

Ventura Unified School District

School Plan for

Student

Achievement



Sunset School

56-72652 6056030

Contact Information:

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2021-2022

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

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400 Sunset Avenue
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The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2021-22 School Site Council consists of the following members:

| Name of Members | Principal | Certificated Staff | Classified Staff | Parent or Community Member | Student |
|------------------------------------|-----------|--------------------|------------------|----------------------------|---------|
| Kelsie Sims Schneider | X | | | | |
| Jan Hastie | | X | | | |
| Chandra Marshall | | X | | | |
| Andrea Buck | | X | | | |
| Wendy Clyde | | | X | | |
| Rachel Aguiere | | | | X | |
| Maria Honorato | | | | X | |
| Alyssa Gaston | | | | X | |
| Peter Sezzi | | | | X | |
| Liz Lozaro | | | | X | |
| Number of members in each category | 1 | 3 | 1 | 5 | |

English Language Advisory Council (ELAC) Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

| Name of Members | Principal | Certificated Staff | Classified Staff | Parents/Guardians of English Learners | Other |
|------------------------------------|-----------|--------------------|------------------|---------------------------------------|-------|
| Kelsie Sims Schneider | X | | | | |
| Miriam Cornejo | | | X | | |
| Adrianna Santa Cruz | | | X | | |
| Lisa Anctil | | X | | | |
| Maria Honorato | | | | X | |
| Carlos Diaz | | | | X | |
| Patricia Duarte | | | | X | |
| Angelica Zumaya | | | | X | |
| Rosanna Herrera | | | | X | |
| Claudia Garcia | | | | X | |
| | | | | | |
| | | | | | |
| | | | | | |
| Number of members in each category | 1 | 1 | 2 | 6 | |

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

☐ The ELAC has voted to give governance to the SSC on this date: _____

☐ The name of the parent ELAC representative to SSC is: _____

Recommendations and Assurances

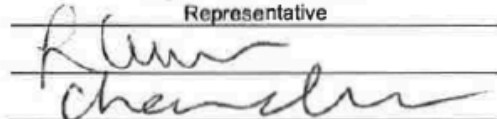
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Leadership Team

Signature of Authorized
Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/18/21.

Attested:


Kelsie Sims Schneider, Principal


SSC Chairperson

11-18-21
Date

11-18-21
Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, and 1 alternative high school.

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

District Vision

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

During the 2020-21 school year, Sunset School served 341 students in grades K-8. In 2018 Sunset was recognized as a California Green Ribbon School for excellence in environmental practices, sustainability and education. Sunset installed a natural habitat garden which serves the students as an outdoor classroom and the community as a beautiful place to visit. In 2017 Sunset earned the Title I Academic Achievement award for consistently high academic marks for all student groups. In 2016 Sunset earned the California Gold Ribbon Award for practices in student engagement, an increase in attendance and a decrease in behavior suspensions. Student enrollment included 8.5% students with disabilities, 18.8% English learners, 66% socioeconomically disadvantaged, 2.6% homeless, and 0.6% foster youth. Our regular school day begins at 8:00 am and ends at 12:55 pm for kindergarten, 2:25 pm for first through third grades, and 2:30 pm for fourth through eighth grades. Eight minimum days are scheduled for parent-teacher conferences, four in the fall and four in the spring. The last day of school is a minimum day.

One of seventeen elementary schools in the Ventura Unified School District, Sunset has the distinction of being among the newest and most modern. Sunset students and staff enjoy our beautifully landscaped ten-acre campus in the heart of rolling mountains, which is adjacent to a rich fauna and flora filled river bottom. Located in Oak View, among the foothills of the lower Ojai Valley, Sunset School has panoramic views that change seasonally, from huge oak trees to snow-capped mountains.

Sunset is a schoolwide Title I school with approximately 70% of the student population receiving Free or Reduced Lunch services. Our student population ranges from pre-school to eighth grade. We have a close working relationship with the Oak View Library and Resource Center at the Oak View Park. Both offer free tutoring during after school hours and on weekends. Universal Access is provided to K-8 students by two hourly credentialed intervention teachers.

Parents are kept informed of what their children should be learning through our updated school website, Edulink automated text messages, during Back to School Night, through parent-teacher conferences, newsletters, regular Monday Messages sent by teachers and the District Assessments which give clear explanation of specific skills students should be learning at each grade level. A positive rules contract is sent home at the beginning of each year for parents and students to review and sign. Many opportunities are given for celebration of students exhibiting positive character traits

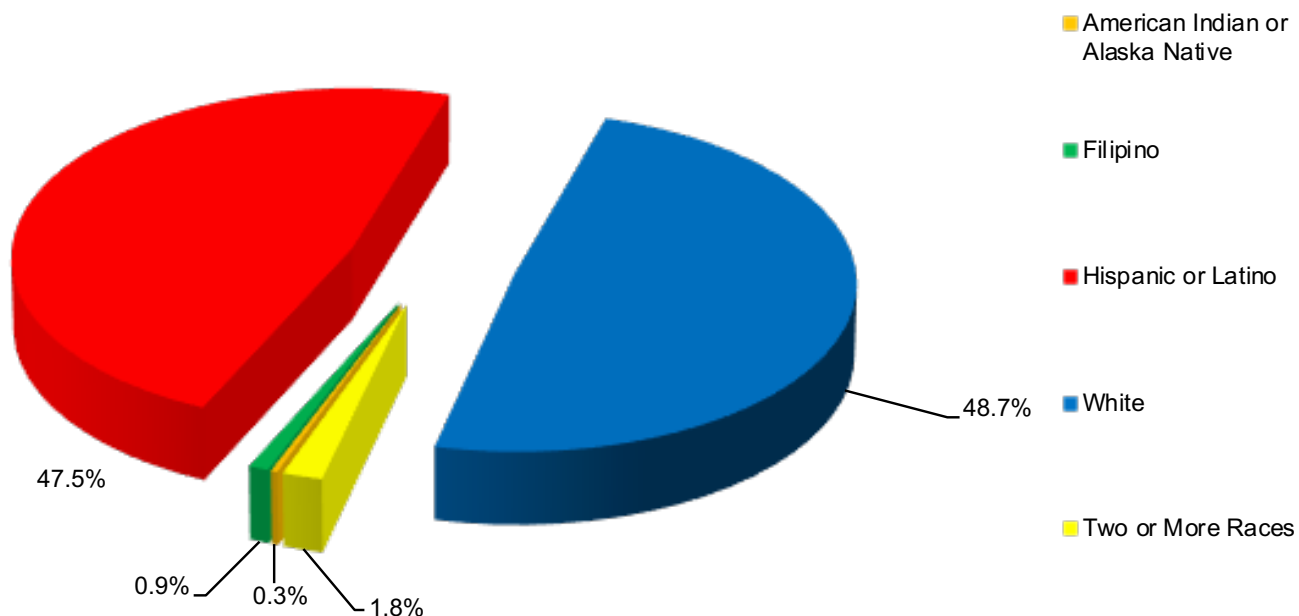
School Mission

Our mission is to provide opportunities for every student to master high academic standards and to be able to carry those skills over to life outside of the school environment. We are dedicated to providing a safe and caring school where every child has the opportunity to be successful. Sunset parents and staff work together to meet individual needs and to facilitate the development of each child to his/her fullest potential. The Sunset staff is committed to ensuring that every child and his/her parents feel connected to the school community. The many volunteer hours given each month show the strong home-school partnership we foster at Sunset.

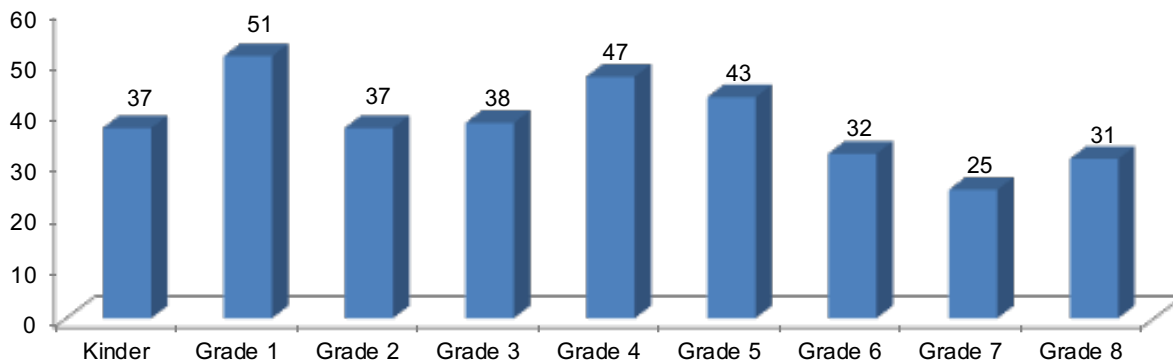
School Motto

A community of learners and leaders.

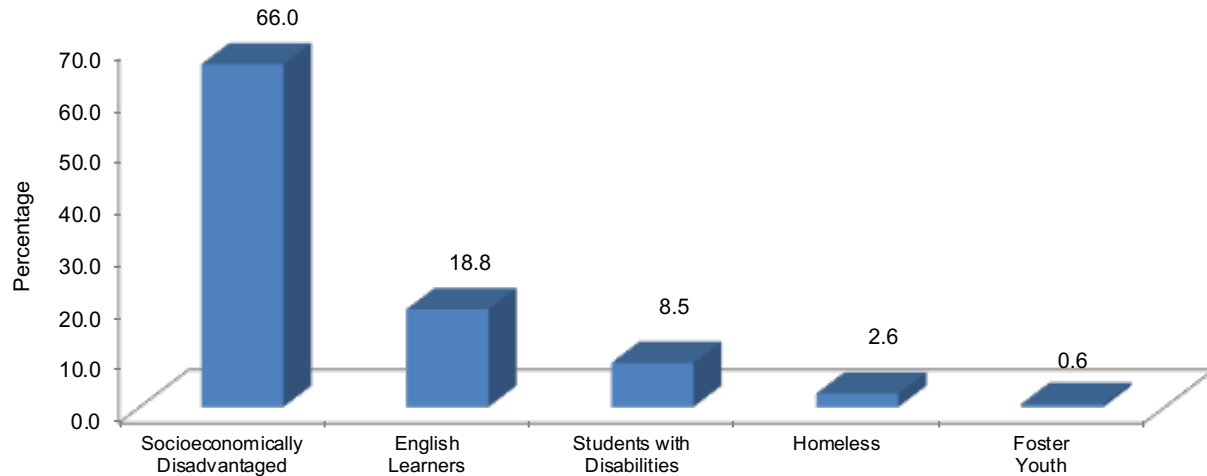
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

Sunset School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During leadership team meetings, grade level collaboration, and staff meetings, administration and leadership team members considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - CAASPP Reports
 - ELPAC Reports
 - District Benchmarks
- ✓ California School Climate Survey

Conclusions from the Evaluation of the 2020-21 SPSA were also used to identify SPSA goals and program support goals for the 2021-22 school year.

