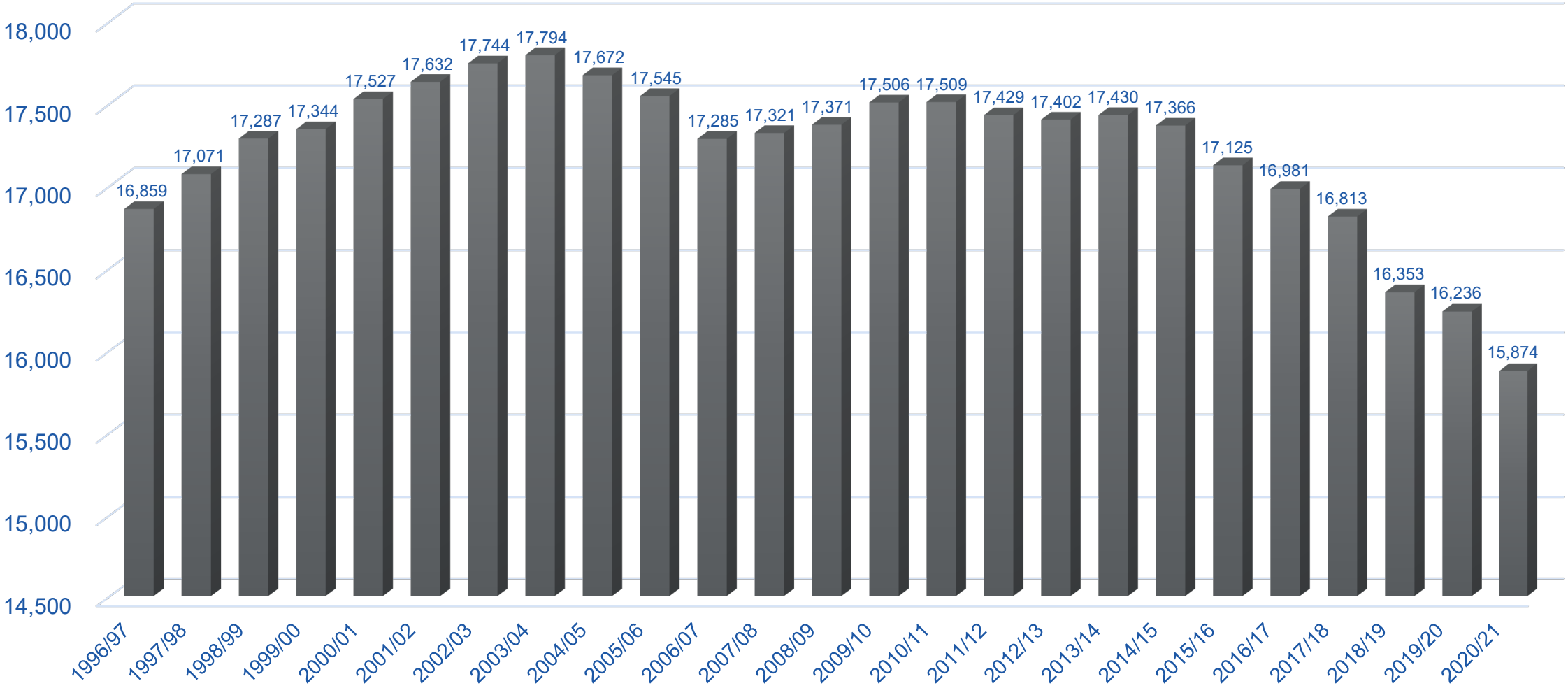
Declining Enrollment Overview

July 20, 2021

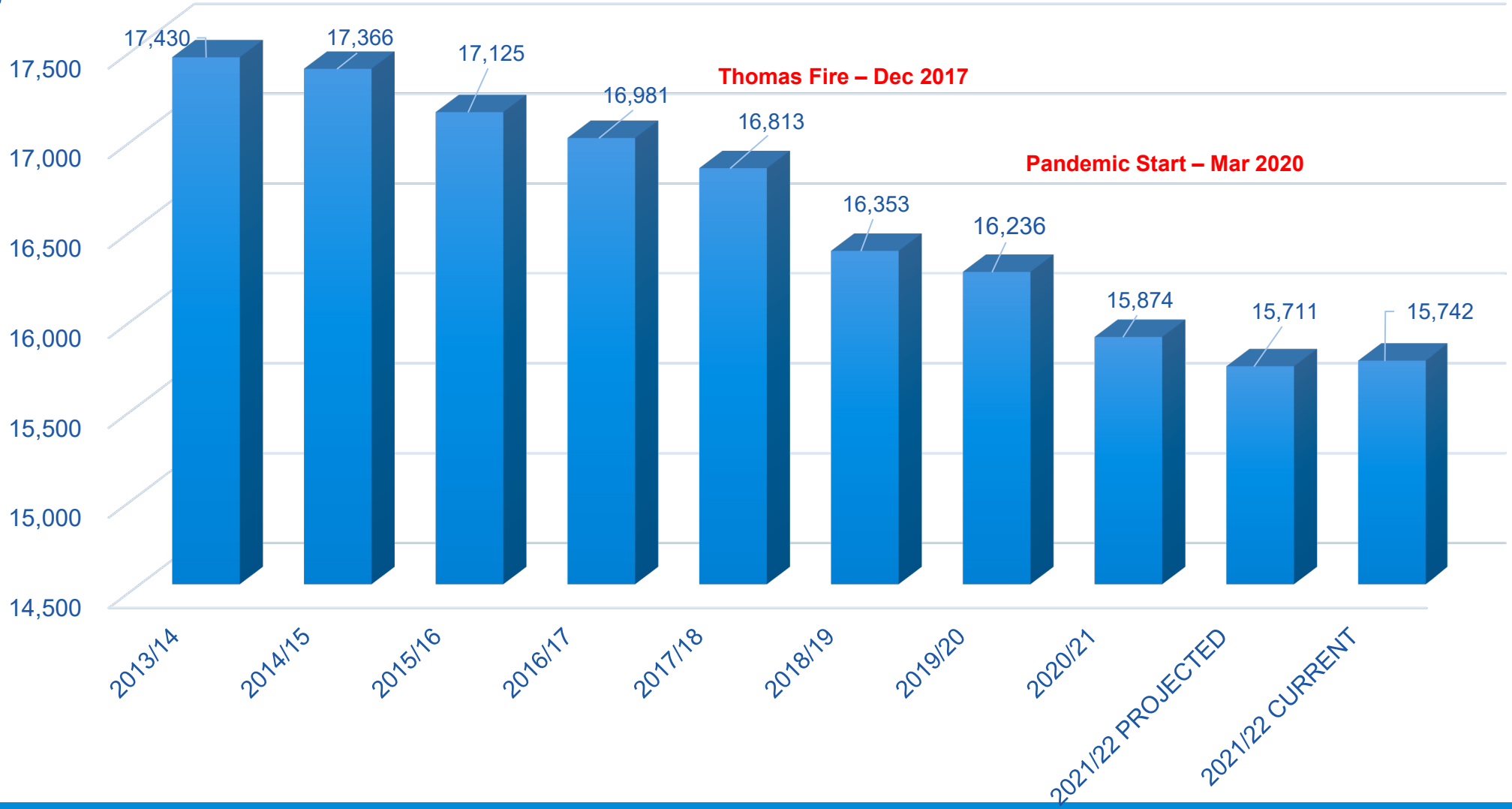
VUSD

For the future of every student

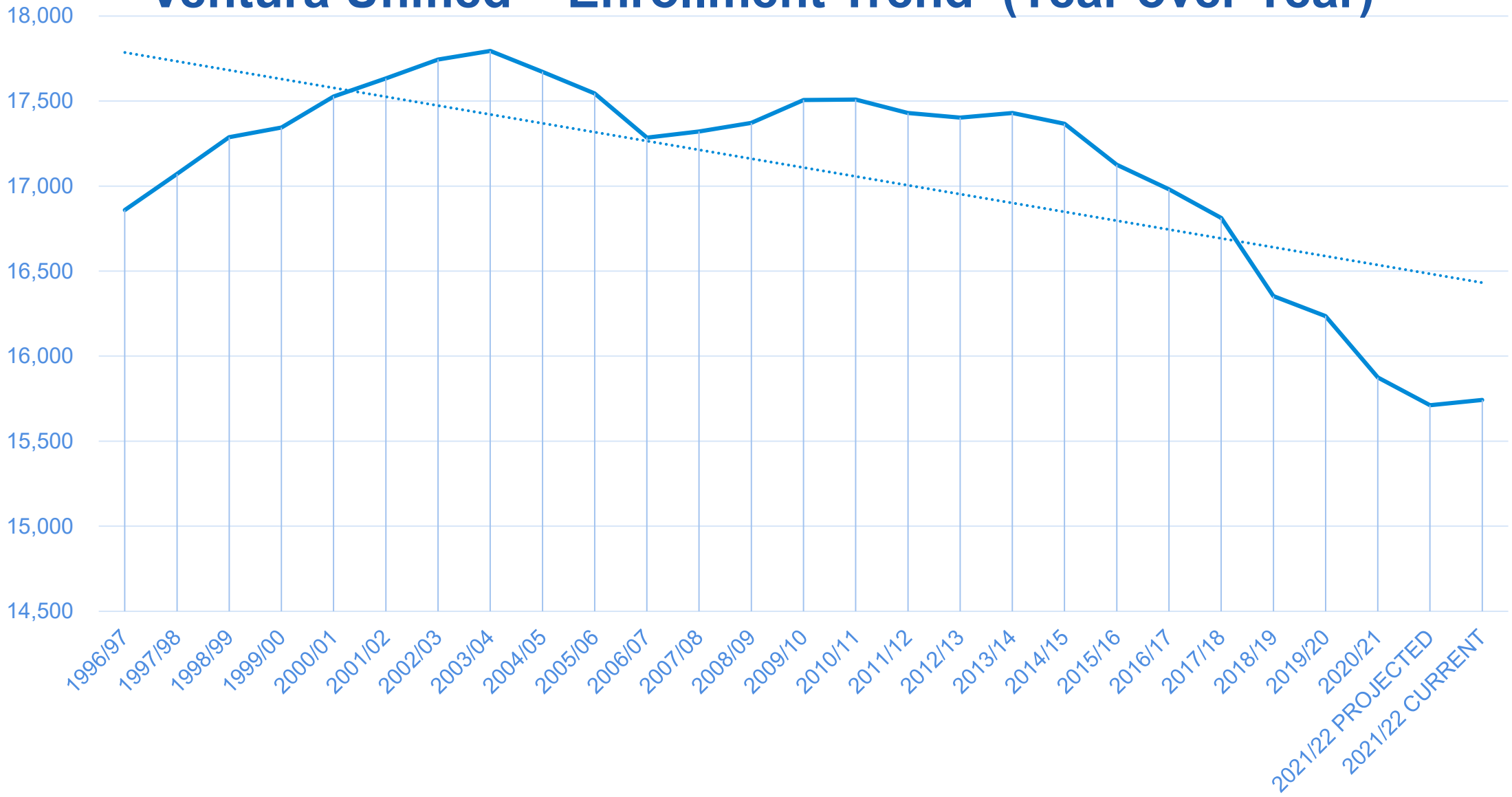
Ventura Unified – Historical Enrollment 1996/97 to 2020/21



Ventura Unified – Enrollment Trend (8 Years) and Projected vs Current 2021/22 Enrollment



Ventura Unified – Enrollment Trend (Year over Year)



Local Control Funding Formula (LCFF)

- All Public School Districts in California Use the LCFF funding model
- Funding is based on Average Daily Attendance (ADA) for the year – as reported to the CDE and verified by external auditors
