

Ventura Unified School District

School Plan for

Student

Achievement



Homestead School

56 72652 6115687

Contact Information:

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Fiscal Year 2022-2023

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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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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 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Hector Guerrero	X				
Tera Shrum			X		
Heather Burris		X			
Josh Meehan		X			
Katie Tapia		X			
Vacant		X			
Dakota Corey				X	
Scott Shoemaker				X	
Steve Weed				X	
Bella Craig					X
Aasia Rand					X
Jonah Thomas					X
Number of members in each category	1	4	1	3	3

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:

Staff/Leadership

Parent Leadership Team

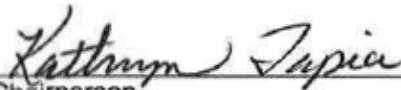
Signature of Authorized
Representative

- 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: 11/8/22

Attested:



Hector Guerrero, Principal

11/22/22
Date

SSC Chairperson

11/22/22
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 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

During the 2021-22 school year, Homestead School served 63 students in grades TK-8 residing in the midtown area of Ventura. Student enrollment included 11.1% students with disabilities, 7.9% English learners, and 44.4% socioeconomically disadvantaged.

At Homestead, we recognize that no two learners are the same, and we embrace learner variability. Our K-8 Independent Study school captures the flexibility of home school and combines it with the expertise of credentialed teachers and the rigor of high-quality curricula. We offer the guidance, direction, and accountability of online schools and add to it the personal connections of in-person learning with peers and one-on-one regular sessions with teachers. We partner with parents to provide flexible learning opportunities on-site and at home.

Homestead distinctives:

- Flexibility of homeschool
- Expertise of credentialed teachers
- High quality curricula
- Weekly in-person enrichment opportunities
- Dual enrollment available at VUSD middle schools for a blend of Independent Study and in-person learning in grades 6-8

Teachers meet weekly in-person with each student and parent(s) to:

- review work (students submit a minimum of 15 hours/week in kindergarten, 20 hours each week for grades 1-8)
- assess individual needs, progress and goals
- help the student with assignments
- discuss upcoming classes and events

Students attend daily virtual class meetings each morning to connect with their teacher and classmates, ask pressing questions, and receive additional guidance as needed with assignments and learning activities (Zoom meetings vary in length by grade level from 15 min. to 1 hour).

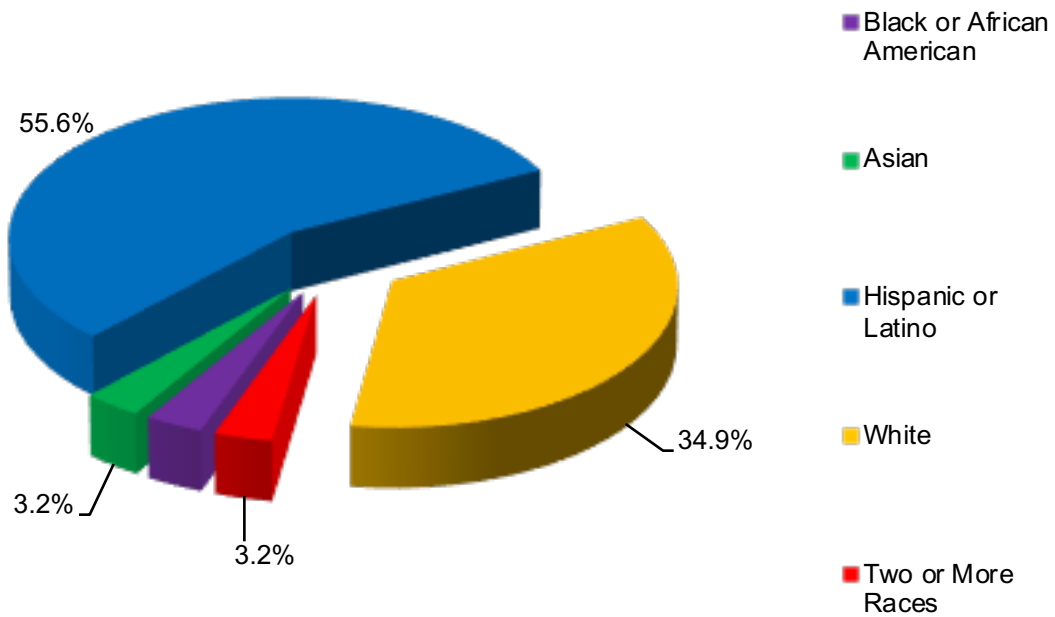
Students work at home independently on assignments, projects, and learning activities on a flexible timeline each week suited to the families' needs and schedule. Parents guide their children's daily learning and provide structure, accountability, and support as needed for each child's age and developmental needs.

