data analysis helps to identify areas for adjustment and growth. Directors and principals hold collaboration meetings bimonthly to evaluate disaggregated student data, survey data, plan, and adjust professional learning offerings. Based on needs, TOSAs provide paraprofessional and parent trainings. District directors consult with principals monthly, consult with parents through LCAP meetings, and meet annually with private school leaders.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

### **Title III Programs and Activities**

ESSA SECTIONS 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ventura Unified will provide high quality language instruction that supplement the core based on scientifically-based research. The model for English Language Development instruction in VUSD is centered on the recommendations found in the CDE ELA and ELD Framework and the California English Learner Roadmap: VUSD EL instruction is rooted in the five key themes of ELA/Literacy and ELD Instruction in the 2015 ELA/ELD Framework: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. Effective ELD instruction is consistent and comprehensive, which includes integrated and designated ELD instruction. Integrated ELD instruction occurs throughout the school day in every subject area by every teacher who has an EL student in the classroom. The ELD, ELA/Literacy and other content standards are used in tandem to ensure students strengthen their abilities to use academic English as they learn content through English. Designated ELD is provided to ELs during a protected time in the regular school day. The CA ELD standards are used to build into and from content instruction to build critical language that English Learners need to meet the challenging state academic standards. In addition, VUSD utilizes the principles found in the 2018 CA English Learner Roadmap to provide an environment for EL instruction that demonstrates the understanding that simultaneously developing English Learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of our English Learners. The principles address the following themes: assets-oriented and needs responsive schools, intellectual quality of instruction and meaningful access, system conditions that support effectiveness and alignment and articulation within and across systems.

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

English Learners in VUSD receive high quality ELD instruction in all of our English Learner program models until they demonstrate proficiency in English language and academic skills. In addition, English Learners participate in core grade level curriculum through course offerings and differentiation strategies to support access to the curriculum and academic language to meet the challenging State academic standards. To ensure progress in achieving English proficiency and meeting state academic standards, VUSD focuses on research based materials, program evaluation and program monitoring. ELD materials and Instruction: At the K-5, our ELD core curriculum is the Benchmark Advance Reading series with Ballard and Tighe's Carousel of IDEAS kit as board-approved ELD curriculum. At grades 6-12, our ELD core is part of Study Sync from McGraw Hill. Teachers provide comprehensive ELD, which includes integrated and designated ELD. Program Evaluation for Site Accountability: Each English Learner is assessed with the ELPAC for annual growth. The results of this assessment are reviewed at the individual, grade level, school and district level to make instructional modifications as needed. In addition, the results of the Equity Report, specifically the English Learner Progress Indicator, area used to monitor areas of strength and potential growth. Formative assessments and walkthrough observations are used on a routine basis by site and district staff to evaluate and report on the full implementation of the ELD program at each school site. EL liaisons and EL progress monitors at the site will work with the district in monitoring ELs at the sites to support expected academic gains and access to site resources. Program Monitoring for Site Accountability: ELD teachers will use NWEA MAP and curriculum embedded assessments in grades K-5, and curriculum-embedded assessments and the Scholastic Reading Inventory (SRI) in grades 6-12 to regularly monitor student progress in ELD as formative assessments. This assessment schedule is built into the district's assessment calendar each year. All VUSD teachers have ready access through the "Q" student information system. The VUSD English Learner Master Plan has systems in place to assist administrators and teachers in the ongoing monitoring of our English Learners' success. Results are reviewed with site principals as part of an ongoing data cycle.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

If granted Title IV, Part A, Student Support and Academic Enrichment Grant funding, the LEA will implement a program to supplement existing evidence-based activities, and provide additional supports to address all three authorized areas to provide students with access to a well-rounded education, improve school conditions for student learning, and support the effective use of technology to improve the academic achievement and digital literacy of all students. The LEA consults with private schools to provide equitable services and develop a plan for implementation that meets their needs. The LEA will continue to consult with educational partners 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

## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

#### 2022 CAASPP:

1. At the end of Elementary (5th grade), the "All Student" average rate of standard met/standard exceeded for the county was higher than VUSD by 1 point.
2. At the end of Elementary (5th grade), the Hispanic/Latino v. White achievement gap for VUSD in ELA is larger than that of the county.
3. At the end of Elementary (5th grade), Students With Disabilities (SWD) v. non-SWD achievement gaps in VUSD for ELA, Math and Science remain large.
4. At the end of Middle School (8th grade), student group achievement gaps within VUSD persist
5. Near the end of High School (11th grade), the county average outperformed the VUSD rate of "standard met/standard exceeded" by 2 points.
6. Near the end of High School (11th grade), student group achievement gaps within VUSD persist
7. Opt-out rates increased for 2022 relative to 2021. Note: All CA districts are required to meet a 95% participation rate overall and for each student group for CAASPP or else opt-outs are counted as the lowest possible scores

2022 Dashboard - Note: The CA School Dashboard was updated in Fall 2022 with 'status' only metrics; no color designation indicating year-to-year change was applied to the state indicators. College and Career Indicator was also not reported for 2022.

1. Chronic Absenteeism (i.e., students being absent for 10% or more of the days enrolled) is "very high" for nearly all student groups in VUSD; 30% of VUSD students are identified as "Chronically Absent"
2. Suspension Rates for Foster Youth are "very high", and Suspension Rates for EL's, Homeless and SWD are "high"
4. Academic Indicators (ELA and Math) for EL, Foster, Homeless and SWD are "Very Low"

#### State of CA "Additional Targeted Support and Improvement" (ATSI):

1. VUSD has been identified for ATSI for one or more of the following groups in one or more areas: Pupil Achievement (ELA and Math), Pupil Engagement (Graduation Rate or Chronic Absenteeism), School Climate (Suspension Rate):

- English Learners (EL) - Pupil Achievement, Pupil Engagement
- Hispanic/Latino Students - Pupil Achievement, Pupil Engagement, School Climate
- Homeless - Pupil Achievement, Pupil Engagement
- Students With Disabilities (SWD) - Pupil Achievement, Pupil Engagement

#### Federal "Comprehensive Support and Improvement" (CSI):

1. Pacific High School remains in CSI due to a three-year average low graduation rate 58.9%, despite their significant rate improvements in 2022 (79%). Pacific High School serves predominantly Low Income (LI) students.

#### California Department of Education Special Education "Compliance Intervention Monitoring" (CIM):

1. Needs improvement in SWD placements conforming to Least Restrictive Environment (LRE)
2. Needs improvement in Academic Indicators for Students With Disabilities (SWD)
3. Needs improvement on Timeline Compliance

#### Additional Local Data:

1. While 2022-23 secondary (i.e., High School and Middle School) D/F rates have decreased relative to 2021-22, significant student group disproportionalities persist (e.g., Socioeconomically Disadvantaged/SED/Low Income/LI and Hispanic/Latino students make up a larger percentage of all students with D/F grades relative to their overall percentages in the student population.)
3. While VUSD's 2022 overall UC/CSU A-G completion rate was 46%, Hispanic/Latino student A-G rate was 34%; the White A-G completion rate was 58%
4. While the number of VUSD high school students enrolling in Community College Dual Enrollment Courses is increasing (514 in 2022-23 compared to 392 in 2021-22), 60% of all students taking Dual Enrollment courses were White and only 29% were Hispanic/Latino, and only 17% were Socioeconomically Disadvantaged (SED)

#### Brief Summary:

VUSD's SED, Foster, Homeless and English Learners need continued targeted support in improving academic performance, engagement (graduation rates and attendance/reducing absenteeism) and social-emotional/mental health support and intervention

Steps Taken to Address These Areas of Need and Increase/Improved Service for Socioeconomically Disadvantaged (SED), Foster, Homeless & English Learners (EL) (i.e., Unduplicated Pupils):

#### 1. Improving Academic Performance:

- A. D/F Rates, Academic Performance, etc. - Each elementary school site had a full-time Intervention Teacher for the 2022-23 school year. Both VHS and BHS had two full-time Credit Recovery teachers
- B. Additional guidance materials have been produced in English and Spanish designed to facilitate all students' access

to Dual Enrollment courses, particularly SED/Foster/Homeless students and counselors/admin have been increasingly trained to provide access and support for Dual Enrollment coursework. Additionally, VUSD is engaged in the first year of a four-year partnership with Equal Opportunity Schools (EOS) to design processes that better support under-represented students (e.g., Hispanic/Latino, SED, SWD) to enroll in high school Advanced Placement/honors and Dual Enrollment coursework

C. VUSD has entered into a partnership with California Colleges Guidance Initiative (CCGI), California's free state-sponsored platform for online website that is designed to support students' and families' access to tracking A-G completion, FAFSA completion (now a CA graduation requirement), College & Career research/interest guidance, college applications, etc. This partnership will see VUSD's Student Information System (SIS) "Q" fully-integrated with CCGI beginning in the 2023-24 school year. The goal is directed to support SED, SWD, Foster, EL and Homeless students with access to post-secondary information and pathways.