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Sunset School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Sunset School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students.

School administration, teachers, and paraeducators have been trained and are qualified to recognize, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Sunset School's staff incorporate Lesson One philosophies to support student instruction, professional development, and classroom management practices associated with bullying and harassment. Lesson One focuses on building a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. Bully prevention, awareness, reporting, and management strategies are embedded into school culture, classroom discussions, and character education/building activities.

Sunset School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Too Good for Drugs - Grade 6** - a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco, and other drug (ATOD) use. Interactive teaching methods encourage students to bond with pro-social peers and engage students through role-play, cooperative learning, games, small-group activities, and class discussions. The curriculum consists of 26 lessons; 14 core lessons delivered in the same class, and 12 infusion lessons included in other academic classes.
- **Tobacco Use Prevention Education** - program goals are focused on preventing students from beginning to use tobacco, helping students stop using tobacco if they have experimented with it, and helping students influence friends and family members to stop using tobacco.
- **Lesson One, Bucket Filling & Bystander** – Classroom lessons given by the principal and/or counselor to reinforce positive behavior choices by the students.
- **Zones of Regulation** – Classroom lessons are taught schoolwide by counselor, principal and teachers to help students monitor and regulate their emotions and find positive ways to solve disagreements.
- **Bullying Prevention Assembly (presented by counselor)**
- **CHAMPS**
- **Specific Social Emotional Learning Lessons**
- **K-8 Growth Mindset**
- **Big Deals/Little Deals**
- **Second Step Curriculum**

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

| School Name | County-District-School CDS Code | School Site Council (SSC) Approval Date | Local Board Approval Date |
|-------------------|---------------------------------|---|---------------------------|
| Sunset School K-8 | 56726526056030 | November 18, 2021 | |

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement).

Sunset School K-8 is a schoolwide Title 1 school that has created an Additional Targeted Support and Improvement plan to meet the needs of our students.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of this plan is to gather information from all stakeholders to identify areas of targeted needs on our campus. Specific measurable goals will be set to improve our academic programs for all student groups, and strategically decrease the achievement gaps between student groups. Specific goals, strategies and activities will be tied to increasing student achievement, increasing student connections to school and increasing parent involvement and will go hand in hand with the Ventura Unified School District LCAP.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

- Involvement Process for the SPSA and Annual Review and Update

| Personnel Involved: | Date: |
|---|--------------------------|
| Certificated and classified staff meeting | 8-19-21, 8-23-21, 9-1-21 |
| PTA Board Meeting | 9-2-21 |
| School Site Council Meeting | 10-21-21 |
| ELAC Meeting | 10-21-21 |

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps.

Identified Need:

Due to the Covid-19 school closures that began in March of 2020 daily class instruction schedules were impacted through June of 2021. The goal of Sunset School K-8 is to maintain the 2019 proficiency levels and mitigate the learning loss that has occurred over the past two school years. Sunset school will implement strategic plans to meet proficiency levels from spring 2019 scores in ELA and Math.

Annual Measurable Outcomes:

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| MAP Testing | No previous data has been collected as this is a new pilot assessment for the district- we will use these fall 2021 BOY scores and the spring 2022 scores to guide instruction. The fall and spring scores from the 2021-22 school year will be an additional data piece for the fall 2022 school year | In the 2021-22 school year we expect to see 85% of “all student group” in grades K through 5th to increase at least on level in proficiency on the MAP ELA and Math. |
| CASPP results for 3 rd through 8 th grade | <p>Spring 2019 ELA</p> <p>3rd Hispanic 32%SED 11% 4th Hispanic 58%SED 42% 5th Hispanic 43%SED 43% 6th Hispanic 57%SED 50% 7th Hispanic 57% SED56% 8th Hispanic 70% SED59%</p> <p>Spring 2019 Math</p> <p>3rd Hispanic 19% SED 4% 4th Hispanic 48%SED 58% 5th Hispanic 43%SED 26% 6th Hispanic 33%SED 57% 7th Hispanic 57% SED50% 8th Hispanic 30% SED34%</p> | No Spring 2020 scores available due to school closures. Spring 2021 scores have yet to be evaluated but included students testing remotely and in-person. Expected outcome for the 2022 CASPP administration is to maintain the spring 2019 proficiency levels for the “all student group” |
| STAR reading scores | <p>Fall 2019 Grade level proficiency average</p> <p>3rd 2.62 4th 3.81 5th 4.91 6th 6.60 7th 7.15 8th 8.15</p> | For the spring of 2022, expect to maintain proficiency levels similar to 2019 scores on the STAR reading test, now that we have returned to full in-person learning on campus |
| Moby Max Math GL equivalent | <p>2nd 1.73 3rd 2.44 4th 2.86 5th 3.95 6th 4.83 7th 5.43 8th 5.94</p> | For the spring of 2022, expect to maintain proficiency levels similar to 2019 scores, now that we have returned to full in-person learning on campus |

Strategy/Activity 1

Students to be Served by this Strategy/Activity- All

Sunset staff and targeted school programs will strive to meet the needs of all students, and implement strategies to mitigate learning loss, seen after the last two years of interrupted in-person learning. The Site goal is to reach pre-pandemic proficiency levels, similar to spring 2019 scores, for the “all student” group in grades Kindergarten through 8th in both ELA and Math.

Strategy/Activity

In Fall of 2021 our campus has resumed in-person learning on a traditional full instructional day schedule

- Focus on student engagement and participation by offering small group intervention with classroom teacher, para educator time, intervention teacher specialist time, and small groups with counselor.
- Maintain Universal Access intervention program at the same level that was present in the 2019 school year, two intervention teachers on campus delivering instruction Monday through Thursday to students in grades 1st through 5th.
- Ensure that class sizes are small in the classroom and that combination grade classes are kept to a minimum, utilizing Title One dollars for class size reduction, as necessary. The core curriculum is difficult to instruct in a combination class. The first priority strategy to meet goal one will be to ensure that class size reduction is in place and it will only be needed if enrollment numbers fluctuate. If this cost is not necessary, all of the other supplemental expenditures and strategies below can be implemented. If this cost is necessary CSR will be our first best strategy to ensuring academic goals are being met.
- Targeted Intervention program (Universal Access) 4 days a week 1 hour a day for grades 1st through 5th, utilizing 2 intervention teachers instructing in small groups alongside, and in collaboration with, the grade level classroom teachers
- Bilingual / Title One para educator assisting with small group instruction in a push in model for English Language Learners and for recent arrival students who need language and academic support. (Also additionally assisting with parent communication, outreach and connectedness.)
- Library clerk to assist with accelerated reader and STAR reading programs, leveling of books, identifying “good fit” books for grade level groups, and tracking student Accelerated Reader growth and points clubs.
- Provide staff development on the new MAP assessments as well as the ELlevation program to track English language Learner progress. These two systems will be used to track student data efficiently for all certificated staff.
- Planned and strategic release time for teachers to look at academic data and plan curriculum to meet “all” student needs, and various student group’s needs.
- At monthly grade level meetings, evaluate student data to make academic instruction changes in real time and move students between the intervention groups based on data indicators.
- Collaborate with the YMCA after school ASES program staff to ensure good attendance at the after school program and work strategically with them about student’s academic needs. Share curriculum and trainings with the YMCA staff. The YMCA is temporarily located on the Sunset campus, but when it returns to the Oak View Park and Resource Center, ensure that VUSD bussing to the program facilitates high attendance in the after school district ASES tutoring program.
- School counselor to provide small group lessons to support identified students with SEL strategies, organizational skills and time management to assist with overall academic achievements. Counselor to provide in classroom instruction on bullying prevention, “Big Deals vrs. Little Deals”, being a “Bucketfiller” and Lesson One strategies.
- Staff release time to plan, and implement UDL practices. Provide staff time to organize resources to facilitate specific and strategic UDL lessons to identified students and monitor progress.
- Maintain access to technology in the classroom for all students to utilize for academic supplements, specifically filling achievement gaps as based on data in programs such as MAP assessment, Moby Max, STAR and accelerated reader.
- Provide training for teachers to implement 1-1 technology devices in the classroom. Kindergarten and 1st grades will have Ipads in their rooms for all students and grades 2nd through 8th will have 1-1 chrome book devices. Training will be provided to the students as well as staff on how to integrate technology into the daily curriculum as well as device management.
- Classified para educator staff and intervention teachers to assist with small group instruction on the Sonday Intervention curriculum.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|---|---|
| 2 Intervention specialist teachers each at \$32,732 for a total of \$65,464 | Multi-funded (both positions): Title I (\$16,615) Supplemental Intervention (\$7,827) Supplemental Funds (\$8,290) |
| Library Clerk hours \$11,703 | Multi-funded: Site Based (\$6,095) Title I (\$2,804) Supplemental Funds (\$2,804) |
| Para educator \$9,186 | Multi-funded: Title I (\$5,617) Site Based (\$1,353) Supplemental Funds (\$2,216) |
| Substitute for teacher release for training, curriculum planning \$5,266 | Multi-funded: Title I (\$3,497) Site Based (\$1,353) Supplemental Funds (\$416) |
| Certificated and classified para educator math intervention hourly position \$6,464 | Multi-funded: Supplemental Funds (\$3,000) Low Performing Student Block Grant (\$3,464) |
| Technology purchases (new and replacements) \$5,000 | Title I (\$5,000) |

Strategy/Activity 2
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Sunset School expects to maintain proficiency at each grade level for English Language Learners (ELL) and Socioeconomically disadvantaged (SED) student groups for ELA and math similar to spring of 2019 proficiency levels. Sunset staff and targeted school programs will strive to meet the needs of the ELL and SED student groups, and implement strategies to mitigate learning loss, seen after the last two years of interrupted in-person learning. The Site goal is to reach pre-pandemic proficiency levels, similar to spring 2019 scores, for our ELL and SED student groups, in grades Kindergarten through 8th in both ELA and Math.