Each Tuesday and Thursday Homestead students are invited to attend enrichment classes and activities on campus that include academic instruction, science and engineering, tutoring and support, art, cooking, music, gardening and more.

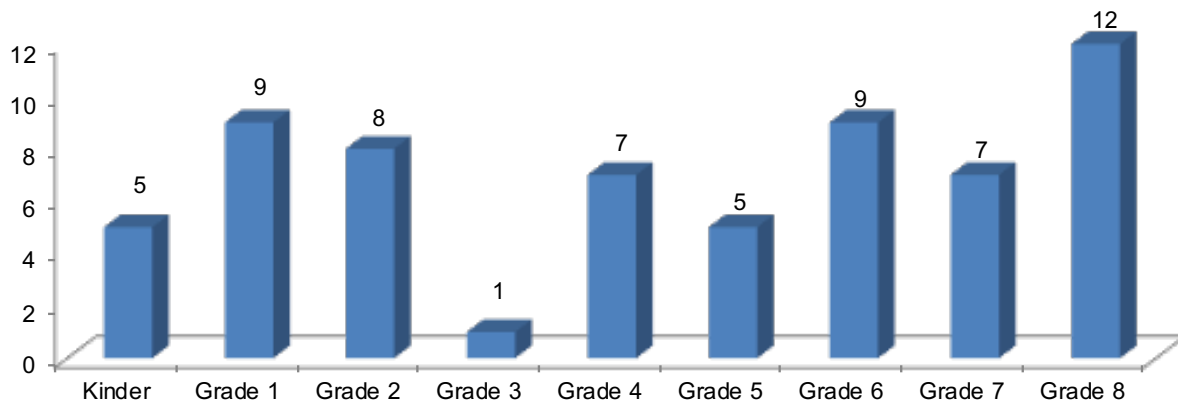
School Mission

Homestead provides a caring, healthy and safe environment where all children are honored, all individuals are respected, and all are provided learning opportunities for academic and social-emotional growth.

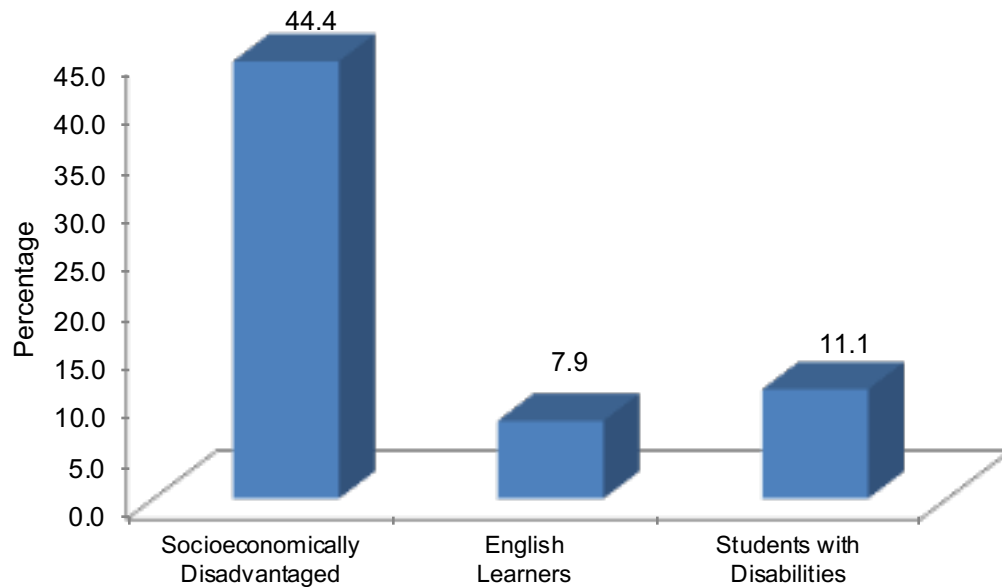
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



Student Enrollment by Student Group – 2021-22



Comprehensive Needs Assessment

Homestead 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 staff meetings, leadership team meetings, and grade level meetings, administrators and teacher leaders considered the results of the following to identify areas of strength and weakness:

- Analysis of Student Performance Data:
 - ELPAC Reports
 - Accelerated Reader Reports
 - CAASPP Reports
 - CST Science
 - District Reading Screener
- California School Climate Survey

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Transition from Preschool to Kindergarten

Ventura Unified School District Office of Educational Services, Child Development Programs Division, manages and coordinates early childhood programs to support the social, emotional, physical, and educational needs of the child in a safe and healthy environment. Teaching staff are fully credentialed through the California Commission on Teacher Credentialing. Support staff are well trained and knowledgeable of community resources, mental health, social services, health, and nutrition.