- Each grade span, or range of student grade levels, has a set dollar per ADA in funding
- Additional funding is added based on other factors, including supplemental and concentration dollars which are based on the unduplicated populations of the districts (low –socioeconomic, foster youth, homeless youth, and English learners)

Local Control Funding Formula (LCFF)

Grade Span	2021/22 Base Funding Per ADA
Grades TK-3	$ 8,092
Grades 4-6	$ 8,214
Grades 7-8	$ 8,458
Grades 9-12	$ 9,802

Declining Enrollment Example

200 3rd Grade Elementary students transfer to another school, outside of Ventura Unified

200 x $8,092 = $1,618,400 in reduced funding

Based on an average classroom,(25 students to 1 teacher) 200 students would fill 8 classrooms.

If 8 teachers were released, at an average cost of $100,000 a year (salary and benefits), $800,000 would be reduced in expenditures.

$1,618,400 Reduced Funding
$ 800,000 Reduced Expenditures
$ 818,400 reductions still needed

Establish a Ventura Unified Declining Enrollment Committee

- Recruit members from various stakeholder groups
- Develop plan to right-size the District based on declining enrollment
- Other actions needed?

Thank You

VUSD

For the future of every student

Ventura Unified School District
Science Instructional Materials Adoption Recommendation Grades K-5

Board of Education Meeting
July 20th, 2021

Thank you to our Science Pilot Teachers!

