Ventura Unified School District

School Plan for Student Achievement



Homestead School

56 72652 6115687

Contact Information:
Hector Guerrero, Principal
hector.guerrero@venturausd.org
150 Day Road
Ventura, CA 93003
(805) 289-7955

Ventura Unified SCHOOL DISTRICT

Fiscal Year 2026-2027

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Homestead School — School Plan for Student Achievement Fiscal Year 2026-2027

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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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Homestead School
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Ventura, CA 93003
(805) 289-7955
hector.guerrero@venturausd.org

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 2025-2026 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			
Raquel Rodarte		X			
Kristie Steinlicht		X			
Melissa Marr		X			
Maria Peralta				X	
Charity Benson				X	
Christopher Ellison				X	
Melieck Anderson					X
Abigail Valenzuela					X
Gretta Ulivo					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:

English Learner Advisory Committee

Signature of Authorized Representative

No ELAC at Homestead. N/A

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: Feb. 3 2026

Attested:

Hector Guerrero, Principal — Date: Feb 3, 2026

SSC Chairperson — Date: 2/3/26

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 14,000 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, 1 alternative high school, and 1 independent study school.

During the 2024-2025 school year, Ventura Unified School District served 14,379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% homeless, and 0.2% 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 2024-2025 school year, Homestead School served 52 students in grades TK-8 residing in the midtown area of Ventura. Student enrollment included 11.5% students with disabilities, 3.8% English learners, and 59.6% 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).

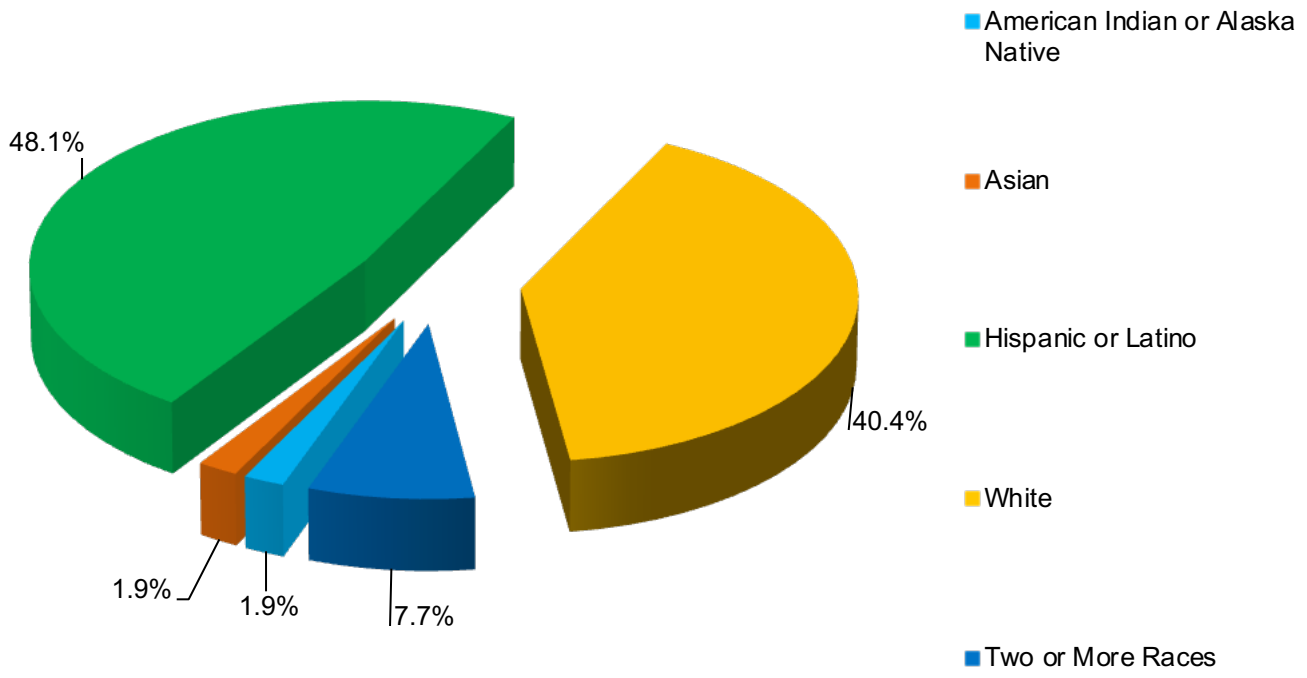
Students work at home independently on assignments, projects, and learning activities on a flexible timeline each week suited to the families' needs and schedule. Parents guide their children's daily learning and provide structure, accountability, and support as needed for each child's age and developmental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