The Ventura Unified School District's Curriculum and Instruction Division oversees the following programs:

- **Jumpstart State Preschool Program:** Through a contract with the California Department of Education, Ventura Unified School District operates 14 half-day Jumpstart State Preschool programs. The Jumpstart Program is under the auspices of Ventura Unified School District Office of Educational Services, Child Development Programs.

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

When you visit the Jumpstart classrooms you will observe a print rich environment supporting the developmental process of early literacy. Notably, the importance of a culturally and linguistically sensitive learning environment is demonstrated. Children are engaged daily in language/ literacy lessons, as well as ten developmentally based center activities. Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified Classroom Teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching.

Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified classroom teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching. Morning and afternoon sessions are offered.

The Jumpstart State Preschool Programs offer morning and afternoon sessions at:

- E.P. Foster Elementary
 - Montalvo Elementary
 - Portola Elementary
 - Sheridan Way Elementary
 - A.T.L.A.S.
 - Will Rogers Elementary
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District's Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
 - Citrus Glen Elementary School
 - Elmhurst Elementary School
 - Junipero Serra Elementary School
 - Lemon Grove School
 - Lincoln Elementary School
 - Loma Vista Elementary School
 - Sheridan Way Elementary

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.

Homestead School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Homestead 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 and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment.

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

- **Digital Citizenship** – An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **Zones of Regulation** – The Zones of Regulation curriculum is explored highlighting strategies to teach students to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts are shared.
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.

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
Homestead K-8	56726526115687	11-8-22	

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)

The purpose of this plan is to provide goals and actions to guide Homestead K-8 in schoolwide programs for improvement and addressing student achievement, student connection to school and family involvement.

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.

Homestead K-8 strives to meet all of the ESSA requirements by aligning its programs, assessments, and finances with our District's LCAP as well as to federal, state and local programs by regularly administering standardized exams, meeting program requirements for all student requirements for all student groups and meeting regularly with all stakeholders via our various representative groups Staff Leadership, School Site Council, Parent Leadership Team and various district level groups.

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:
School Site Leadership Team	11/09/22
School Site Council	10/4/22, 10/11/22, 10/18/22, 11/8/22

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:

There is a need to update outdated materials and supplemental curriculum

There is a need to establish student academic support / Intervention systems

There is a need to provide increased access to professional development for teachers and counselors to improve pedagogy to support student learning.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Met or Exceeded: ELA 55.7% - 2021 Math 40.33% - 2021 ELA 55.17% - 2019 Math 24.14% - 2019	2023: ELA - 60% Math - 45%

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Provide teachers, staff and students with needed materials, supplies and equipment and intervention support staffing for student learning and activities. (Program just relocated to a new location and no longer has access to supplies and materials from the previous home site of Lemon Grove Elem.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	Site Based
\$12,000	Supplemental

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

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

All

Strategy/Activity

Provide increased Professional Development opportunities for teachers and staff in curriculum, pedagogy, intervention and student supports.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000	Supplemental

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

All students and staff will have access to study material and resources to support learning in all classes/subject areas. e.g. syllabus, readers, rubrics, outlines, assessments, data reports.

Communicate school events and opportunities through print media.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 publications	Site Based

Goal 2:**Student Connections to School** - Provide a safe and secure environment for all staff and students.

Identified Need:

There is a need to lower our enrollment turnover

There is a need to improve recreation equipment/options for students at our new location

There is a need to improve campus ingress and egress, and parking for our program.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average enrollment/total enrollment	2021-22 school year - 172/285	2022-23 school year - 72/95
# In-person learning opportunities events	2021-22 school year - 6 (monthly)	2022-23 school year - 70 (weekly)
Student Survey		

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

All

Strategy/Activity

Increase offering of and attendance at on campus learning opportunities and events for all students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	Supplemental
\$1,000	Site Based

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

All

Strategy/Activity

Communicate school events and opportunities through print media.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	Site Based

Goal 3:**Family Involvement** - Increase parent and community involvement.

Identified Need:

There is a need for increased opportunities for involvement on campus for students and parents.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation at school events	2021-22 school year - NA	2022-23 school year - 60%
Percentage of parents viewing the monthly newsletter	2021-22 school year- NA	2022-23 school year - 60%
Parent Survey	2021-22 school year- 1/3 parents completed	2021-22 school year- 1/3 parents complete

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

All students

Strategy/Activity

Provide increased opportunities on campus for students and families

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$300	Site based

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

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

All students

Strategy/Activity

Establish a parent leadership team that meets regularly

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$200	Site based

Annual Review:**SPSA Year Reviewed: 2021-22**

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.