Kinder

Rebecca Haystead (EP)
Sheryl Miller (Lemon Grove)
Roslyn Nikula (Montalvo)
Marcia Moran (Poinsettia)

1st

Stephanie Venezia (Citrus)
Ginger Novstrup (Pierpont)
Suzanne Hudspeth (Sunset)

2nd

Eva Cherrie (Elmhurst)
Barbara Nelles (Mound)
Mara Riedel (Sheridan)

3rd

Leticia Rodriguez (ATLAS)
Petra McCollough (ATLAS)
Adriana Maya (Montalvo)
Amy Baxter (Portola)
Kirsten Huntly (Portola)
Maria Geib (Serra)

4th

Aundrea Hanlon (Juana)
Kelley King (Serra)

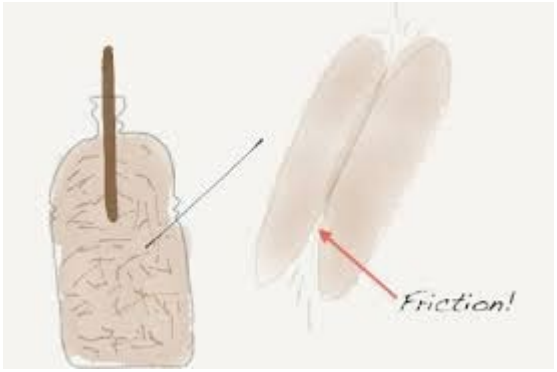
5th

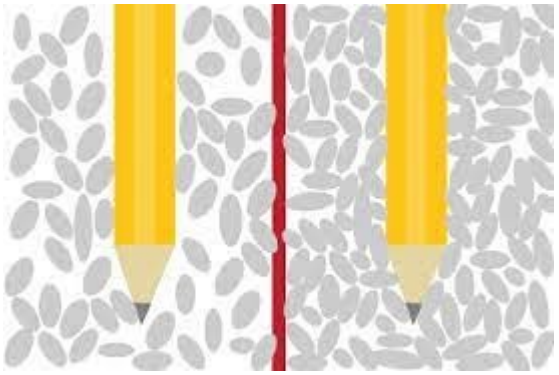
Suzie Marshall (Citrus)
Mary Elsenbaumer (Loma)
Dana Pulido (Poinsettia)
Craig Michels (Sheridan)
Jo Decker (Will Rogers)

What should science education look like?

SCIENCE EDUCATION WILL INVOLVE LESS:	SCIENCE EDUCATION WILL INVOLVE MORE:
Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning.
Learning of ideas disconnected from questions about phenomena	Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance
Teachers posing questions with only one right answer	Students discussing open-ended questions that focus on the strength of the evidence used to generate claims
Students reading textbooks and answering questions at the end of the chapter	Students reading multiple sources, including science-related magazine and journal articles and web-based resources; students developing summaries of information.
Pre-planned outcome for "cookbook" laboratories or hands-on activities	Multiple investigations driven by students' questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas
Worksheets	Student writing of journals, reports, posters, and media presentations that explain and argue
Oversimplification of activities for students who are perceived to be less able to do science and engineering	Provision of supports so that all students can engage in sophisticated science and engineering practices

What should science education look like?