Strategy/Activity

In Fall of 2021 our campus has resumed in-person learning on a traditional full instructional day schedule

- Training for staff on the new ELlevation data system. Ellevation will track our English language Learner progress. All staff can access their ELL student group data in real time and track their progress and use the data to guide targeted instruction. Training for the new program will occur in fall of 2021. There will be a teacher leader on campus who will support Sunset staff with the implementation of the ELL data collection system.
- ELD training and strategies will be provided to all teachers. The ELPAC assessment will be given in the fall of 2021 to ELL students and will provide assessment data for our Language Learners and be used to establish language levels and then target each student's language goals.
- Focus on student engagement and participation by offering small group intervention with classroom teacher, para educator time, intervention teacher specialist time and small groups with the school counselor.
- Plan for staff release time to analyze ELL and SED student data, strategically plan coursework and target instruction for our language learners and socio economically disadvantaged students.
- Purchase and organize materials for students that will assist with learning goals such as math tubs, maker space items, next generation science materials and leveled readers.

- Intervention program (Universal Access) 4 days a week 1 hour a day for grades 1st through 5th, utilizing two intervention teachers instructing in small groups alongside, and in collaboration with, the grade level classroom teachers.
- Bilingual / Title One para educators assisting with small group instruction in a push in model for English Language Learners and for recent arrival students who need language and academic support. (Also, assisting with parent communication, outreach and connectedness.) The new MAP test offers assessments in Spanish
- Provide ELD refresher training for all staff, look at specific ELD data and targeted practices for our English Language Learners.
- Library clerk to assist with accelerated reader and STAR reading programs, leveling of books, identifying "good fit" books for grade level groups, and tracking student Accelerated Reader points clubs.
- Provide staff development on the MAP data system to track student data efficiently for all certificated staff. A lead teacher will be identified to support on site teachers with the new data collection system implementation.
- Planned and strategic release time for teachers to look at the academic needs of our ELL and SED students, and track their progress.
- At monthly grade level meetings, evaluate student data to make academic instruction changes in real time and move students between the intervention groups based on data indicators.
- Collaborate with the YMCA after school ASES program to ensure good attendance at the afterschool program for our ELL and SED students, and work strategically with them about the student's academic needs. Share curriculum and trainings with the YMCA partner staff and ensure that VUSD bussing to the program facilitates high attendance in the after school tutoring program, once it is relocated to the Oak View Park and Resource Center. The ASES program will be located on the Sunset campus for the 2021-22 school year.
- School counselor to provide small group lessons to support identified students, specifically in the ELL and SED sub-groups, with SEL strategies, organizational skills and time management to assist with overall academic achievements. Strategies will be shared with our parent groups via parent Square, at our English Language Advisory Council meetings and at school-wide events like Back to School Night.
- Maintain access to technology in the classroom for all students to utilize for academic supplements, specifically filling achievement gaps for ELL and SED student groups, as based on data in programs such as MAP assessment, Moby Max, STAR and accelerated reader.
- Provide training for teachers to implement 1-1 technology devices in the classroom. Kindergarten and 1st grades will have I pads in their rooms for all students and grades 2nd through 8th will have 1-1 chrome book devices. Training will be provided to the students as well as staff on how to integrate technology into the daily curriculum as well as device management.
- Staff release time to plan, and implement Universal Design for Learning (UDL) practices. Provide staff time to organize resources to facilitate specific and strategic UDL lessons to identified students and monitor progress.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|--|--|
| Repeated Expenditure – See Strategy/Activity One | Repeated Expenditure – See Strategy/Activity One |

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There is a lack of data due to limited end of the year assessments. The assessments that were conducted were a mix of virtual and in-person. In the spring of 2021 some students did return to hybrid in-person learning on a reduced day schedule, while some students stayed on remote learning. This impacted the validity of the data that could be gathered for end of the school year assessments. CASPP testing was conducted in the spring of 2021 but analysis of that data will be limited due to the lack of in-person instruction and variety of ways those assessments were delivered to students. The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities will remain in place from the 2019-20 analysis, as that is the most recent data: 2019 Goal #1: "Increase student achievement for all students, while reducing the achievement gaps for English Learners, Hispanic, Foster Youth, low-income and students with disabilities." The stakeholders evaluating 2019 data felt that the strategic and targeted interventions were working and should continue and grow. There have been consistent academic gains in the "all" student groups, ELL's and low socio-economic groups over a multi-year period. Stakeholders mentioned it remains a goal to meet the needs of new recent arrival students, in all grades, who may arrive at the beginning English Development levels. The spring 2019 data shows that the percentage of students in the "standard not met" increased for our Hispanic sub group in both ELA and math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 2020-21 school year we were unable to spend all funds tied to goals because of staffing limitations. We had an intervention teacher take maternity leave for 4 months of the school year and were unable to fill that position, a para educator position was left unfilled due to unavailability of staff. In the 2020-21 school year those positions were expected to be filled, but that did not occur prior to June 2021.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2020-21 we will be endeavoring to mitigate learning loss while in the distance learning model. We will be implementing small group instruction virtually and when we return to in person instruction, metrics used to evaluate programs will be specific and monitored monthly in grade level teams. We will monitor multiple indicators available to us. It is not yet known if the CAASPP will be administered or not so staff will rely heavily on district benchmark data and program data from STAR reading and Moby Max.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students.

Identified Need:

While in distance learning the goal is to maintain previous attendance levels from 2018-19 (Maintain 2018-2019 data baselines)

Annual Measurable Outcomes:

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| Annual Attendance percentage | K-5 th grade all students 2018 95.90 % 2019 96.06% 6-8 th grade all students 2018 96.12% 2019 96.43% | Maintain proficiency levels while in distance learning |
| Participation information in extra-curricular activities Cross Country team grades 4 th -8 th Battle of the Books grades 6 th -8 th Garden Club grades 1 st – 8 th Green Team grades 4 th and 5 th | Baseline will be established in the 2019- 2020 school year based on participation | Participation in all groups by students and parents virtually while in distance learning and in person when school re-opens |
| School awards and incentives programs | Baseline will be established in the 2019-2020 school year | Spring data was not collected due to school closures, but the plan will be to collect data on number of students earning recognition in various incentives programs (attendance, academic, social emotional domains) |
| Library Use report tracking number of books being checked out monthly | September 2019 2,317 books checked out from the library | Library use reports will show consistent and engaged library use |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Maintain 2018-2019 attendance data metrics while in distance learning.

Strategy/Activity

While in distance learning strategies and activities include

- Monitoring student's online participation both synchronously and asynchronously. Students who are not engaged will receive intervention from teacher, counselor, principal to remove barriers that might exist for the DL time frame
- Home visits by principals to assist with student training, technology assistance and creating an at home schedule.
- Small group counseling with school counselor.
- Teacher based interventions including but not limited to, phone calls, 1-1 zoom meetings to train, alternate schedules and assignments, parent meetings.
- Increase engagement while in distance learning by offering activities as "extras" like virtual recess, yoga, cooking classes, music, and art.

Upon return to in-person learning the following strategies and activities will also be in place, and will be adapted as much as possible to be implemented while the school remains in distance learning:

- Monitor attendance daily by calling home for students who have not reported their absence.
- Create a tardy letter that goes out bi-monthly to students who have three or more tardies.
- Implement attendance incentives ("Hat Day" in all classes K-8th, perfect attendance awards monthly with an end of the year incentive, "Super Kid" program, WOW tickets, attendance incentives and contracts for at promise students).
- Principal and or counselor parent conferences with at risk students and parents who are on attendance contracts to refer/ provide outside resources.
- Five or more Saturday School Academy make-up opportunities with engaging activities offered during the Saturday Academy to increase attendance at the event.
- Extra Clerical staff to make phone calls and mail home all Saturday School flyers and make follow up phone calls to boost attendance at Saturday School.
- School connection activities through various extracurricular programs, some of which require a certificated stipend such programs as Student Council, Cross Country Team, Battle of the Books, Field trips transportation, middle school college visits, Green Team, Garden Club, Technology.
- Provide Student Council with training program via California Association of Directors of Activities training.
- School connectedness through field trips such as Middle School college visitations yearly where transportation to the college campuses is provided.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|---|------------------------------|
| Certificated stipends for cross country, Student Council, Technology \$2,000 | Supplemental Funds (\$2,000) |
| School connectedness virtually through materials pick up, through virtual and in person field trips, transportation when applicable. Purchasing materials to assist with at home learning (science math, leveled readers) | Title I (\$5,000) |
| Clerical hours \$3,000 | Site Based (\$2,768) |
| Smart and Final \$1,000 | Supplemental Funds (\$500) |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

While in distance learning strive to ensure; All student groups will be connected to school by participation in engaging programs during the school day and extra-curricular programs as demonstrated by student participation and daily attendance both virtually and in person.

Strategy/Activity

While in distance learning strategies and activities include

- Student connectedness through small group counseling with school counselor.
- Increase engagement while in distance learning by offering activities as “extras” like virtual recess, yoga, cooking classes, music and art.
- Planning virtual awards programs and assemblies for all grade levels.
- Virtual SEL lessons for all grade levels.
- Virtual Healthy school program presentations
- Virtual “Dude Be Nice Week”

Upon return to in-person learning the following strategies and activities will also be in place, and will be adapted as much as possible to be implemented while the school remains in distance learning:

- Encourage student participation in school wide programs such as; Cross Country team, Garden Club, Green Team, Battle of the Books, Dude Be Nice Week, Red Ribbon Week, March Madness college and career week, intra mural sports, Turkey Trot, School wide parades, Spelling Bee, Game night, Middle School elective showcase evening.
- School counselor and staff will implement Social Emotional Learning lessons in class both through Great Body Shop curriculum and also through school wide programs such as; Lesson One, Zones of Regulation, CHAMPS, Big Deals vs. Little Deals, Bucket Filling, Expected vs. Unexpected Behaviors, Growth Mindset and restorative justice practices.
- Train all classified support staff in school wide programs and student offerings so that they can support school wide language implementation and participation in student based programs.
- Accelerated Reader Program, managed by the library clerk, connects students to school. Recognition program in place honoring “points club members” and celebrated throughout the school.
- NGSS science in both the garden outdoor habitat and through NGSS practices in classrooms, stipend for garden coordinator, and supplies for NGSS needs like maker space and investigations materials.
- MTSS programs that address social emotional learning such as bully prevention lessons explicitly taught, “Dude Be Nice Week” activities for students, “March Madness” College and Career week, Digital Citizenship Lessons taught at all grades, growth mindset instruction and implementation.
- Staff professional development. Which may include conferences, in strategic areas such as SEL strategies, growth mindset, NGSS, and ELD strategies.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|--|--|
| Repeated expenditure – See Goal 2, Strategy/Activity 1 | Repeated expenditure – See Goal 2, Strategy/Activity 1 |
| Staff stipends for Garden project and NGSS implementation supplies | Supplemental Funds (\$1,500) |
| Library Clerk hours \$11,703 | Multi-funded: Site Based (\$6,095) Title I (\$2,804) Supplemental Funds (\$2,804) |
| Staff Professional Development \$5,000 | Title I \$5,000 |