N/A

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

N/A

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.

N/A

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

The School Site Council intends for Homestead School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2022-23 Pre-Allocation	\$0.00
Title I 2022-23 Allocation	\$0.00

Subtotal of additional federal funds included for this school: **\$0.00**

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 2021-22 Carryover	\$1,494.00
Site-Based Funds 2022-23 Allocation	\$10,010.00
Supplemental Funds 2021-22 Carryover	\$1,984.00
Supplemental Funds 2022-23 Allocation	\$22,080.00

Subtotal of state or local funds included for this school: **\$35,568.00**

Total of federal, state, and/or local funds for this school: **\$35,568.00**

2022-23 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services 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.

Multilingual/Multicultural Education

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

Program models offered for Multilingual 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.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, 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-5) 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 2021-22

	English Language Arts/Literacy 2021-22						
	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	20	15	15	13.33%	33.33%	26.67%	26.67%
Male	11	7	7	*	*	*	*
Female	9	8	8	*	*	*	*
African American	*	0	0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	0	0	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	12	10	10	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	5	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	8	6	6	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless	*	0	0	N/A	N/A	N/A	N/A

CAASPP – Grade 3 Mathematics 2021-22

	Mathematics 2021-22						
	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	20	15	15	13.33%	20.00%	40.00%	26.67%
Male	11	7	7	*	*	*	*
Female	9	8	8	*	*	*	*
African American	*	0	0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	0	0	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	12	10	10	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	5	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	8	6	6	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless	*	0	0	N/A	N/A	N/A	N/A

CAASPP – Grade 4 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy 2021-22						
	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	14	12	12	33.33%	25.00%	16.67%	25.00%
Male	10	8	8	*	*	*	*
Female	4	4	4	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
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	11	9	9	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	13	11	11	27.27%	27.27%	18.18%	27.27%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 4 Mathematics 2021-22

	Mathematics 2021-22						
	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	14	12	12	8.33%	25.00%	25.00%	41.67%
Male	10	8	8	*	*	*	*
Female	4	4	4	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
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	11	9	9	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	13	11	11	0.00%	27.27%	27.27%	45.45%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 5 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy 2021-22						
	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	17	13	13	7.69%	46.15%	38.46%	7.69%
Male	10	8	8	*	*	*	*
Female	7	5	5	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	11	8	8	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	5	4	4	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	9	7	7	*	*	*	*
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 5 Mathematics 2021-22

	Mathematics 2021-22						
	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	17	13	13	15.38%	15.38%	7.69%	61.54%
Male	10	8	8	*	*	*	*
Female	7	5	5	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	11	8	8	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	5	4	4	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	9	7	7	*	*	*	*
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 6 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy 2021-22						
	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	22	22	13.64%	18.18%	31.82%	36.36%
Male	16	13	13	0.00%	23.08%	38.46%	38.46%
Female	13	9	9	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
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	14	10	10	*	*	*	*
Native Hawaiian or Pacific Islander							
White (not Hispanic)	14	11	11	9.09%	18.18%	45.45%	27.27%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	13	9	9	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 6 Mathematics 2021-22

	Mathematics 2021-22						
	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%	22%	22%	13.64%	4.55%	40.91%	40.91%
Male	16	13	13	15.38%	0.00%	53.85%	30.77%
Female	13%	9%	9%	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
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	14	10	10	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	14	11	11	18.18%	9.09%	36.36%	36.36%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	13	9	9	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 7 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy 2021-22						
	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	20	20	20.00%	30.00%	30.00%	20.00%
Male	8	8	8	*	*	*	*
Female	16	12	12	33.33%	33.33%	33.33%	0.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	0	0	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	15	12	12	8.33%	41.67%	25.00%	25.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	8	8	8	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	13	10	10	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 7 Mathematics 2021-22

	Mathematics 2021-22						
	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%	20%	20%	0.00%	30.00%	35.00%	35.00%
Male	8	8	8	*	*	*	*
Female	16%	12%	12%	0.00%	41.67%	41.67%	16.67%
African American	*	0	0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
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	15	12	12	0.00%	16.67%	41.67%	41.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	8	8	8	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	13	10	10	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 8 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy 2021-22						
	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	30	26	26	11.54%	34.62%	30.77%	23.08%
Male	15	12	12	0.00%	50.00%	16.67%	33.33%
Female	15	14	14	21.43%	21.43%	42.86%	14.29%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	18	15	15	6.67%	33.33%	40.00%	20.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	9	9	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	13	13	13	0.00%	30.77%	38.46%	30.77%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	NA
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 8 Mathematics 2021-22