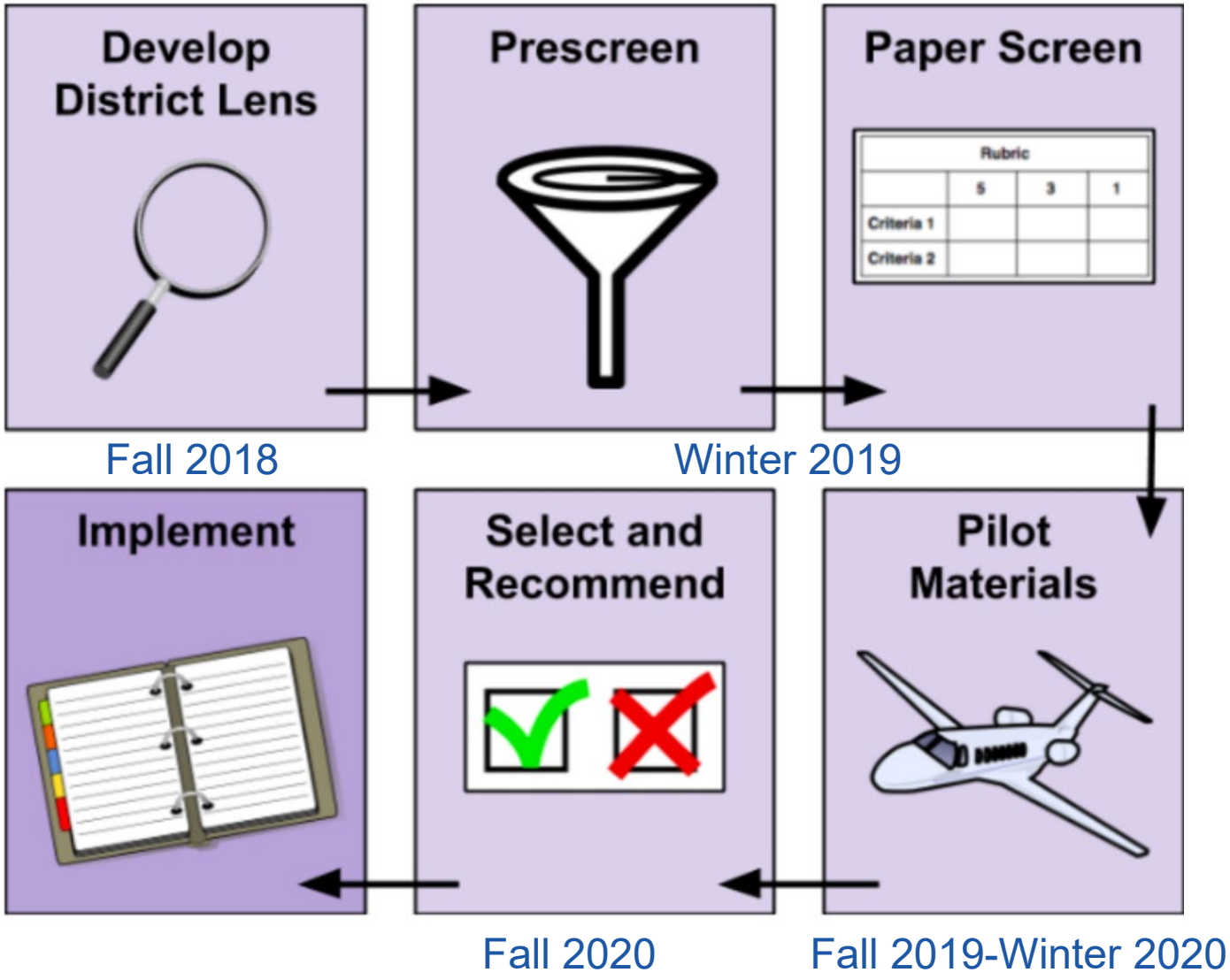




NGSS and the VUSD Science Pilot Selection Process

Fall 2013	NGSS adopted by CA SBE
Fall 2016	CA Science Framework adopted by SBE
Fall 2018	Pilot team selected and trained on CA Science Framework and District Lens developed
	The CA SBE approved K-8 science instructional materials aligned to NGSS (11)
	VCOE Sci. Instructional Materials Fair
	NGSS Toolkit for Instructional Material Evaluation (TIME) Released
Winter 2019	Pre-Screen Training and Pre-Screen (4)
	Paper Screen Training and Evaluation of Materials to determine Pilot Programs (2 or 3)

California NGSS Toolkit for Instructional Material Evaluation



Pilot Materials Overview

Trimester 1	Trimester 2
AmplifyScience	California Inspire Science

Overview of the VUSD Science Pilot Process

Jun. & Aug. 2019	Pilot teachers trained on the pilot curriculums
Aug. 21st, 2019	Pilot begins
March. 2020	Pilot ends
Oct. 2020	TIME Evaluation tools complete
Dec. 3rd, 2020	Adoption committee provides parent, teacher, and administrator review and input on adoption recommendation

Parent/Guardian Outreach and Involvement

- PAC Presentation
- Pilot Parent/Guardian Letter (English and Spanish)
- Parent/Guardian Surveys (English and Spanish)
- Adoption Committee Parent Representatives (English and Spanish)
  - Invitations to 1000+ parents
  - All interested parents were welcomed to participate

Adoption Committee Members

VUSD Parents (15)

VUSD Grades K-5 Science Pilot Teachers (23)

VUSD Elementary School Administrators (4)

VUSD District Administration (3)

Consensus Means...

Each team member agrees he/she can support the program ultimately recommended by the committee.

Each team member has a responsibility to support the adoption and its implementation throughout the district.

Pilot Materials Selection

Trimester 1	Trimester 2
AmplifyScience	California Inspire Science

Strengths of California Inspire Science for K-5

- Engaging real-world phenomena and inquiry approach
- Leveled readers, Universal Design for Learning, EL callouts, science vocabulary support literacy and diverse learners
- Engaging hands-on investigations
- Each unit built around a STEM project
- Scaffolded to support students' constructions of scientific claims supported by evidence and reasoning
- Keeley probes to gauge and address student misconceptions
- Clear and easy to use teacher manual with additional supplements for student learning support and extension

Thank you!