D. VUSD Literacy Team framework is being formed with a series of trainings scheduled through California Lutheran Reading Project (CLRP) and the hiring of Teachers on Special Assignment (TOSA) for ELOP to extend a focus on literacy targeted to unduplicated pupils in the after-school ELOP program, which is principally targeted to SED, Foster, Homeless and English Learners who traditionally experience greater challenges with early literacy.

## 2. Improving Engagement and Reducing Chronic Absenteeism:

A. District office personnel are reviewing identified model SARB programs to align and refine school site and district practices. Social workers will be available to Title I schools to engage families demonstrating greater depth of need and challenges. District Pulse will be utilized to monitor real-time absenteeism rates and track students flagged as most in need of additional attention. Professional learning opportunities will be made available districtwide. Our current Pulse dashboard data also shows an increase in suspensions and expulsions.

B. Included in the 2023-24 LCAP is a Chronic Absenteeism Lead/Coordinator whose role will principally target improved attendance through stronger collaboration of all district/site resources (e.g., family liaisons, SARB processes, counseling services, etc.) for SED, Foster, Homeless and EL students.

C. D. In Spring of 2023, VUSD held a "Prescriptive Testing" Saturday School for high school seniors and juniors from the comprehensive high school sites to demonstrate mastery of required-for-graduation coursework that they had previously earned an "F" letter grade in; 65 students earned 580 credits. Many returned to "on-track for on-time graduation" status. This effort was principally targeted at SED, Foster and Homeless students in danger of not graduating on-time.

## 3. Social-Emotional/Mental Health Supports and Interventions (e.g., Decreased Suspensions):

A. Elementary counselors were retained and increased for the 2022-23 school year as has the general education behavior team. And, while a reduction in overall counseling staff is planned for VUSD for the 2023-24 school year due to declining enrollment, counseling staffing in elementary will remain significantly higher than pre-COVID levels. SEL lessons and curriculum will continue to be a focus in elementary and middle schools, as will the implementation of restorative practices as alternate means of correction particularly for SED, Foster, Homeless & English Learners.

B. VUSD is planning a districtwide emphasis on Multi-Tiered Systems of Supports (MTSS) and Student Success Teams (SST) processes for both academic and behavioral interventions for the 2023-24 school year. Included in the 2023-24 LCAP are funds to support the collaborative admin/teacher/staff development of site MTSS plans.

C. In June of 2023, all VUSD management will undergo a two-day training on culturally-competent conflict management strategies

What activities will be included within the support for a well-rounded education?

LCAP Goals 1:

- 1.1
- 1.2
- 1.5
- 1.6
- 1.7

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

LCAP Goal 1 Metrics



## Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

2021 CHKS Results:

3,204 Student Participants

6th Grade = 469

7th Grade = 1,132

9th Grade = 856

11th Grade = 748

Students reporting high levels of School Connectedness

7th - 44%

9th - 43%

11th - 47%

Students reporting high levels of Caring Relationships with Adults in School

7th - 31%

9th - 26%

11th - 35%

Students reporting high levels of High Expectations from Adults at School

7th - 44%

9th - 36%

11th - 43%

What activities will be included within the support for safety and health of students?

LCAP Goal 2:

2.1

2.2

2.3

2.4

2.7

2.8

2.9

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

LCAP Goal 2 Metrics

## Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Usage reports for below platforms

Participation reports for Digital Citizenship

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Canvas  
DyKnow  
Gaggle (or other anonymous online reporting platform)  
Digital Citizenship Lessons  
ELlevation and Map

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

1:1 Technology Committee and VUSD Technology Services evaluations done collaboratively with principals and the Education Services Department

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

June 1, 2023

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022