	Mathematics 2021-22						
	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%	24%	24%	0.00%	8.33%	20.83%	70.83%
Male	15	12	12	0.00%	0.00%	16.67%	83.33%
Female	14%	12%	12%	0.00%	16.67%	25.00%	58.33%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	17	13	13	0.00%	0.00%	23.08%	76.92%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	9	9	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	12	11	11	0.00%	0.00%	18.18%	81.82%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2022-23 Site Based Program Budget

2022-23 BUDGET

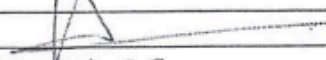
School Site: Homestead
Program: Site Based Fund

2021-22 Carryover	\$	1,494.00
2022-23 Allocation	\$	10,010.00
Total Available Funding:	\$	11,504.00

		Budget	Actual expensed & encumbered to date	Balance to date
Expenditures:				
1000s - Certificated Salaries (as of 12/9/22)				
	Teachers, Extra hours	\$ -		\$ -
	Teachers, Sub	\$ -		\$ -
	Other	\$ -		\$ -
2000s - Classified Salaries				
	Paraed, Extra hours	\$ -		\$ -
	Clerical, Extra hours	\$ -		\$ -
	Other			\$ -
3000s - Employee Benefits				
	23.16% for Certificated	\$ -		\$ -
	35.63% for Classified	\$ -		\$ -
4000s - Books and Supplies				
	Books Other Than Textbooks	\$ -		\$ -
	Materials and Supplies	\$ 9,004.00	\$ 7,632.58	\$ 1,371.42
	Equipment not Capitalized	\$ -		\$ -
5000s - Services & Other Operating Expenses				
	Conferences/Travel	\$ -	\$ -	\$ -
	Rentals and Repairs	\$ -		\$ -
	Operating Lease	\$ -		\$ -
	Graphics	\$ 2,000.00	\$ 63.00	\$ 1,937.00
	Contracted Services	\$ -	\$ -	\$ -
	Internet Publications/Software	\$ -	\$ -	\$ -
	Communications	\$ 500.00	\$ -	\$ 500.00
6000s - Capital Outlay				
	Capital Equipment >\$5,000 ea.	\$ -	\$ -	\$ -
Total		\$ 11,504.00	\$ 7,695.58	\$ 3,808.42

Budget Balance	\$ -
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MK 12/14

Principals Signature:	
Date:	12-14-22
School Site Council Approval: (Chair)	Kathleen Dupri
Date:	12/14/22
Director, Special Projects Approval:	COSS
Date:	1/3/23

2022-23 Supplemental Program Budget

2022-23 BUDGET

School Site:

Homestead

Program:

Supplemental

2021-22 Carryover	\$	1,984.00
2022-23 Allocation	\$	22,080.00
Total Available Funding:	\$	24,064.00

		Budget	Actual expensed & encumbered to date	Balance to date
Expenditures:				
1000s - Certificated Salaries			(as of 12/9/22)	
	Teachers, Extra hours	\$ -		\$ -
	Teachers, Sub	\$ -		\$ -
	Other	\$ -		\$ -
2000s - Classified Salaries				
	Paraed, Extra hours	\$ -		\$ -
	Clerical, Extra hours	\$ -		\$ -
	Other	\$ -		\$ -
3000s - Employee Benefits				
	23.16% for Certificated	\$ -		\$ -
	35.63% for Classified	\$ -		\$ -
4000s - Books and Supplies				
	Books Other Than Textbooks	\$ 4,000.00		\$ 4,000.00
	Materials and Supplies	\$ 11,064.00	\$ 1,825.60	\$ 9,238.40
	Equipment not Capitalized	\$ 2,000.00		\$ 2,000.00
5000s - Services & Other Operating Expenses				
	Conferences/Travel	\$ 7,000.00		\$ 7,000.00
	Rentals and Repairs	\$ -		\$ -
	Operating Lease	\$ -		\$ -
	Graphics	\$ -		\$ -
	Contracted Services	\$ -		\$ -
	Internet Publications/Software	\$ -		\$ -
6000s - Capital Outlay				
	Capital Equipment >\$5,000 ea.	\$ -	\$ -	\$ -
Total		\$ 24,064.00	\$ 1,825.60	\$ 22,238.40
Budget Balance		\$ -		

ALK 12/14

Principals Signature:	
Date:	12-14-22
School Site Council Approval: (Chair)	
Date:	12/14/22
English Learner Advisory Committee Review:	
Date:	
Director, Special Projects Approval:	
Date:	1/3/23

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

Parent Involvement Calendar

Individual classes and grade levels have parent meetings and send home class newsletters on a regular basis. There are also many activities within classes and grade levels in which parent participation is sought. Parent involvement at all levels is an essential component of the culture of Homestead.