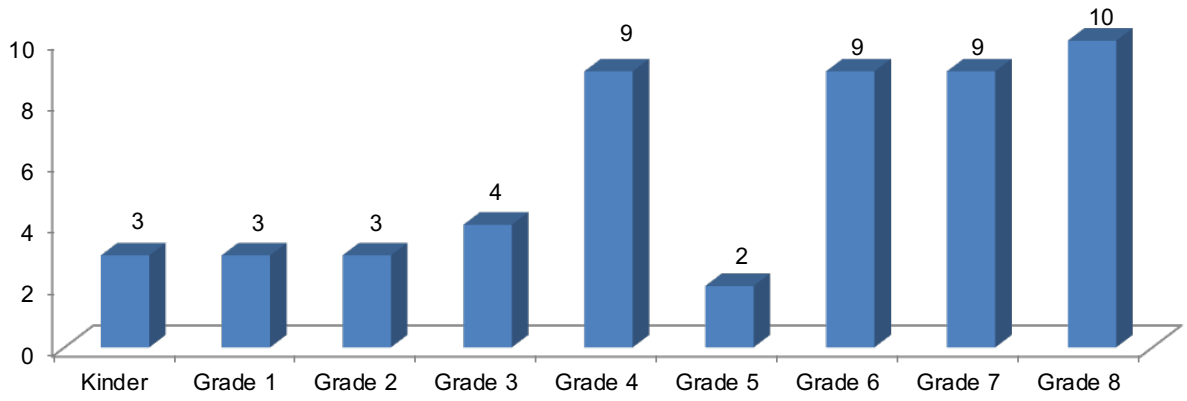
School Mission

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.

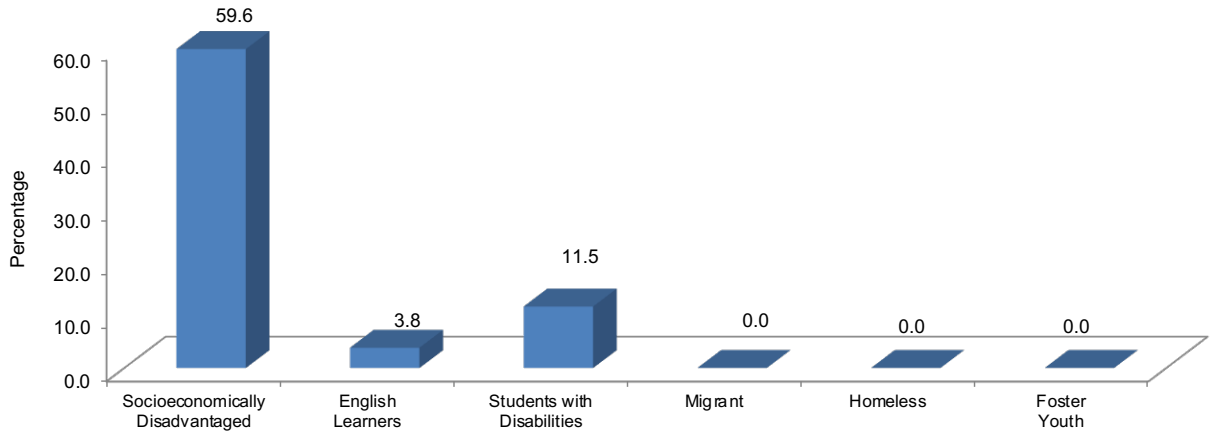
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



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: Jumpstart is an early education program administered by Ventura Unified School District and is a California State Preschool Program ('CSPP'). We provide care for children in Ventura and the surrounding community throughout Ventura County.

The staff and administration at Jumpstart know that young children thrive in safe, friendly and respectful environments. These elements are foundational and at the core of our Program's philosophy; a philosophy that fosters a child-centered curriculum and is based on the guiding principles of the California Preschool Curriculum Foundations where:

- Relationships are central
- Play is the primary context for learning
- Learning is integrated and inclusive

- Intentional interactions enhance children's learning experiences
- Family and community partnerships create meaningful connections
- Individualization of learning includes all children
- Responsiveness to culture and language supports children's learning

Jumpstart is a part-day multi-age opportunity for children between the ages of 2 and 5 years, and, along with parent participation, promotes empathy, self-regulation, and leadership development. We offer care and curriculum that is age appropriate for children's developmental needs in a rich setting allowing for exploration, creativity, problem-solving, science, math, and language acquisition through play, group activities, and individual choice.

Jumpstart Preschool Program is located at 6 sites within the Ventura Unified School District.

- ATLAS Elementary
- E.P. Foster Elementary
- Montalvo Elementary
- Portola Elementary
- Sheridan Way Elementary
- Will Rogers Elementary

Each site offers an AM (8:15 am to 11:15 am) and a PM (12:15 pm to 3:15 pm) program daily that includes a "no cost" nutritionally balanced meal. Each Jumpstart Preschool classroom is designed for team teaching and provides a state and grant funded required teacher-to-child ratio.