Annual Review:

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There is little reliable data from the spring of 2019-2020 or the 2020-2021 school year in regards to attendance or participation in extra- curricular activities due to school closures. Previous analysis was: The 2018-2019 goal was District attendance data- % of actual attendance: 2011- 95.57, 2012- 96.46, 2013- 97.23, 2014- 97.4% 2015- 96.65% 2016- 96.42%, 2017- 96.04 2018- 96.12 2019 96.43 Over time the programs were put in place (attendance awards monthly, hat day, Saturday academies, individual students meetings) to increase attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 2019-2020 student attendance and connectedness data was being calculated. New programs had begun (Green team, Club Live) and attendance in those programs was consistent. We were unable to capture reliable participation or attendance data from the spring of the 2019 school year or for the 2020-2021 school year, due to school closure and the mix of student learning platforms.

In 2019 There was a slight gain for the "all student" group in actual attendance percentage, but a decrease in attendance for the white student group. Looking at the data of specific student attendance, some chronic illnesses and some planned family vacations dramatically impacted this student group. for the 2021-22 school year we will strive to meet the 2019 attendance percentages.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Upon return to full day in-person learning on campus we will target the "all student" group to maintain attendance at previous rates seen in 2019 by ensuring attendance education and follow up meetings are conducted, incentives programs and school connectedness and extracurricular offerings are robust. We will focus on Social Emotional Learning (SEL) activities, present in classrooms and celebrate through various student recognition programs as outlined in the strategies. We have added on some new club opportunities for students and will be utilizing the new Parent Square program to communicate with families about attendance as well as student connectedness offerings.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

During virtual learning, Sunset staff will strive to maintain parent and family involvement in all student groups on campus.

Annual Measurable Outcomes:

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| Parent participation and attendance in virtual and in-person school events | Prior to school closure there was no baseline other than observation, In the 2020-21 year participation data will be gathered from virtual participation. | Parents remain engaged at prior levels while in distance learning and when return to in –person learning we will see similar levels through sign in logs and participation in on campus events when allowed. |
| Students Attendance data | Must use pre-school closure data: 2019 96.43 % actual attendance for the all group | Maintain attendance percentages while in distance learning. |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups. Sunset staff will strive to maintain parent and family involvement in all student groups on campus.

Strategy/Activity

While in distance learning strategies and activities include

- Offer and advertise that parents can create a Canvas observer account to monitor student progress in the online learning platform
- Encourage parents to fully participate in the parent square application, which is the new home to school communication tool in the school district.
- Continue spirit days virtually to encourage student and family participation and engagement.
- Parent 1-1 meetings with staff to assist with distance learning platforms and technology (Canvas, Seesaw, Zoom etc.)
- Increase engagement while in distance learning by offering activities as “extras” like virtual recess, yoga, cooking classes, music and art.
- Include parents in participating in virtual assemblies, awards programs and assemblies and Virtual

Upon return to in-person learning the following strategies and activities will also be in place, and will be adapted as much as possible to be implemented while the school remains in distance learning:

- Advertise and invite families to events on campus, through multiple modalities; newsletter, phone caller, face book page, PTA notifications, student flyers, website.
- Create diverse offerings for families to get involved on campus; classroom opportunities, field trips, Art Trek program, Garden Club, Quick Start Tennis program, Saturday Academy, Green team, School Site Council, ELAC.
- Host a variety of events for parents, families and community to visit campus and be engaged with our school community; (Most not likely in 20-21 school year due to school closures) Back to School Night, Fall Fiesta, Talent Show, family game night, Middle school elective showcase, Family Fun Festival, Jog-A-Thon.
- Advertise and encourage Sunset family participation in district parents events; parent education workshops, school information fairs.
- Office clerk to assist with of event information, advertising, Flyers and logging of volunteer hours in office sign in book, ensure translations are completed to communicate with all families, plan for Saturday School events.
- Bilingual para educator to Ensure translation is available at events, parent phone calls and home to school communications, assist in parent conferences and at school events.
- Share school wide language with families, SEL programs that are on campus through newsletters and at events.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|---|---|
| Bilingual para educator \$9,301 | Multi-funded: Title I (\$5,000) Supplemental Funds (\$4,301) |
| Office clerk \$8,763.50 | Multi-funded: Site based (\$6,567) Supplemental Funds: (\$2,196.50) |
| Publications, Smart and Final open PO \$2,000 | Multi-funded: Title I (\$1,000) Supplemental Funds (\$1,000) |

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The 2019-20 and 2020- 2021 school years family involvement data was interrupted by the school closures. Moving forward into 2021-22 school year we will monitor parent connectedness both in virtual events as well as limited mall group in person events.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The expenditures were used as intended to meet this goal. Implementation will continue in the 21-22 school year in various ways to meet the need of both virtual and in person engagement and home to school communication.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will advertise all virtual events and prepare for in person events that meet campus Covid protocols. Protocols and regulations are changing frequently and volunteer and family engagement on campus will be limited and this may impact the parent engagement component of this goal.

Budget**Other Federal, State and Local Funds**

The School Site Council intends for Sunset School K-8 to participate in the following programs:

| Federal Programs | Allocation (\$) |
|------------------------------------|------------------------|
| Title I 2020-21 Carryover | \$0.00 |
| Title I 2021-22 Allocation | \$40,680.00 |
| Title I 2021-22 Parent Involvement | Incl. |

Subtotal of additional federal funds included for this school: **\$40,680.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|---------------------------------------|------------------------|
| Site-Based Funds 2020-21 Carryover | \$1,227.00 |
| Site-Based Funds 2021-22 Allocation | \$10,230.00 |
| Supplemental Funds 2020-21 Carryover | \$336.00 |
| Supplemental Funds 2021-22 Allocation | \$51,528.00 |

Subtotal of state or local funds included for this school: **\$63,321.00**

Total of federal, state, and/or local funds for this school: **\$104,001.00**

2021-22 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare English Learners at all grade levels for college and career success. Department staff supports English Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for English Learners in VUSD include Structured English Immersion, English Language Mainstream and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

Curriculum & Instruction

The Curriculum & Instruction Department provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator and secretary.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support

and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-6) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 3 English Language Arts/Literacy – 2020-21

| | English Language Arts/Literacy | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 3 | | | | | | |
| All Students Tested | 36 | 27 | 27 | 18.52% | 25.93% | 22.22% | 33.33% |
| Male | 15 | 10 | 10 | * | * | * | * |
| Female | 21 | 17 | 17 | 29.41% | 23.53% | 23.53% | 23.53% |
| African American | | | | | | | |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 20 | 14 | 14 | 7.14% | 28.57% | 21.43% | 42.86% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 16 | 13 | 13 | 30.77% | 23.08% | 23.08% | 23.08% |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 26 | 21 | 21 | 14.29% | 23.81% | 19.05% | 42.86% |
| English Learners | 9 | 5 | 5 | * | * | * | * |
| Students with Disabilities | 8 | 4 | 4 | * | * | * | * |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

CAASPP – Grade 3 Mathematics – 2020-21

| | Mathematics | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 3 | | | | | | |
| All Students Tested | 36 | 28 | 28 | 10.71% | 21.43% | 21.43% | 46.43% |
| Male | 15 | 11 | 11 | 0.00% | 27.27% | 27.27% | 45.45% |
| Female | 21 | 17 | 17 | 17.65% | 17.65% | 17.65% | 47.06% |
| African American | | | | | | | |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 20 | 15 | 15 | 6.67% | 13.33% | 33.33% | 46.67% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 16 | 13 | 13 | 15.38% | 30.77% | 7.69% | 46.15% |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 26 | 22 | 22 | 9.09% | 13.64% | 27.27% | 50.00% |
| English Learners | 9 | 6 | 6 | * | * | * | * |
| Students with Disabilities | 8 | 4 | 4 | * | * | * | * |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

CAASPP – Grade 4 English Language Arts/Literacy – 2020-21

| | English Language Arts/Literacy | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 4 | | | | | | |
| All Students Tested | 46 | 42 | 42 | 14.29% | 30.95% | 16.67% | 38.10% |
| Male | 19 | 18 | 18 | 22.22% | 22.22% | 11.11% | 44.44% |
| Female | 27 | 24 | 24 | 8.33% | 37.50% | 20.83% | 33.33% |
| African American | | | | | | | |
| American Indian or Alaskan Native | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 15 | 14 | 14 | 14.29% | 14.29% | 28.57% | 42.86% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 27 | 25 | 25 | 16.00% | 36.00% | 8.00% | 40.00% |
| Two or More Races | * | 0 | 0 | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 30 | 27 | 27 | 7.41% | 18.52% | 18.52% | 55.56% |
| English Learners | 9 | 8 | 8 | * | * | * | * |
| Students with Disabilities | 4 | * | * | * | * | * | * |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

CAASPP – Grade 4 Mathematics – 2020-21

| | Mathematics | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 4 | | | | | | |
| All Students Tested | 46 | 42 | 42 | 9.52% | 19.05% | 33.33% | 38.10% |
| Male | 19 | 18 | 18 | 16.67% | 22.22% | 33.33% | 27.78% |
| Female | 27 | 24 | 24 | 4.17% | 16.67% | 33.33% | 45.83% |
| African American | | | | | | | |
| American Indian or Alaskan Native | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 15 | 14 | 14 | 7.14% | 14.29% | 35.71% | 42.86% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 27 | 25 | 25 | 12.00% | 24.00% | 32.00% | 32.00% |
| Two or More Races | * | 0 | 0 | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 30 | 27 | 27 | 3.70% | 7.41% | 37.04% | 51.85% |
| English Learners | 9 | 8 | 8 | * | * | * | * |
| Students with Disabilities | 4 | * | * | * | * | * | * |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