August <ul style="list-style-type: none"> ● Master Agreement Academic Planning Meetings ● Electronic Newsletter* ● Back to School Night 	February <ul style="list-style-type: none"> ● Parent Information Meetings ● Parent Leadership Team Meeting ● Student Social /Fun Day ● Kindness Week ● Renaissance ● Electronic Newsletter ● Class Acts ● Student Activity/Fieldtrip ● Poetry Tea
September <ul style="list-style-type: none"> ● Parent Information Meetings In-person ● SSC Voting* ● Electronic Newsletter* ● Picture Day ● Parent Leadership Team ● Class Acts 	March <ul style="list-style-type: none"> ● Parent Information Meetings ● Parent Leadership Team Meeting ● Electronic Newsletter ● Student Social /Fun Day ● Parent Survey ● Class Acts ● Student Activity/Fieldtrip
October <ul style="list-style-type: none"> ● Parent Leadership Team Meetings ● SSC ● Electronic Newsletter ● Fieldtrip ● Class Acts 	April <ul style="list-style-type: none"> ● Parent Information Meetings ● Parent Leadership Team Meeting ● Fun/ Quad Day ● Class Acts ● Electronic Newsletter
November <ul style="list-style-type: none"> ● SSC ● Parent Leadership Team Meetings ● Electronic Newsletter ● Movie Night ● School of Choice (SOC) Night ● Class Acts ● Cheers for Children 	May <ul style="list-style-type: none"> ● Parent Information Meetings ● Parent Leadership Team Meetings ● Promotion Planning Committee ● Student Social /Fun Day ● Class Acts ● Electronic Newsletter
December <ul style="list-style-type: none"> ● Parent Leadership Team Meeting ● Cheers for Children Drive ● Electronic Newsletter ● SSC ● Class Acts ● Student Activity / Fieldtrip ● Culture Day 	June <ul style="list-style-type: none"> ● Parent Information Meetings ● Parent Leadership Team Meetings ● End of year student activities ● Promotion K, 5 and 8 ● SSC
January <ul style="list-style-type: none"> ● Master Agreement Academic Planning Meetings ● SOC Info Night ● Parent Leadership Team Meetings ● Student Social /Fun Day ● Electronic Newsletter ● Class Acts 	

Professional Development Plan

Homestead K-8 School believes 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 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. The following chart identifies the monthly staff development that will occur at Homestead K-8:

August	<ul style="list-style-type: none"> • Independent Study Attendance • ISPE • English Learner Goals
September	<ul style="list-style-type: none"> • Re-engagement protocols • Mandated Reporter • Crisis Response - Active Shooter • CLASS ACTS: In-person instruction, enrichment and intervention
October	<ul style="list-style-type: none"> • District Assessments • Emergency Response Procedures • Area of focus: Math instruction, supports and interventions
November	<ul style="list-style-type: none"> • Professional Learning: Focus on Math • Forms of Predetermination • Student/Family/Community involvement activities
December	<ul style="list-style-type: none"> • School Plan, SARC, Goals Review, Safety Plan • Area of focus: math instruction, supports and interventions
January	<ul style="list-style-type: none"> • Student files procedures - IS/Audit • District Assessments • Supplemental curricula - Math, ELA, science pilots
February	<ul style="list-style-type: none"> • Supplemental curricula - Math, ELA, science • EL Supports • Kindergarten Conference in Pasadena
March	<ul style="list-style-type: none"> • Mental Health • CAASPP planning • California Math Consortium Conference in Bakersfield
April	<ul style="list-style-type: none"> • CAASPP • Professional Learning: Focus on Math
May	<ul style="list-style-type: none"> • Promotion Planning / End of Year Celebrations • Year in Review • Planning for following year
June	<ul style="list-style-type: none"> • End of Year Wrap Up

2021-22 School Accountability Report Card

Published January 2023



HOMESTEAD SCHOOL
150 DAY RD, VENTURA, CA 93003
(805) 289-1893

HECTOR GUERRERO, PRINCIPAL
GRADES K-8

PRINCIPAL'S MESSAGE

Welcome to Homestead School! The purpose of the School Accountability Report Card is to provide our community with information about the school's instructional programs, academic achievement, materials, facilities, and staff. Information about the Ventura Unified School District is also provided.