Transitional Kindergarten (TK) Program: Transitional Kindergarten (TK) is a bridge between preschool and Kindergarten that gives young learners a headstart and provides them with an opportunity to learn and grow in an environment that is tailored to meet their academic and social-emotional needs. Since enrollment at a school site is not based on a family's residential boundary and the TK program is not offered at all VUSD elementary schools, families must apply via this SOC lottery process:

- A.T.L.A.S. TK-8
- Citrus Glen Elementary School
- Elmhurst Elementary School
- E.P. Foster Elementary School
- Juanamaria Elementary School
- Junipero Serra Elementary School
- Lemon Grove TK-8
- Lincoln Elementary School
- Loma Vista Elementary School
- Montalvo Elementary School
- Mound Elementary School
- Poinsettia Elementary School
- Portola Elementary School
- Sheridan Way Elementary
- Sunset TK-8
- Will Rogers Elementary School

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.

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**	**2/3/26**	

Plan Description

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

This plan outlines specific objectives and strategies designed to support Homestead School's continuous improvement efforts. Its focus is on enhancing schoolwide programs, raising levels of student achievement, fostering stronger student engagement and belonging, and expanding meaningful family participation. In support of these priorities, Homestead School remains dedicated to full compliance with ESSA by coordinating its programs, assessments, and use of funds with the District's LCAP and applicable federal, state, and local initiatives. Ongoing implementation includes the administration of required standardized assessments, meeting accountability expectations for all student populations, and maintaining regular collaboration with stakeholders through structured meetings with groups such as the staff team, School Site Council, and district-level committees.

Educational Partner Involvement

How, when, and with whom did your 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 Council	12/18/25, 1/20/26, 2/3/26
Homestead site staff	2/3/26

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Areas of need identified per California School Dashboard:

- The dashboard does not provide a performance indicator color for English Language Arts, Math, or English Learner progress due to the small number of students tested.
  - ELA increased 30.5 points from the previous year to be 26.8 points above the standard
  - Math increased 37 points from the previous year and is 20.9 points below the standard
- Suspension rate went from "Orange" in the previous year to "Blue" with 0 suspensions
- Chronic Absenteeism improved from "Red" to "Orange" 24.6% (a decline of 4.8% from the previous year) There is a need to improve the attendance rates at Homestead. Attendance at Homestead is NOT based on physical attendance, but instead of work completion. This is due to HMSTD being an independent study program.

Areas of need identified per CAASPP:

- English Language Arts - For 2025 data, 60.98% of students who tested met or exceeded the standard. This is improved from the previous year where 51.11% of students met or exceeded the standard. A growth of 9.87%
- Math - For 2025 data, 36.59% of students who tested met or exceeded the standard. This is also improved from the previous year where 28.89% of students met or exceeded the standard. A growth of 7.7%.

MAP Growth Data:

- Reading: 30% of students Below Average / 70% of students At or Above Average
- Math: 43% of students Below Average / 57% of students At or Above Average

The data indicates that student academic achievement in ELA and Math have increased and a continued attention in these areas should remain.

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)**

NA

Goals, Strategies/Activities, and Expenditures

Goal 1:

Increase Student Achievement – Increase student achievement for all students

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Implement targeted resources and evidence-based interventions to enhance student achievement in all academic areas, with an emphasis on Math and Language Arts/Reading.
- Enhance student support structures to increase independent study success and ensure fulfillment of attendance and minimum work completion requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	60.98% Met or Exceeded standard for ELA	65% Met or Exceeded standard for ELA
CAASPP Math	36.59% Met or Exceeded standard for Math	40% Met or Exceeded standard for Math
CA School Dashboard	2025 ELA - No Performance color Math - No Performance color EL progress - No Performance color Suspension Rate - Blue: 0% suspension Chronic Absenteeism - "Orange" 24.6% (improved by 4.8%)	Maintain "Blue" in suspension and continue to improve Chronic Absenteeism rate by an additional 5%

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Provide students with needed materials, supplies and equipment for student learning and activities.	All	$2,475 $1,175	Supplemental Site Based
2	Provide students with academic support and intervention in the form of: ● Digital software/programs (e.g. STAR Reading/AR ● Technology	ALL	$1,750	R. Lottery
3	Provide Title 1 students students with academic support, intervention and enrichment in the form of ● In-person learning opportunity: Class Acts; 1-2 times per month	Target Title 1 Students	$3,576	Title 1

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Students were provided with frequent virtual and in-person opportunities for instruction and intervention. Teachers intentionally planned instruction to ensure that each student received grade-level appropriate work tailored to individual needs. The allocation of funds toward the identified 2024–2025 goals and actions proved beneficial, as it enabled teachers and staff to strategically target instruction and resources to improve overall student achievement while also creating meaningful opportunities for school connection through Class Acts.

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

No major difference.

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

Goals to continue as is.