CAASPP – Grade 5 English Language Arts/Literacy – 2020-21

| | English Language Arts/Literacy | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 5 | | | | | | |
| All Students Tested | 41 | 38 | 38 | 18.42% | 23.68% | 26.32% | 31.58% |
| Male | 14 | 13 | 13 | 23.08% | 23.08% | 15.38% | 38.46% |
| Female | 27 | 25 | 25 | 16.00% | 24.00% | 32.00% | 28.00% |
| African American | | | | | | | |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | * | * | * | * | * | * | * |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 27 | 25 | 25 | 16.00% | 24.00% | 24.00% | 36.00% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 12 | 11 | 11 | 18.18% | 18.18% | 36.36% | 27.27% |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 27 | 26 | 26 | 7.69% | 23.08% | 26.92% | 42.31% |
| English Learners | 8 | 7 | 7 | * | * | * | * |
| Students with Disabilities | 6 | 4 | 4 | * | * | * | * |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

CAASPP – Grade 5 Mathematics – 2020-21

| | Mathematics | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 5 | | | | | | |
| All Students Tested | 41 | 39 | 37 | 8.11% | 13.51% | 27.03% | 51.35% |
| Male | 14 | 13 | 12 | 16.67% | 25.00% | 25.00% | 33.33% |
| Female | 27 | 26 | 25 | 4.00% | 8.00% | 28.00% | 60.00% |
| African American | | | | | | | |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | * | * | * | * | * | * | * |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 27 | 26 | 25 | 8.00% | 4.00% | 36.00% | 52.00% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 12 | 11 | 10 | * | * | * | * |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 27 | 27 | 25 | 4.00% | 8.00% | 24.00% | 64.00% |
| English Learners | 8 | 7 | 7 | * | * | * | * |
| Students with Disabilities | 6 | 4 | 4 | * | * | * | * |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

CAASPP – Grade 6 English Language Arts/Literacy – 2020-21

| | English Language Arts/Literacy | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 6 | | | | | | |
| All Students Tested | 29 | 28 | 27 | 3.70% | 44.44% | 22.22% | 29.63% |
| Male | 13 | 13 | 13 | 7.69% | 38.46% | 38.46% | 15.38% |
| Female | 16 | 15 | 14 | 0.00% | 50.00% | 7.14% | 42.86% |
| African American | | | | | | | |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | /A |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 11 | 10 | 9 | * | * | * | * |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 16 | 16 | 16 | 0.00% | 37.50% | 5.00% | 37.50% |
| Two or More Races | * | * | * | * | * | * | * |
| Socioeconomically Disadvantaged | 17 | 16 | 15 | 6.67% | 46.67% | 13.33% | 33.33% |
| English Learners | * | * | * | * | * | * | * |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

CAASPP – Grade 6 Mathematics – 2020-21

| | Mathematics | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 6 | | | | | | |
| All Students Tested | 29 | 27 | 27 | 11.11% | 14.81% | 25.93% | 48.15% |
| Male | 13 | 13 | 13 | 23.08% | 23.08% | 23.08% | 30.77% |
| Female | 16 | 14 | 14 | 0.00% | 7.14% | 28.57% | 64.29% |
| African American | | | | | | | |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 11 | 9 | 9 | * | * | * | * |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 16 | 16 | 16 | 12.50% | 12.50% | 18.75% | 56.25% |
| Two or More Races | * | * | * | * | * | * | * |
| Socioeconomically Disadvantaged | 17 | 15 | 15 | 6.67% | 13.33% | 26.67% | 53.33% |
| English Learners | * | * | * | * | * | * | * |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

CAASPP – Grade 7 English Language Arts/Literacy – 2020-21

| | English Language Arts/Literacy | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 7 | | | | | | |
| All Students Tested | 24 | 23 | 23 | 17.39% | 73.91% | 4.35% | 4.35% |
| Male | 9 | 9 | 9 | * | 8.00% | * | * |
| Female | 15 | 14 | 14 | 28.57% | 57.14% | 7.14% | 7.14% |
| African American | | | | | | | |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 9 | 9 | 9 | * | * | * | * |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 14 | 13 | 13 | 23.08% | 69.23% | 7.69% | 0.00% |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 11 | 11 | 11 | 18.18% | 81.82% | 0.00% | 0.00% |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

CAASPP – Grade 7 Mathematics – 2020-21

| | Mathematics | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 7 | | | | | | |
| All Students Tested | 24 | 23 | 23 | 17.39% | 34.78% | 39.13% | 8.70% |
| Male | 9 | 9 | 9 | * | * | * | * |
| Female | 15 | 14 | 14 | 21.43% | 21.43% | 42.86% | 14.29% |
| African American | | | | | | | |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 9 | 9 | 9 | * | * | * | * |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 14 | 13 | 13 | 23.08% | 38.46% | 23.08% | 15.38% |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 11 | 11 | 11 | 18.18% | 27.27% | 54.55% | 0.00% |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

CAASPP – Grade 8 English Language Arts/Literacy – 2020-21

| | English Language Arts/Literacy | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 8 | | | | | | |
| All Students Tested | 29 | 29 | 29 | 31.03% | 41.38% | 24.14% | 3.45% |
| Male | 12 | 12 | 12 | 25.00% | 50.00% | 25.00% | 0.00% |
| Female | 17 | 17 | 17 | 35.29% | 35.29% | 23.53% | 5.88% |
| African American | | | | | | | |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 14 | 14 | 14 | 21.43% | 42.86% | 28.57% | 7.14% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 14 | 14 | 14 | 35.71% | 42.86% | 21.43% | 0.00% |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 14 | 14 | 14 | 14.29% | 35.71% | 42.86% | 7.14% |
| English Learners | * | * | * | * | * | * | * |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

CAASPP – Grade 8 Mathematics – 2020-21

| | Mathematics | | | | | | |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | 2020-21 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 8 | | | | | | |
| All Students Tested | 29 | 29 | 29 | 17.24% | 34.48% | 34.48% | 13.79% |
| Male | 12 | 12 | 12 | 16.67% | 33.33% | 33.33% | 16.67% |
| Female | 17 | 17 | 17 | 17.65% | 35.29% | 35.29% | 11.76% |
| African American | | | | | | | |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 14 | 14 | 14 | 14.29% | 35.71% | 35.71% | 14.29% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 14 | 14 | 14 | 14.29% | 35.71% | 35.71% | 14.29% |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 14 | 14 | 14 | 0.00% | 42.86% | 35.71% | 21.43% |
| English Learners | * | * | * | * | * | * | * |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant Education | | | | | | | |
| Homeless | | | | | | | |

2021-22 Supplemental Funds Program Budget

| VUSD BUDGET 2021-22 | | | |
|--|--------------------------------|---|--------|
| PROGRAM: Supplemental | | | |
| Site: Sunset | | Carryover | 336 |
| Resource = 0100 | | Allocation | 51,528 |
| | | Total | 51,864 |
| Object # | Classification | | |
| Personnel Costs and Benefits | | Must reflect amounts on Staffing Charts | |
| Must reflect amounts on Staffing Charts | | Current | Revise |
| 1101 | Teacher, Contractual | | |
| 1103 | Teacher, Hourly | 38,330 | |
| 1106 | Teacher, Sub | 2,772 | |
| 1107 | Stipend, Certificated | 1,204 | |
| Complete Time Sheet Authorization Form | | | |
| 1201 | Counselor, Contractual | | |
| 1301 | Director | | |
| 2101 | Paraed, Positional | | |
| 2103 | Paraed, Hourly | 866 | |
| 2201 | Library Tech, Positional | 5,911 | |
| 2203 | Library Tech, Hourly | 1,305 | |
| 2203 | Registered Dietician | 1,018 | |
| 2203 | Translation | | |
| Complete Time Sheet Authorization Form | | | |
| 2401 | Clerk, Positional | 2,458 | |
| 2403 | Clerk, Hourly | | |
| Complete Time Sheet Authorization Form | | | |
| 2903 | Other Classified, Hourly | | |
| SUBTOTAL | | 51,864 | 0 |
| Discretionary Funds | | | |
| 4200 | Other Books | | |
| 4300 | Instructional Supplies | 0 | |
| 4300 | Other Supplies | | |
| 4400 | Equip Not Captlzd(\$500-5000) | | |
| 5201 | Mileage stipend | | |
| 5202 | Travel/Conferences | | |
| 5300 | Membership | | |
| 5600 | Contracts, Rents, Repairs | | |
| 5601 | Contracts, annual | | |
| 5710 | Publications, District Office | | |
| 5717 | Work Orders | | |
| 5719 | Transportation | | |
| 5800 | Consultants/Other Svcs | | |
| 5806 | Internet Publications/Software | | |
| 5900 | Communications | | |
| 6400 | Equipment (over \$5,000) | | |
| 7310 | Indirect | | |
| SUBTOTAL | | 0 | 0 |
| Total: | | 51,864 | 0 |
| Principals Signature for Adjustment: <i>[Signature]</i> Date: <i>10-25-21</i> School Site Council Approval: (Chairman) <i>[Signature]</i> Date: <i>11/2/21</i> English Learner Advisory Committee Review: <i>[Signature]</i> Date: <i>11/2/21</i> Director, Special Projects Approval: <i>[Signature]</i> Date: <i>11/24/21</i> | | | |