Parents and community members play a very important role in the school. Whether through volunteering on campus or supporting students at home with healthy choices, your role is crucial to student success. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school is a welcoming, stimulating environment where students are actively involved in learning the *Common Core State Standards* as well as positive values. Together, we build the stepping stones toward a successful future for the children in our care. Thank you for your support of Homestead School.

School Mission

Homestead provides a caring, healthy and safe environment where all children are honored, all individuals are respected, and all are provided learning opportunities for academic and social-emotional growth.

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

Board of Education

SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
AMY (YAMAMOTO) CALLAHAN
JAMES FORSYTHE
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
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Ventura Unified
SCHOOL DISTRICT

Homestead School

Homestead School serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2021-22 school year, 181 students were enrolled, including 7.2% in special education, 12.7% qualifying for English language learner support, 1.7% homeless youth, and 50.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	43.1%	Kindergarten	17
Male	56.9%	Grade 1	18
Non-Binary	0.0%	Grade 2	19
American Indian or Alaskan Native	0.0%	Grade 3	22
Asian	4.4%	Grade 4	25
Black or African American	1.7%	Grade 5	20
Filipino	1.1%	Grade 6	22
Hispanic or Latino	57.5%	Grade 7	20
Native Hawaiian or Pacific Islander	0.0%	Grade 8	18
Two or More Races	2.2%		
White	33.1%		
English Learners	12.7%		
Foster Youth	0.0%		
Homeless	1.7%		
Migrant	0.0%		
Socioeconomically Disadvantaged	50.8%		
Students with Disabilities	7.2%		
			Total Enrollment 181

The staff at Homestead School maintain high academic standards, providing an educational program designed to meet the needs of each student in a warm and nurturing environment.

The Homestead program is an alternative education program for K-8 students who excel in an independent, flexible instructional setting. Students are assigned to certificated teacher and meet regularly each week to review learning goals and progress, set goals and reflect on their academic growth. All coursework is aligned to state content standards and frameworks. Students are required to complete assignments correctly and on time to earn attendance and course credits.

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 in the Homestead program are involved in their child's learning environment as they supervise their children's learning at home. Parents stay informed on upcoming events and school activities through ParentSquare, parent meetings, monthly newsletters, and marquee. Contact the school office at (805) 289-1893 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Field Trips/Chaperone

School Activities

- Assemblies
- Enrichment Classes
- Art Fair
- Field Trips

STUDENT ACHIEVEMENT**Physical Fitness**

In the spring of each year, Homestead School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pt/.

California Physical Fitness Test Results					
2021-22					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	95.0%	95.0%	95.0%	95.0%	95.0%
Seventh	81.0%	81.0%	81.0%	81.0%	81.0%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas:

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in Science					
All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Homestead		VUSD		CA
	20-21	21-22	20-21	21-22	21-22
Science (Grades 5, 8, & 10)	36.94	26.32	30.74	32.31	28.72

Note: 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 (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/.

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

2021-22					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	47	38	80.85	19.15	26.32
Female	22	19	86.36	13.64	21.05
Male	25	19	76	24	31.58
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino	--	--	--	--	--
Hispanic or Latino	29	22	75.86	24.14	18.18
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	15	13	86.67	13.33	38.46
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	23	21	91.3	8.7	14.29
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

Note: 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.

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						
	Homestead		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	46	N/A	47	N/A	47
Mathematics	N/A	24	N/A	35	N/A	33

Note: 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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA.

The "Percent Met and Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3 - Alternate) on the CAA's divided by the total number of students who participated in both assessments.

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

2021-22										
	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	134	108	80.6	19.4	46.3	133	106	79.7	20.3	23.58
Female	64	52	81.25	18.75	51.92	63	50	79.37	20.63	28
Male	70	56	80	20	41.07	70	56	80	20	19.64
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	81	64	79.01	20.99	45.31	80	62	77.5	22.5	16.13
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	45	39	86.67	13.33	43.59	45	39	86.67	13.33	33.33
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth										
Homeless	--	--	--	--	--	--	--	--	--	--
Military										
Socioeconomically Disadvantaged	73	60	82.19	17.81	36.67	72	58	80.56	19.44	15.52
Students Receiving Migrant Education Services										
Students with Disabilities	--	--	--	--	--	--	--	--	--	--

Note: N/A 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.