Goal 2:

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

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic Absentee on the California Schools Dashboard was assigned a “Orange” 24.6% (an improvement of 4.8%). There is a continued need to improve the attendance rates at Homestead. Attendance at Homestead is NOT based on physical attendance, but instead of work completion. This is due to HMSTD being an independent study program.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Schools Dashboard	Chronic Absentee 24.6%	Reduce to 20% or less

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	(Repeat from Goal 1) Provide Title 1 students students with academic support, intervention and enrichment in the form of ● In-person learning opportunity: Class Acts; 1-2 times per month	All	Repeated Expenditure – Goal #1, Activity #3	Title 1

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2024–2025 school year, Class Acts was held weekly, providing students with consistent opportunities for academic support and enrichment. The benefits of this program were reflected in improved student attendance and academic growth. This consistent structure also allowed students and families to remain connected to the school community, despite the independent study model.

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

None.

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

Due to the decrease in staff, enrollment, and budget, the Class Acts support program has transitioned to 1-2 times per month.

Budget

Budget Summary Table

Description	Amount ($)
Total Funds Provided to the School Through the ConApp	$3,576.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$5,400.00

Overall total of funds included for this school: **$8,976.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation ($)
Title I 2025-2026 Carryover	$0.00
Title I 2026-2027 Allocation	$3,576.00

Subtotal of additional federal funds included for this school: **$3,576.00**

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 2026-2027 Allocation	$1,175.00
Supplemental Funds 2026-2027 Allocation	$2,475.00
Restricted Lottery Funds 2026-2027 Allocation	$1,750.00

Subtotal of state or local funds included for this school: **$5,400.00**
Total of federal, state, and/or local funds for this school: **$8,976.00**

2026-2027 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.

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 & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	4	4	4	*	*	*	*
Male	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	*	*	*	*	*	*	*
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless							

	Mathematics						
	2024-25						
	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	5	4	4	*	*	*	*
Male	*	*	*	*	*	*	*
Female	4	*	*	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	*	0	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	9	9	9	*	*	*	*
Male	4	4	4	*	*	*	*
Female	5	5	5	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	5	5	5	*	*	*	*
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	5	5	5	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless							

	Mathematics						
	2024-25						
	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	9	9	9	*	*	*	*
Male	4	4	4	*	*	*	*
Female	5	5	5	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	5	5	5	*	*	*	*
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	5	5	5	*	*	*	*
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless							

CAASPP – Grade 5 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	5	5	5	*	*	*	*
Male	*	*	*	*	*	*	*
Female	4	4	4	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	*	*	*	*	*	*	*
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	5	5	5	*	*	*	*
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless							

	Mathematics						
	2024-25						
	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	5	5	5	*	*	*	*
Male	*	*	*	*	*	*	*
Female	4	4	4	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	*	*	*	*	*	*	*
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	5	5	5	*	*	*	*
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless							

CAASPP – Grade 6 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	6	6	6	*	*	*	*
Male	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	5	5	5	*	*	*	*
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	*	*	*	*	*	*	*
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless							

	Mathematics						
	2024-25						
	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	6	6	6	*	*	*	*
Male	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	5	5	5	*	*	*	*
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	*	*	*	*	*	*	*
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless							

CAASPP – Grade 7 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy 2024-25						
	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	8	7	7	*	*	*	*
Male	6	5	5	*	*	*	*
Female	*	*	*	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	5	4	4	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	5	4	4	*	*	*	*
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless							

	Mathematics 2024-25						
	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	8	7	7	*	*	*	*
Male	6	5	5	*	*	*	*
Female	*	*	*	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	5	4	4	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	5	4	4	*	*	*	*
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 8 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	10	10	10	*	*	*	*
Male	*	*	*	*	*	*	*
Female	7	7	7	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	5	5	5	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	6	6	6	*	*	*	*
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless							

	Mathematics						
	2024-25						
	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	10	10	10	*	*	*	*
Male	*	*	*	*	*	*	*
Female	7	7	7	*	*	*	*
African American							
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	5	5	5	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	6	6	6	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless							

School-Home Compact

Homestead School
HOME and SCHOOL Compact
2026-2027

Student Name:_____

The goal of Homestead School is to develop each student's potential for the intellectual, physical, and emotional growth that will prepare him or her for success in high school, college, career, and life.

Parent/Guardian Agreement:

I want to see my child succeed; therefore, I will do the following:

- Make sure that my child is at school and on time for all scheduled in-person appointments and online sessions.
- Set high expectations for my child and discuss them regularly (high school graduation, college, vocational training, etc.).
- Hold my child accountable for his/her work and behavior.
- Provide time, place, and materials for homework and review with them daily.
- Ensure that my child reads every day according to their grade level.
- Help my child make healthy choices.
- I will complete an Independent Study Master Agreement each year.

PARENT/GUARDIAN SIGNATURE:_____ DATE:_____

Student Agreement:

It is important that I work to the best of my ability; therefore, I will strive to do the following:

- Be on time for all of my in-person and online sessions with learning materials, and complete assigned work.
- Set high expectations for myself (good grades, promotion, graduate from high school, college/career ready, etc.).
- Follow our campus and classroom rules.
- Be responsible for school property, learning materials.
- Make healthy choices and respect others with dignity.
- Ask for help when needed.