MUC 11/4/21

2021-22 Site Based Funds Program Budget

| VUSD BUDGET 2021-22 | | | |
|---|-------------------------------|--|---------------|
| PROGRAM: Site Based | | | |
| Site: Sunset | Carryover | 1,227 | |
| | Allocation | 10,230 | |
| | | 0 | |
| | | 0 | |
| Resource = 0000, Option = 0000 | Total | 11,457 | |
| Object # | Classification | | |
| Personnel Costs and Benefits | | <i>Must reflect amounts on Staffing Charts</i> | |
| <i>Must reflect amounts on Staffing Charts</i> | | <i>Current</i> | <i>Revise</i> |
| 1101 | Teacher, Contractual | | |
| 1103 | Teacher, Hourly | | |
| 1106 | Teacher, Sub | 308 | |
| 1107 | Stipend, Certificated | | |
| <i>Complete Time Sheet Authorization Form</i> | | | |
| 1201 | Counselor, Contractual | | |
| 1301 | Director | | |
| 2101 | Paraed, Positional | | |
| 2103 | Paraed, Hourly | | |
| 2201 | Library Tech | 3,045 | |
| 2203 | Hrly Library Tech | 3,919 | |
| <i>Complete Time Sheet Authorization Form</i> | | | |
| 2401 | Clerk, Positional | 4,185 | |
| 2403 | Clerk, Hourly | | |
| <i>Complete Time Sheet Authorization Form</i> | | | |
| 2903 | Other Classified, Hourly | | |
| SUBTOTAL | | 11,457 | 0 |
| Discretionary Funds | | | |
| 4200 | Other Books | | |
| 4300 | Instructional Supplies | (0) | |
| 4300 | Other Supplies | | |
| 4400 | Equip Not Captlzd(\$500-5000) | | |
| 5201 | Mileage stipend | | |
| 5202 | Travel/Conferences | | |
| 5300 | Membership | | |
| 5600 | Contracts, Rents, Repairs | | |
| 5601 | Contracts, annual | | |
| 5710 | Publications, District Office | | |
| 5717 | Work Orders | | |
| 5719 | Transportation | | |
| 5800 | Consultants/Other Svcs | | |
| 5900 | Communications | | |
| 6400 | Equipment (over \$5,000) | | |
| 7310 | Indirect | | |
| SUBTOTAL | | (0) | 0 |
| Total: | | 11,457 | 0 |
| Principals Signature for Adjustment: <i>H. Som</i> Date: <i>10-21-21</i> School Site Council Approval: (Chairman) <i>Wendy</i> Date: <i>11/2/21</i> Director, Special Projects Approval: <i>[Signature]</i> Date: <i>11/9/21</i> | | | |

MK 11/4/21

2021-22 Title I Program Budget

| VUSD BUDGET 2021-22 | | | |
|--|-------------------------------|--|---------------|
| PROGRAM: Title I | | | |
| Site: Sunset | | Carryover | 0 |
| | | Prelim Allocation | 40,680 |
| | | Parent Involvement | |
| | | Total Allocation | 40,680 |
| | | Less Central Direct Svc | |
| Resource = 3010 | | Total Site Budget | 40,680 |
| Object # | Classification | | |
| Personnel Costs and Benefits | | <i>Must reflect amounts on Staffing Charts</i> | |
| <i>Must reflect amounts on Staffing Charts</i> | | <i>Current</i> | <i>Revise</i> |
| 1101 | Teacher, Contractual | | |
| 1103 | Teacher, Hourly | 27,931 | |
| 1106 | Teacher, Sub | | |
| 1107 | Stipend, Certificated | | |
| <i>Complete Time Sheet Authorization Form</i> | | | |
| 1201 | Counselor, Contractual | | |
| 1301 | Director | | |
| 2101 | Paraed, Positional | 12,749 | |
| 2103 | Paraed, Hourly | | |
| 2201 | Library Tech | | |
| 2203 | Health Tech, Hourly | | |
| <i>Complete Time Sheet Authorization Form</i> | | | |
| 2401 | Clerk, Positional | | |
| 2403 | Clerk, Hourly | | |
| <i>Complete Time Sheet Authorization Form</i> | | | |
| 2903 | Other Classified, Hourly | | |
| SUBTOTAL | | 40,680 | 0 |
| Discretionary Funds | | | |
| 4200 | Other Books | | |
| 4300 | Instructional Supplies | 0 | |
| 4300 | Other Supplies | | |
| 4300 | Parent Involvement | | |
| 4400 | Equip Not Captlzd(\$500-5000) | | |
| 5201 | Mileage stipend | | |
| 5202 | Travel/Conferences | | |
| 5300 | Membership | | |
| 5600 | Contracts, Rents, Repairs | | |
| 5601 | Contracts, annual | | |
| 5710 | Publications, District Office | | |
| 5717 | Work Orders | | |
| 5719 | Transportation | | |
| 5800 | Consultants/Other Svcs | | |
| 5900 | Communications | | |
| 6400 | Equipment (over \$5,000) | | |
| 7310 | Indirect | | |
| SUBTOTAL | | 0 | 0 |
| Total: | | 40,680 | 0 |
| Principals Signature for Adjustment: <i>K. Sm</i> | | | |
| Date: <i>10-21-21</i> | | | |
| School Site Council Approval: (Chairman) <i>Wendy Lov</i> | | | |
| Date: <i>11/2/21</i> | | | |
| Director, Special Projects Approval: <i>[Signature]</i> | | | |
| Date: <i>11/2/21</i> | | | |

MK 11/4/21

School-Parent/Home Compact

School-Parent Compact



Dear Parent/Guardian:

Your partnership in supporting your child to achieve high academic standards is important. The following suggestions can build and maintain a partnership between you and school staff to share the responsibility for your child's learning.

School's Responsibility:

- Provide high quality curriculum and learning materials
- Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress
- Provide opportunities for ongoing communication between you and teachers through:
 - annual parent-teacher conferences,
 - reports regarding your child's progress, and
 - opportunities to talk with staff, volunteer in class, and observe classroom activities.

Parent's Responsibility:

- Encourage your child to attend school regularly
- Encourage your child to show positive school behavior
- Review your child's homework
- Encourage positive use of your child's extracurricular time
- Attend parent-teacher conferences, Back to School night, special events and, when appropriate, participate in decisions relating to your child's education
- Volunteer in your child's classroom and school if time or schedule permit

Please review this School-Parent Compact with your child. This compact may be discussed with you during a parent-teacher conference as it relates to your child's education.

Thank you for your support, partnership, and involvement in your child's education. Please return this compact to your child's teacher.



School Parent Compact

(Tear and return this part)

Student Name _____ Teacher _____

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy. If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

VUSD Board Policy 6020, USC Title 20

Sunset School - Parent Involvement Policy

Sunset School will follow the guidelines developed with parents input as listed below in accordance with the No Child Left Behind Act of 2001. This policy will be distributed to parents of students participating in the Title 1 program, and will be updated periodically.

Sunset School will follow the guidelines developed with parent input as listed below in accordance with the No Child Left Behind Act of 2001. This policy will be distributed to parents' of students participating in the Title I program, and will be updated periodically.

Policy Guidelines

- Convene an annual meeting to explain Title I Program Description, school parent involvement policy, and the rights of parents of program participants
- Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:
 - Single Plan for Student Achievement (NOTE: The school will submit any parent comments on the plan when the school makes the plan available to the LEA)
 - Parent involvement policy
 - Title One program description
 - School-Parent Compact, a written agreement of what schools and parents are each supposed to do to help students achieve
 - Plans for training school staff on how to strengthen ties between home and school
- Provide parents of participating students with
 - Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing so
 - Timely responses to suggestions
 - Description and explanation of curriculum to be used
 - The forms of academic assessment used to measure student progress
 - Proficiency levels that students are expected to meet
 - Materials and training on how to improve their child's achievement
 - Information sent home in a language and format parents can understand
- Coordinate and integrate, as appropriate, parent involvement with Head Start, Even Start and other public preschool programs
- Develop appropriate roles for community-based organizations and businesses and encourage partnerships with elementary, middle and high schools
- Offer a flexible schedule of meetings that is convenient to parents
- Provide other reasonable support for parental involvement at parents' request

Parent Involvement Calendar

| | |
|---|---|
| July *Volunteer garden work party *Collaboration program with the Ventura County *Library summer reading program | January *PTA Meeting *SSC Meeting #Spelling Bee *ELAC Meeting *Awards Assembly #Art Trek Meeting *Community Dinner Night #Family Skate Night #Family Reading Festival *8 th Grade Parent High * School Information Night |
| August *PTA meeting *Membership Drive *Kindergarten Open House #Coffee and Kleenex Parent Social #Art Trek Meeting *Garden Club | February #Kindergarten Performance *Awards Assembly *Community Dinner Night #Family Skate Night *School Assembly K-5 |
| September #Book Fair #Jog A Thon *Picture Day *SSC Meeting *ELAC Meeting *Title I Parent Meeting *Anti-Bullying assembly * September extra calendar virtually *M.S. Movie Night *Back to School Night *Community Dinner Night #Community Skate Night #Art Trek Meeting *Garden Club *Middle School math night | March *PTA Meeting *SSC Meeting *ELAC Meeting *Parent Conferences *Awards Assembly #Art Trek Meeting *Garden Club *Battle of the Books *All School Social *Emotional learning Assembly *March Madness College and career fair |
| October *PTA fundraiser *PTA Meeting *Awards Assembly *Saturday garden Volunteer day #Family Skate Night #Art Trek Meeting *Red Ribbon Week *M.S. Movie Night *Community Family Dinner Night #Halloween Costume Exchange #Ojai Day Event *Bullying Prevention week | April #Family Fun Festival Leadership *PTA Meeting fair *Awards Assembly #5 th Grade Outdoor Education Informational Meetings *Garden Club *Student Council |
| November *PTA meeting *ELAC meeting *Garden Club #Class evening performance *Community Dinner Night *SSC meeting *Parent Conferences #Annual Fall Fiesta #Art Trek Meeting | May *Awards Assembly #Art Trek Meeting #Family Fun Festival Carnival *Garden Club #5 th grade outdoor ed camp *Middle School elective |
| December *Awards Assembly #Holiday Student Store #Art Trek Meeting #Class evening performance *Garden Club | June *Promotion ceremonies *Award Assembly *Volunteer Appreciation Tea #Art Trek Volunteer Celebration *Garden Club *Talent Show |

Professional Development Plan

Sunset School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2021-22 school year, teachers at Sunset School will focus on the following trainings:

- MAP Assessment Tool
- ParentSquare Home-to-School Communication
- Second Step SEL Curriculum
- Website Training
- Ellevation Data Program for ELL Students
- Intervention Curriculum Training for Specific Staff
- SEL Programs: Lesson One, CHAMPS, Zones of Regulation, Growth Mindset
- English Language Development Strategies

School Accountability Report Card

2020-21 School Accountability
Report Card
Published January 2022**SUNSET SCHOOL K-8**400 SUNSET AVENUE, VENTURA, CA 93022
(805) 649-6600KELSIE SIMS SCHNEIDER, PRINCIPAL
GRADES TK-8**PRINCIPAL'S MESSAGE**

One of seventeen elementary schools in the Ventura Unified School District, Sunset School K-8 has the distinction of being among the newest and most modern. Sunset School K-8 opened for student use on July 29, 2000. The new facility includes air conditioning, telephones, and Internet access for each classroom. Sunset School students and staff enjoy our 9.5-acre campus, which has twenty classrooms, a multipurpose room, a kitchen, a media/library center, an administration office, and spacious playground facilities.