Campus Description	
Year Built	1956
Acreage	6.6
Bldg. Square Footage	37249
	Quantity
# of Permanent Classrooms	1
# of Portable Classrooms	2
# of Restrooms (student use)	4 sets
Cafeteria/Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1
Computer Lab	1

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. Homestead School moved to a new location for the 2022-23 school year which is next to the Foothill Technology High School campus.

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, principal and/or program coordinator inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are shared with El Camino High School. The day custodian is responsible for cafeteria setup/cleanup, general cleaning and custodial functions, and restrooms.

Restrooms are checked regularly for cleanliness and cleaned as needed. The evening custodians are responsible for classrooms, office areas, restrooms, and routine maintenance projects.

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

Facilities Inspections

The district's maintenance department inspects Homestead School on an annual basis in accordance with Education Code §17592.72(c) (1). Homestead 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 August 25, 2022. During fiscal year 2021-22, 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. Students in the Homestead Program are supervised by the program coordinator, a Homestead teacher, and/or parent or guardian when they are on campus for their weekly meeting.

Homestead School is a closed campus. During school hours, all visitors must sign in at the school's office.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for El Camino High School which includes Homestead 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 November 2021, and shared with school staff in December 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.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

All students can participate in campus classes as scheduled by the teacher. Students and parents attend all scheduled meetings online or in person as stated in each students' master agreement. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Homestead 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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Homestead School for the 2021-22 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 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 table in this report illustrates the distribution of class sizes 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.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: August 25, 2022	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Chronic Absenteeism by Student Group (2021-22)									
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate					
All Students	278	234	86	36.8					
Female	132	109	43	39.4					
Male	146	125	43	34.4					
American Indian or Alaska Native									
Asian	10	10	1	10					
Black or African American	4	4	3	75					
Filipino	2	2	0	0					
Hispanic or Latino	160	138	62	44.9					
Native Hawaiian or Pacific Islander									
Two or More Races	4	4	0	0					
White	98	76	20	26.3					
English Learners	31	28	8	21.4					
Foster Youth									
Homeless	6	4	2	50					
Socioeconomically Disadvantaged	155	130	61	46.9					
Students Receiving Migrant Education Services									
Students with Disabilities	21	19	4	21.1					

Suspensions and Expulsions									
	Homestead			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	0.00%	0.00%	0.36%	2.54%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.00%	0.07%

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.

Average Class Size and Class Size Distribution				
2019-20				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	3	5		
Math	2	9		
Science	3	5		
Social Science	2	9		
2020-21				
English	3	8		
Math	2	11		
Science	2	11		
Social Science	2	11		
2021-22				
English	12	3		
Math	12	3		
Science	6	6		
Social Science	6	6		

Suspensions & Expulsions by Student Group (2021-22)			
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.36%	0.00%	
Female	0.00%	0.00%	
Male	0.68%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	0.00%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	1.02%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	0.00%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	4.76%	0.00%	

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 2020-21, 2021-22, and 2022-23 school years, the teachers at Homestead School had the opportunity to participate in districtwide staff development training focused on:

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
- Sonday 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

2022-23 Trainings:

- Active Assailant
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Digital Platforms (Let's Take a Tech Trip)
- Elevation Training
- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

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 2021-22 school year, Homestead School's staff development activities concentrated on:

- Canvas Learning
- ELlevation
- MAP Reading, Math, and Language Arts Assessments

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 2022-23 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.

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: <i>Core Connections, Course 1, 2 & 3</i>	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 WWI</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%

On October 11, 2022, 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 #22-40 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the 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 2022-23 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment			2020-21	2021-22
Permits and Waivers			0	
Misassignments			0	
Vacant Positions			0	
Total Teachers Without Credentials and Misassignments			0	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator			2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver			0	
Local Assignment Options			6	
Total Out-of-Field Teachers			6	

Class Assignments / Indicator			2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			0	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)			0	

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.6	30.6	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6	69.28	65.1	10.03	12115.8	4.41
Unknown	0	0	29.7	4.57	18854.3	6.86
Total Teaching Positions	8.6	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
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.

PROFESSIONAL STAFF

Counseling & Support Staff

Homestead 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 Homestead 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	0.1
Psychologist	1	0.5
School Nurse	As Needed	
Speech Therapist	1	1.0
Health Technician	1	0.5

*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 in this report identify the number of teachers at Homestead 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 Homestead 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.

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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 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.)

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	Homestead	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	18	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3	N/A	N/A	N/A	N/A
Unrestricted (Basic)	16	157	99%	6,593	2.4%
Average Teacher Salary	54,781	77,987	N/A	88,358	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 2020-21 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
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

SARC DATA

DataQuest

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 Homestead 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 and the school facilities section was acquired in December 2022.