STUDENT SIGNATURE:_____ DATE:_____

Teacher Agreement:

It is important that students achieve; therefore, I will strive to do the following:

- Set high expectations to encourage student achievement and believe all students can learn.
- Promote an environment that recognizes student achievement and character development.
- Send home regular progress reports.
- Analyze data to drive my instruction and share results with students and parents.
- Provide necessary assistance to parents/guardians so they can help their student with schoolwork.
- Provide regular opportunities for communication with students and families.
- Maintain a positive school environment for parents or guardians, students and staff.
- Participate in Professional Development opportunities to improve my practice and stay current with new research.
- Follow the ReEngagement procedure to support students struggling academically and/or with adherence to the Master Agreement

TEACHER SIGNATURE:_____ DATE:_____

Principal Agreement:

I want to see all students meet or exceed grade level standards and live successful lives; therefore, I will strive to do the following:

- Work to create a safe, clean, kind school so that all students can learn.
- Encourage all students to work hard, do their best, graduate from high school, and pursue college/career.
- Promote an environment that recognizes student achievement and character development.
- Help students become responsible citizens of our school community and follow all school and classroom rules.
- Work to build home-school partnerships that improve student achievement.
- Provide opportunities for all stakeholders (students, parents and or guardians, teachers, school/district personnel, and community members) to be involved in the planning and implementation of the Single Plan for Student Achievement.
- Collaborate with the necessary personnel to secure services for students with attendance, behavior, and/or academic concerns.
- Communicate regularly with parents/guardians through Parent Square, website, social media, and parent meetings.
- Participate in Professional Development opportunities to improve my practice and stay current with new research.

PRINCIPAL SIGNATURE:_____ DATE:_____

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

1. 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
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. 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
4. 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
5. 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 ● Master Agreement Academic Planning Meetings ● Back to School Night	**February** ● Kindness Week ● Class Acts ● SSC/School Safety Committee Meetings
September ● SSC Voting ● Picture Day ● Class Acts	**March** ● Class Acts ● Student Activity/Field Trip ● SSC/School Safety Committee Meetings
October ● SSC /School Safety Committee Meetings ● Class Acts ● Red Ribbon Week ● Anti-Bullying Month ● Digital Citizenship	**April** ● Class Acts ● SSC/School Safety Committee Meetings
November ● SSC/School Safety Committee Meetings ● Fundraiser Donation Drive ● School of Choice (SOC) Night ● Class Acts ● Cheers for Children	**May** ● Parent Information Meetings ● End of Year Student Social / Fun Day ● Class Acts
December ● Cheers for Children Drive ● SSC/School Safety Committee Meetings ● Class Acts ●	**June** ● Parent Information Meetings ● Promotion K, 5 and 8
January ● Class Acts ● Parent Survey ● SSC/School Safety Committee Meetings	

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	• Independent Study Attendance • ISPE • Student Files - IS Audit • Mandated Reporter • Suicide Prevention
September	• Re-engagement protocols • District Assessments • Emergency Response Plans
October	• School Plan, SARC, Goals Review, Safety Plan and Budget • Digital Citizenship • ELL procedures
November	• English Learners data and supports
December	• CAASPP data review and growth plan
January	• District Assessments
February	• PPP training and planning • TUPE
March	• CAASPP planning • EL redesignation
April	• Professional Learning: Focus on Math • Project Alert
May	• Promotion Planning / End of Year Celebrations • Planning for following year
June	• End of Year Wrap Up

School Accountability Report Card

2024-25 School Accountability

Report Card

Published January 2026

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 & School Description

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.

Board of Education

James Forsythe
Shannon Trani Fredericks
Sabrena Rodriguez
Dr. Jerry Dannenberg
Calvin Peterson

District Administration

Dr. Antonio Castro
Superintendent

Dr. Greg Bayless
Assistant Superintendent
Educational Services

Ms. Gina Wolowicz
Assistant Superintendent
Human Resources

Dr. Ahsan Mirza
Assistant Superintendent
Business Services

Ventura Unified School District

255 West Stanley Avenue, Suite 100
Ventura, California 93001
(805) 641-5000
www.venturausd.org

Ventura Unified SCHOOL DISTRICT

Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Over 14,000 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.

Homestead School

Homestead School serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2024-25 school year, 52 students were enrolled, including 11.5% in special education, 3.8% qualifying for English language learner support, and 59.6% socioeconomically disadvantaged.

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.

Student Enrollment by Student Group
2024-25

Student Group	% of Total Enrollment
Female	46.2%
Male	53.8%
Non-Binary	0%
American Indian or Alaska Native	1.9%
Asian	1.9%
Black or African-American	0%
Filipino	0%
Hispanic or Latino	48.1%
Native Hawaiian or Pacific Islander	0%
Two or More Races	7.7%
White	40.4%
English Learners	3.8%
Foster Youth	0%
Homeless	0%
Migrant Services	0%
Socioeconomically Disadvantaged	59.6%
Students with Disabilities	11.5%

Student Enrollment by Grade Level
2024-25

Grade Level	# of Students
Transitional Kindergarten	0
Kindergarten	3
Grade 1	3
Grade 2	3
Grade 3	4
Grade 4	9
Grade 5	2
Grade 6	9
Grade 7	9
Grade 8	10
Total Enrollment	52

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 appropriated 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
• 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 grades five and seven. 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/pf/.