In an effort to serve our community, Sunset School K-8 offers an educational plan that includes a 6th, 7th and 8th grade program aligned to middle school state standards. Located among the foothills of the lower Ojai Valley, Sunset School K-8 is blessed with panoramic views of oak-covered hills. Graceful red-tail hawks can often be seen soaring overhead through beautiful blue skies. The natural beauty surrounding our campus enhances a unique learning environment. A talented staff, involved parents, and industrious students create a comfortable atmosphere at Sunset School K-8 that is challenging yet friendly.

Our mission is to provide opportunities for every student to master high academic standards. Positive child-centered classroom environments actively engage student thinking, encourage student responsibility, and promote student success. We are dedicated to providing a safe and caring environment where every student is a "Learner and a Leader." Sunset School K-8 parents and staff work together to meet individual needs and facilitate the development of each student to his/her fullest potential.

A shared commitment to safety, courtesy, and learning makes Sunset School K-8 a special place for learners and leaders of all ages. We welcome active parent and community participation. I invite you to visit our campus. In 2017 Sunset was named a CA Gold Ribbon School and a Title I Academic Achievement Award School. In 2018, Sunset School K-8 was named a Green Ribbon School for Excellence in Environmental Practices.

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

**DISTRICT & SCHOOL
DESCRIPTION****Ventura Unified School District**

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous,

Board of Education

MATTHEW ALMARAZ
SABRENA RODRIGUEZ
AMY (YAMAMOTO) CALLAHAN
DR. JERRY DANNENBERG
VELMA LOMAX

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org



standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Sunset School K-8

Sunset School TK-8 serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2020-21 school year, 341 students were enrolled, including 8.5% in special education, 18.8% qualifying for English Language Learner support, 0.6% foster youth, 2.6% homeless, and 66% qualifying for free or reduced price lunch.

| Student Enrollment by Student Group and Grade Level 2020-21 | | | |
|---|-----------------------|------------------|---------------|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Female | 54.3% | Kindergarten | 37 |
| Male | 45.7% | Grade 1 | 51 |
| Non-Binary | 0.0% | Grade 2 | 37 |
| American Indian or Alaskan Native | 0.3% | Grade 3 | 38 |
| Asian | 0.9% | Grade 4 | 47 |
| Black or African American | 0.0% | Grade 5 | 43 |
| Filipino | 0.9% | Grade 6 | 32 |
| Hispanic or Latino | 47.5% | Grade 7 | 25 |
| Native Hawaiian or Pacific Islander | 0.0% | Grade 8 | 31 |
| Two or More Races | 1.8% | | |
| White | 48.7% | | |
| English Learners | 18.8% | | |
| Foster Youth | 0.6% | | |
| Homeless | 2.6% | | |
| Migrant | 0.0% | | |
| Socioeconomically Disadvantaged | 66.0% | Total Enrollment | 341 |
| Students with Disabilities | 8.5% | | |

Sunset School K-8 implements rigorous and prescriptive changes to its instructional format. The kindergarten program is structured to accommodate an extended instructional day which concludes at 12:55 p.m. rather than 11:30 a.m. as in previous years.

Educational programs follow state and district adopted curricula and are tailored to meet the needs of Sunset School's ever-changing community. All students in grades K-8 receive one hour of targeted intervention five days a week as part of the school's Universal Access time. Every staff member is dedicated to providing a safe and comprehensive educational experience.

Sunset School K-8 actively seeks out and promotes students academic success through its Renaissance program. Renaissance is a national program of academic awards and incentives. Some components include "The Wall of Fame," "Principal's Recess," and monthly perfect attendance awards.

A multi-tiered system of support is in place at Sunset to assist students with both academic and social emotional success. All of the staff, certificated, and classified, are trained in and implement school-wide language which encourages consistency, high student expectations and self-awareness. All grade levels on campus receive explicit teaching on

growth mindset, CHAMPS, "Bucket-Filling versus Bucket Dipping" and Zones of Regulation.

All students participate in universal access time. One hour per day students receive targeted intervention or opportunities for acceleration based on data. Staff meet weekly to address the needs of students in groups.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, school newsletters, the school website, and the "Monday Message". Contact the school office at (805) 649-6600 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Art Trek Volunteer
- Battle of the Books
- Classroom Helper
- PTA Functions and Fundraisers
- Library Assistance
- Universal Access Assistance
- Student Store
- Chaperone Field Trips

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Association
- Superintendent's Parent Advisory Council
- Parent Ambassadors (6th to 8th grades)

School Activities

- Accelerated Reader Recognition Program
- Art Trek
- Back to School Night
- Battle of the Books Team
- Community Service
- Cross Country Team
- Fall Fiesta Night
- Family Fun Festival
- Field Trips/Assemblies
- Fun Friday
- Garden Program
- Grade Level Student Performances
- Open House
- Outdoor School
- Student Council (ASB)
- Student Store
- 8th Grade Promotion
- Talent Show
- Intramural Sports Programs

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Sunset School is required by the state to administer a physical fitness test to all students in fifth and seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

| California Physical Fitness Test Results 2020-21 | | | |
|--|---------------------|--------|--------|
| Grade Level | % of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Fifth | N/A | N/A | N/A |
| Seventh | N/A | N/A | N/A |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Sunset School's original facilities were built in 2000; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

California Assessment of Student Performance and Progress Test Results in Science All Students

Percentage of Students Meeting or Exceeding the State Standards

| | Sunset | | VUSD | | CA | |
|-----------------------------|--------|-------|-------|-------|-------|-------|
| | 19-20 | 20-21 | 19-20 | 20-21 | 19-20 | 20-21 |
| Science (Grades 5, 8, & 10) | N/A | 19.4 | N/A | 30.74 | N/A | 28.72 |

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

| | Sunset | | VUSD | | CA | |
|--------------------------------|--------|-------|-------|-------|-------|-------|
| | 19-20 | 20-21 | 19-20 | 20-21 | 19-20 | 20-21 |
| English Language Arts/Literacy | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A | N/A | N/A |

*Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years."

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School) 2020-21

| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students Tested | 70 | 68 | 97.14 | 2.86 | 19.4 |
| Female | 44 | 43 | 97.73 | 2.27 | 14.29 |
| Male | 26 | 25 | 96.15 | 3.85 | 28 |
| American Indian or Alaskan Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | | | | | |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 41 | 40 | 97.56 | 2.44 | 15.38 |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | 26 | 25 | 96.15 | 3.85 | 24 |
| English Learners | 11 | 10 | 90.91 | 9.09 | -- |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | 24 | 24 | 100 | 0 | 13.04 |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | -- | -- | -- | -- | -- |

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2020-21

| | English Language Arts/Literacy | | | | | Mathematics | | | | |
|---|--------------------------------|---------------|----------------|--------------------|-------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested | 205 | 187 | 91.22 | 8.78 | 54.84 | 205 | 188 | 91.71 | 8.29 | 33.87 |
| Female | 123 | 112 | 91.06 | 8.94 | 54.95 | 123 | 112 | 91.06 | 8.94 | 27.03 |
| Male | 82 | 75 | 91.46 | 8.54 | 54.67 | 82 | 76 | 92.68 | 7.32 | 44 |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 96 | 86 | 89.58 | 10.42 | 49.41 | 96 | 87 | 90.63 | 9.37 | 25.58 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 99 | 92 | 92.93 | 7.07 | 57.61 | 99 | 92 | 92.93 | 7.07 | 40.66 |
| English Learners | 32 | 26 | 81.25 | 18.75 | 4 | 32 | 26 | 81.25 | 18.75 | 0 |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 82 | 73 | 89.02 | 10.98 | 38.89 | 82 | 74 | 90.24 | 9.76 | 20.55 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | 18 | 11 | 61.11 | 38.89 | 18.18 | 18 | 11 | 61.11 | 38.89 | 18.18 |

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Sunset School. The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- Restrooms
- General Cleaning and Custodial Functions

Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Restrooms
- Routine Maintenance

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

| Campus Description | |
|------------------------------|----------|
| Year Built | 2000 |
| Acreage | 9.5 |
| Bldg. Square Footage | 31611 |
| | Quantity |
| # of Permanent Classrooms | 20 |
| # of Portable Classrooms | 0 |
| # of Restrooms (student use) | 3 sets |
| Cafeteria/Multipurpose Room | 1 |
| Library | 1 |
| Computer Lab | 1 |
| Staff Lounge | 1 |
| Teacher Work Room | 1 |

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Sunset School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated, in October 2021 and shared with school staff in November 2021.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and

procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

The district's maintenance department inspects Sunset School on an annual basis in accordance with Education Code §17592.72(c)(1). Sunset School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 27, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and assigned teachers are strategically located at designated entrance areas, in the breakfast area and on the playground. During recess, assigned teachers supervise playground activity. The principal, four noon duty supervisors, and parent volunteers monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

Sunset School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Sunset School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Sunset School uses "Lesson One" and C.H.A.M.P.S. as schoolwide systems for behavior and to encourage a positive school culture. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Sunset School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Sunset School participates in the After School Education & Safety (ASES) program which provides opportunities for students, such as after school academic interventions and enrichment.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Sunset School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is

| | Suspensions and Expulsions | | | | | | | | |
|-------------|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Sunset | | | VUSD | | | CA | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Suspensions | 1.40% | 0.23% | 0.23% | 2.70% | 2.54% | 0.17% | 3.60% | 0.00% | 0.20% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.05% | 0.10% | 0.01% | 0.09% | 0.00% | 0.00% |

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| School Facility Good Repair Status | | | | |
|---|---------------|------|------|---|
| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| Inspection Date: September 27, 2021 | Good | Fair | Poor | |
| Systems | ✓ | | | |
| Interior Surfaces | | ✓ | | Health Office - VCT flooring has buckled under the sink cabinet; Classroom 9 - Damaged VCT tile at the west wall; Classroom 18 - Ceiling tiles falling at northeast corner above computer desks |
| Cleanliness | ✓ | | | |
| Electrical | ✓ | | | |
| Restrooms/Fountains | ✓ | | | Building B Boys West RR - The plastic trim on the sink is broken |
| Safety | ✓ | | | |
| Structural | ✓ | | | Building B Exterior - Exposed rebar at chipped concrete is a trip hazard at room 14 door |
| External | ✓ | | | |
| Overall Summary of School Facility Good Repair Status | | | | |
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | ✓ | | |