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	88%	88%	88%	88%	88%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	51.0	61.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	29.0	37.0	37.0	37.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or 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 divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	42	41	97.62	2.38	60.98
Female	24	24	100	0	58.33
Male	18	17	94.44	5.56	64.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	21	95.45	4.55	47.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100	0	68.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	40.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Mathematics by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	43	41	95.35	4.65	36.59
Female	25	24	96.00	4.00	25.00
Male	18	17	94.44	5.56	52.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	21	95.45	4.55	19.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100	0	56.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	27	25	92.59	7.41	16.00
Students with Disabilities	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or 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 divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students 2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	32.0	46.67	33.34	31.52	30.73	32.33

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	15	15	97.67	2.33	34.52
Female	11	11	100	0	45.45
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100	0	27.27
Students with Disabilities	0	0	0	0	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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's original facilities were built in 1966 and were renovated in 2022; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. 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 full-time custodian is shared with El Camino High School. The custodian is responsible for general cleaning, 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.

Campus Description	
Year Built	1966
Acreage	1.5
Square Footage	5,120
	Quantity
Permanent Classrooms	3
Portable Classrooms	0
Restrooms (Sets)	1
Cafeteria/Multipurpose Room	1
Staff Lounge/Kitchen	1
Staff Workroom	1
Computer Lab	1

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 21, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces			X	Kitchen - Water damaged ceiling tiles above the sink; Classroom 2 - Water damaged ceiling tiles in the center of the room
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		X		
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.				

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 a Homestead teacher and/or parent or guardian when they are on campus for their class one day per week.

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, updated, and shared with school staff in January 2026.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

The district's maintenance department inspects 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 21, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

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.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	0.00	1.33	0.00
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (–) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Average Class Size and Class Size Distribution				
	2022-23			
Subject	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
English	19	1		
Math	10	2		
Science	9	2		
Social Science	10	2		
	2023-24			
English	15	1		
Math	8	2		
Science	8	2		
Social Science	8	2		
	2024-25			
English	18	1		
Math	9	2		
Science	10	2		
Social Science	10	2		

**Number of classes indicates how many classes fall into each size category (a range of total students per class).*

***"Other" category, if applicable, is for multi-grade level classes.*

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Homestead School for the 2024-25 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."

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	75	65	16	24.6
Female	39	34	10	29.4
Male	36	31	6	19.4
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	33	9	27.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	30	25	5	20.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	48	42	11	26.2
Students with Disabilities	--	--	--	--
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

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 2023-24, 2024-25, and 2025-26 school years, the teachers at Homestead School had the opportunity to participate in districtwide staff development training focused on:

2023-24 Trainings:
- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual learner Liaisons Collaboration
- English Language Development (K-5)

2024-25 Trainings:
- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- District Assessments
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Family Engagement
- Multilingual Learner Liaisons Collaboration
- Strategies and Techniques to Support All Students in Reading
- K-5 English Language Development

2025-26 Trainings:
- Step Up to Writing / Handwriting Without Tears (New Curriculum)
- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- RAZ Kids (Online Materials for Upper Elementary Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Elementary Collaborations (Structured Literacy, Math Framework, ML Progress Monitoring and Strategies)
- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/ Progress Monitoring English Learners with Disabilities
- Structured Literacy
- Ed Tech Trainings (Canvas, etc.)
- Designed ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation
- SPARKS
- COGAT Identification Protocols for GATE Identification

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 2024-25 school year, Homestead School's staff development activities concentrated on:

- Independent Study Interventions
- Math Program
- Multi-Tiered System of Supports (MTSS)
- Response to Intervention (RtI)
- Social Emotional Learning (SEL)

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 both TK and 9-12 are aligned to state standards and approved by the district's board of education.

On September 23, 2025, 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 #25-22 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Professional Staff

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.

Textbooks

Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2016	Benchmark Education Company: *Benchmark Advanced*	Yes	0%
2018	Houghton Mifflin/Scholastic: *Big Day*	Yes	0%
History-Social Science			
2022	Savvas: *myWorld Interactive*	Yes	0%
2018	Houghton Mifflin/Scholastic: *Big Day*	Yes	0%
Mathematics			
2017	Houghton Mifflin: *Math Expressions*	Yes	0%
2018	Houghton Mifflin/Scholastic: *Big Day*	Yes	0%
Science			
2021	McGraw Hill: *California Inspire Science*	Yes	0%
2018	Houghton Mifflin/Scholastic: *Big Day*	Yes	0%

Teacher Preparation and Placement Authorization						
	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
2023-24						
School #	1.1	0.0	0.0	1.9	0.0	3.1
School %	38.06	0.0	0.0	61.61	0.0	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	1.1	0.0	0.0	1.8	0.0	3.0
School %	38.67	0.0	0.0	61.0	0.0	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	5.3	0.0	0.0	2.0	0.0	7.3
School %	72.79	0.0	0.0	27.21	0.0	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	2.0	1.8	1.9
Total Out-of-Field Teachers	2.0	1.8	1.9

Class Assignments / Indicator	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

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

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 & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	1	0.1
Psychologist	1	As Needed
School Nurse	1	As Needed
Health Technician	1	As Needed
Speech Therapist	1	As Needed

Note: 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.

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$57,712	$62,783
Mid-Range Teacher Salary	$83,105	$97,783
Highest Teacher Salary	$115,107	$128,020
Superintendent Salary	$283,083	$313,465
Average Principal Salaries:		
Elementary School	$144,454	$160,224
Middle School	$158,093	$166,992
High School	$164,183	$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$11,978	N/A	N/A	N/A	N/A
Restricted	$3,616	N/A	N/A	N/A	N/A
Unrestricted	$8,362	$6,125	136.5%	$11,146	75.0%
Avg Teacher Salary	$95,965	$92,704	103.5%	$103,743	92.5%
Note: Cells with N/A values do not require data.					

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of $19,098 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco-Use Prevention Education

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 November 2025.

School Site Council Bylaw

Homestead School
School Site Council (SSC) Bylaws

Article I - Preamble

VUSD elects to establish the below School Site Council (SSC) bylaws for all VUSD K8 school sites to govern SSC functions and provide clarity of process, roles and duties. While these bylaws conform to the State of California Department of Education (CDE) SSC Operation Guide and other CDE guidance on SSCs, other than the bylaws that are *italicized & underlined*, they are not statutorily required by California Education Code, Federal Law or VUSD Board Policy. The district may alter these SSC bylaws at any time for the effective functioning of SSCs, for compliance with CDE and Federal guidance/requirements and to conform to the VUEA & VESPA collective bargaining agreements. SSCs may not change these bylaws or operate under other bylaws. On an annual basis and prior to the start of SPSA development for the upcoming year, VUSD will solicit recommendations from all VUSD SSCs for bylaw revisions.

Article II - The Role of the School Site Council

The primary role of the SSC is to develop the Single Plan for Student Achievement (SPSA). At Title I school sites, the California Department of Education (CDE) requires SSCs to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development of the SPSA for recommendation to the board of education for final approval. VUSD's practice is that all schools, regardless of Title I status, develop SPSAs and establish SSCs. The SPSA must align with the district's LCAP content and process. The SSC also serves as the site's designated Safety Planning Committee and approves the annual Comprehensive School Safety Plan (CSSP) and votes on VUEA/District Article 27 and VESPA/District Article 42 Site-Based Decision Making proposals.

Article III - Membership

The composition of the SSC must have an equal number of members between the school staff members and Parent/Community/(Student) members with a minimum of 10 members; five school staff members and five Parent/Community/(Student) members.

Composition of VUSD K8 Schools SSCs with the required minimum of 10 members:

Role	Amount
School Staff Members: Principal or their designee	**1**
School Staff Members: Classroom teachers	**3**
School Staff Members:Classified Unit Member* **Note*: Per VESPA/District Contract Article 42	**1**
Parents/Community/(Student) members **Note*: Student membership on K8 school SSC is optional.	**5**
Total minimum membership	**10**

The discretion to establish a SSC larger than the minimum 10 members resides with the school site Principal. SSCs larger than 10 must maintain the required (see above) ratios. A VUSD K8 school site Principal may elect to have a student member on the SSC in the Parent/Community/(Student) membership group. The student member of a K8 school SSC must be in grades 6-8.

The SSC at a K8 school must be composed of the both of the following two groups; school staff and parent/community/(student) members (EC Section 65000[c][1]):

School Group Members (K8 Schools):

- *The principal of the school or their designee;*
- *School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and*
- *Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]); and*

Parent/Community/(Student) Group Members (K8 Schools):

- *Parents of students attending the school, or other members of the school community, selected by parents of students attending the school. The number of parent and/or community members selected must equal the number of the school staff members selected (EC Section 65000[c][1][B]).*
- Student SSC member must be elected by students in grades 6-8

Annual SSC elections shall be held in August-September whenever practicable. A simple majority shall determine the outcome of the election. Only eligible members of each membership group shall vote for the group's SSC member(s) (e.g., teachers elect teacher members, students elect student members, etc.).

A term for elected SSC parent/community/(student) members and staff members is two years. There are no limits to the number of terms an eligible member can be elected to. Members' terms should, whenever possible, be staggered such that as closest to one-half of membership group's (e.g., Parent/Community/Student member and Staff Member groups) seats are up for election any given year.