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Chronic Absenteeism by Student Group (2020-21)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 348 | 346 | 86 | 24.9 |
| Female | 193 | 191 | 49 | 25.7 |
| Male | 155 | 155 | 37 | 23.9 |
| American Indian or Alaska Native | 3 | 3 | 1 | 33.3 |
| Asian | 1 | 1 | 0 | 0 |
| Black or African American | | | | |
| Filipino | 4 | 4 | 0 | 0 |
| Hispanic or Latino | 162 | 162 | 44 | 27.2 |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | 8 | 7 | 1 | 14.3 |
| White | 170 | 169 | 40 | 23.7 |
| English Learners | 68 | 68 | 23 | 33.8 |
| Foster Youth | 2 | 2 | 0 | 0 |
| Homeless | 10 | 10 | 5 | 50 |
| Socioeconomically Disadvantaged | 232 | 230 | 69 | 30 |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | 33 | 33 | 13 | 39.4 |

absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Class Size

The Class Size Distribution tables in this report illustrates the distribution of class sizes at the elementary level by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. At the middle school level it illustrates the distribution of class sizes by core subject, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution

| 2018-19 | | | | |
|----------------|--------------------|--------------------|-------|-----|
| Subject | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 57 | | | 1 |
| Math | 29 | 1 | | 1 |
| Science | 57 | | | 1 |
| Social Science | 29 | | 2 | |
| 2019-20 | | | | |
| English | 59 | | | 1 |
| Math | 30 | | 2 | |
| Science | 30 | | 2 | |
| Social Science | 30 | | 2 | |
| 2020-21 | | | | |
| English | 55 | | 2 | |
| Math | 28 | | 2 | |
| Science | 28 | | 2 | |
| Social Science | 28 | | 1 | |

Average Class Size and Class Size Distribution

| 2018-19 | | | | |
|-------------|--------------------|--------------------|-------|-----|
| Grade Level | Average Class Size | Number of Classes* | | |
| | | 1-20 | 21-32 | 33+ |
| K | 18.0 | 2 | | |
| 1 | 20.0 | 2 | | |
| 2 | 19.0 | 2 | | |
| 3 | 23.0 | | 2 | |
| 4 | 27.0 | | 1 | |
| 5 | 29.0 | | 2 | |
| 2019-20 | | | | |
| K | 21.0 | 1 | 1 | |
| 1 | 22.0 | | 1 | |
| 2 | 20.0 | 2 | | |
| 3 | 20.0 | 1 | 1 | |
| 4 | 22.0 | | | 1 |
| 5 | 29.0 | | 1 | |
| 2020-21 | | | | |
| K | 19.0 | 2 | | |
| 1 | 25.0 | | 2 | |
| 2 | 18.0 | 2 | | |
| 3 | 19.0 | 2 | | |
| 4 | 40.0 | 1 | | 1 |
| 5 | 21.0 | 1 | 1 | |

*Number of classes indicates how many classes fall into each site category (a range of total students per class).
***Other* category is for multi-grade level classes.

CURRICULUM & INSTRUCTION

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2019-20, 2020-21, and 2021-22 school years, the teachers at Sunset School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

- History-Social Science
- Multi-Tiered Systems of Support (MTSS)
- Next Generation Science Standards
- School Safety
- Social Emotional Learning (SEL)
- Special Education
- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Soliday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

2021-22 Trainings:

- Bridges Math Intervention
- Benchmark & Math Expressions
- Implicit Bias
- Number Corner Refresher (Kinder)
- NGSS Curriculum Training
- Canvas

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2020-21 school year, Sunset School's staff development activities concentrated on:

- Benchmark Advanced - ELA Curriculum
- Common Core Curriculum Committees & Textbook Adoption Committees
- Common Core Standards
- Daily Five
- District Benchmarks

- District Office Site Peer to Peer Training (Observation & Curriculum Development)
- Performance Based Assessments
- Next Generation Science Standards
- Technology Integration
- Visible Thinking
- Writing Assessments
- Zones of Regulation

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

Ventura Unified School District is currently piloting History-Social Science curriculum in the 2021-22 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 21, 2021, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #21-25 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the

| Textbooks | | | |
|------------------------------|----------------------------------|--|--|
| Year Adopted | From Most Recent State Adoption? | Publisher and Series | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
| Reading/Language Arts | | | |
| 2016 | Yes | Benchmark Education Company: <i>Benchmark Advanced</i> | 0% |
| 2018 | Yes | Houghton Mifflin/Scholastic: <i>Big Day</i> | 0% |
| 2017 | Yes | Houghton Mifflin Harcourt: <i>The Real Book</i> | 0% |
| 2017 | Yes | McGraw Hill Education: <i>StudySync</i> | 0% |
| 2019 | Yes | Houghton Mifflin: <i>Read 180</i> | 0% |
| Math | | | |
| 2017 | Yes | Houghton Mifflin: <i>Math Expressions</i> | 0% |
| 2018 | Yes | Houghton Mifflin/Scholastic: <i>Big Day</i> | 0% |
| 2016 | Yes | McGraw Hill Education: <i>California Math, Course 1, 2 & 3 - Volumes 1 & 2</i> | 0% |
| 2016 | Yes | CPM: Core Connections, Course 1, 2 & 3 | 0% |
| Science | | | |
| 2021 | Yes | McGraw Hill: <i>California Inspire Science</i> | 0% |
| 2018 | Yes | Houghton Mifflin/Scholastic: <i>Big Day</i> | 0% |
| 2020 | Yes | McGraw Hill: <i>California Inspire Science (Grades 6-8)</i> | 0% |
| Social Science | | | |
| 2007 | Yes | Pearson-Scott Foresman: <i>History Social Science for California</i> | 0% |
| 2007 | Yes | Glencoe/McGraw Hill: <i>Discovering Our Past, Ancient Civilization</i> | 0% |
| 2007 | Yes | Glencoe/McGraw Hill: <i>Discovering Our Past, Medieval and Early Modern Times</i> | 0% |
| 2007 | Yes | Glencoe/McGraw Hill: <i>Discovering Our Past, The American Journey to WWII</i> | 0% |
| 2018 | Yes | Houghton Mifflin/Scholastic: <i>Big Day</i> | 0% |

district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

Counseling & Support Staff

Sunset School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Sunset School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

| Academic Counselors and Other Support Staff 2020-21 | | |
|---|-----------------|------|
| | No. of Staff | FTE* |
| Academic Counselor | 1 | 0.5 |
| Health Technician | 1 | 0.4 |
| Psychologist | 1 | 0.3 |
| School Nurse | As needed | |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Credentials

The charts below identify the number of teachers at Sunset School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Sunset School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

| Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20) | Number |
|--|--------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

| Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20) | Number |
|---|--------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

| Class Assignments / Indicator (2019-20) | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

| Teacher Preparation and Placement / Authorization/Assignment (2019-20) | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

SARC DATA

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Sunset School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2021 and the school facilities section was acquired in November 2021.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| Teacher and Administrative Salaries 2019-20 | | |
|--|---------|---|
| | VUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | 48,017 | 52,562 |
| Mid-Range Teacher Salary | 63,145 | 83,575 |
| Highest Teacher Salary | 95,772 | 104,166 |
| Average Principal Salaries: | | |
| Elementary School | 117,712 | 131,875 |
| Middle School | 122,293 | 137,852 |
| High School | 139,903 | 150,626 |
| Superintendent Salary | 228,637 | 260,243 |
| Percentage of Budget For: | | |
| Teacher Salaries | 32 | 34 |
| Administrative Salaries | 5 | 5 |

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Expenditures Per Pupil and School Site Teachers Salaries 2019-20 | | | | | |
|---|--------|--------|--|---|------------------------------------|
| Dollars Spent Per Student | | | | | |
| Expenditures Per Pupil | Sunset | VUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 5,965 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 739 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 5,225 | 6,041 | 86.5% | 8,444 | 71.5% |
| Average Teacher Salary | 54,943 | 78,453 | N/A | 86,376 | N/A |

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

School Site Council Bylaws

**Sunset School K-8
School Site Council Bylaws**Article I
Duties of the School Site Council

The school site council of Sunset School K-8, hereinafter referred to as the school site council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed *Single Plan for Student Achievement* and *School Safety Plan* from all school advisory committees.
- Develop and approve the plans and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plans and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plans with the principal, teachers and other school staff members.
- Make modifications to the plans whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc), evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the school site council by the district governing board and by state law.

Article II
Members

Section A: Composition

The school site council shall be composed of 10 members, selected by their peers, as follows:

- 3 Classroom teachers
- 1 Other school staff members
- 5 Parents or community members
- The school principal shall be an ex officio member of the school site council.

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

School site council members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the school site council. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.

Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by appointment of the school site council for the period of time until the next regular election.

**Article III
Officers****Section A: Officers**

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable.

The chairperson shall:

- Preside at all meetings of the school site council.
- Sign all letters, reports and other communications of the school site council.
- Perform all duties incident to the office of the chairperson.
- Have other such duties as are prescribed by the school site council.

The vice-chairperson shall:

- Represent the chairperson in assigned duties.
- Substitute for the chairperson in his or her absence.

The secretary shall:

- Keep minutes of all regular and special meetings of the school site council.
- Transmit true and correct copies of the minutes of such meetings to members of the school site council.
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the school site council.
- Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, and others with whom the school site council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the first meeting of the school site council and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office.

**Article IV
Committees****Section A: Subcommittees**

The school site council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the school site council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the school site council.

Section B: Other Standing and Special Committees

The school site council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the school site council. No such committee may exercise the authority of the school site council.

Section B: Membership

Unless otherwise determined by the school site council, the school site council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section C: Terms of Office

The school site council shall determine the terms of office for members of a committee.

Section D: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the school site council, or policies of the district governing board.

Section E: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V

Meetings of the School site council

Section A: Meetings

The school site council shall determine the meeting dates at the beginning of the year. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

Section B: Place of Meetings

The school site council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the school site council.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: in the office window, and campus reports in the local paper when available.

All required notices shall be delivered to school site council and committee members no less than 72 hours, and no more than 7 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the school site council shall be conducted in accordance with the rules of order established by *Education Code* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the school site council.

Section F: Meetings Open to the Public

All meetings of the school site council, and of committees established by the school site council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article

Article VII
Amendments

An amendment of these bylaws may be made at any regular meeting of the school site council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to school site council members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.