Elected SSC parent/community members shall reside within the VUSD attendance boundary. If a member no longer resides within VUSD's boundaries or if their eligibility status changes to ineligible (e.g., an elected member teacher enrolls their child at that school), their membership on SSC shall be automatically terminated. A site principal may terminate the membership of any member from any category who does not attend three consecutive SSC meetings. Membership or the completion of a member's term on the SSC is not transferable by that member under any circumstances.

A member may resign anytime by submitting a written resignation to the SSC Chairperson. If membership on the SSC is terminated at any time for any reason prior to the finish of the two-year term, the school site Principal will appoint an interim member who is eligible and from the same required membership category (e.g., Classroom Teachers, Other School Personnel, Parents/Community Members) of the resigning member. That school site Principal-appointed member will serve as an interim SSC member for the duration of the

vacating member's term, at which point the interim SSC member must be elected to a two-year term through the required election process.

For any SSC action/matter that requires a vote, each member shall be entitled to one vote.

SSC members must be present at the SSC meeting in which the vote is taking place for the vote to be counted. Absentee ballots or proxies shall not be permitted.

Training of all SSC members by the school site Principal, both new and returning, shall take place annually using the latest district-provided SSC training materials. The training shall be agendized annually at the first meeting where the discussion of the following year's SPSA is discussed. If a member resigns or is removed prior to serving the duration of their term and an interim member is installed, the interim member must be trained by the school site Principal using the latest district-provided SSC training materials.

Article IV - Officers

SSC offices are held by SSC members and shall be established by SSC member election annually. Any officer may be removed from office by a 2/3rds majority vote of all SSC members for failing to fulfill the duties of the office. The SSC offices and duties are as follows:

Chairperson Duties:
Presides over SSC meetings and is responsible for the council's effective completion of SSC meeting agendas including the provision of open and inclusive discussion of agenda items, ensuring members have sufficient data/materials required for each agenda item, and prepares the agenda with the school site Principal.

Vice-Chairperson Duties:
Supports the chairperson in the fulfillment of their duties and serves as Chair at a meeting when Chairperson is absent

Secretary Duties:
Maintains meeting minutes, distributes meeting minutes from prior meetings to all SSC members present at the beginning of a meeting, records actions and/or votes when applicable, collaborates with the school site Principal on communications about SSC business to staff and parents. Ensures all SSC meeting minutes are publicly available to all and upon specific request (see Greene Act requirements below)

Article V - Meetings

To the extent practicable, SSCs will meet at least five times each school year. Additional meetings may be called by the school site Principal. Prospective meeting dates for the year will be established at the beginning of the school year and publicized in advance to all staff and parents. Any changes to established meeting dates, both cancellations/postponements and additional meetings, shall be communicated broadly and with as much advance notice as possible (see Greene Act requirements below).

SSC meetings shall be held at the school site campus whenever practicable.

Any meeting held by the SSC must follow the Greene Act requirements:

- *Posting the notice of meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).*
  - ***Note**: Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).*
- *Shall be open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).*
  - ***Note**: the time on the SSC meeting agenda and the allowable duration of public comments at SSC meetings shall be determined by SSC consensus or SSC vote if necessary.*

- *Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).*
- *Provide upon request any meeting materials to any member of the public pursuant to the California Public Records Act (EC Section 35147[d]).*

SSC meetings shall be conducted in accordance with rules of order established by CA Ed. Code 35147(c).

SSCs may employ Robert's Rules of Order by consensus or vote (see #10 below in Article VI).

Article VI - Formal SSC Votes

The presence of a numerical majority of SSC members (i.e., 6 members in a minimum 10 person SSC, etc.) is required in order to constitute a quorum necessary for any official SSC vote.

K8 SSC aye/nay votes shall be voice votes made publicly by each SSC member except for required votes on proposals related to VUEA/District Article 27 and VESPA/District Article 42, which are by private/anonymous paper ballot and counted by the SSC chairperson.

Principals may seek SSC input on a range of school issues and administrative decisions. Formal votes by SSCs must/may occur only on the following items:

1. Required Vote: Approval* of the school's SPSA as recommended to the Board of Education
    a. *Note: SPSA must also be approved by site ELAC prior to being recommended to the board
2. Required Vote: Approval of the CSSP as recommended to the Board of Education
3. Required Vote: District-approved VUEA/District Article 27 and VESPA/District Article 42 collective bargaining agreement Site-Based Decision Making proposals
4. Required Vote: Election of SSC officers
5. Required Vote: Removal of SSC officers
6. Required Vote: Approval of the Parent-School Compact
7. Allowable Vote: Approval of agenda items for SSC meetings
8. Allowable Vote: Approval of the timing of when/at what SSC meetings a vote will occur so long as district-established timelines are observed
9. Allowable Vote: The length and manner of permissible public comments at SSC meetings (see Greene Act requirements above)
10. Allowable Vote: Annual recommendation to the district of SSC bylaw revisions
11. Allowable Vote: Establishing Robert's Rules of Order for SSC meetings