

Ventura Unified School District

School Plan for

Student

Achievement



Sunset School

56-72652 6056030

Contact Information:

Tomas Gaeta, Principal

tomas.gaeta@venturausd.org

400 Sunset Avenue

Oak View, CA 93022

(805) 649-6600



Fiscal Year 2022-2023

This page intentionally left blank.

The School Plan for Student Achievement.....	1
School Site Council Membership.....	2
English Language Advisory Council (ELAC) Membership	3
Recommendations and Assurances	4
District information.....	5
District Profile.....	5
District Promise.....	5
District Pillars	5
District Vision	6
District Mission.....	6
District Governing Principles.....	6
School Information	7
School Profile.....	7
School Mission.....	7
School Motto.....	7
Student Enrollment by Ethnicity – 2021-22	8
Student Enrollment by Grade – 2021-22.....	8
Student Enrollment by Student Group – 2021-22.....	9
Comprehensive Needs Assessment.....	9
Bully Prevention, Violence Prevention, and Substance Abuse Curricula.....	10
Community Resource Guide.....	11
School Plan for Student Achievement.....	12
Budget.....	25
2022-23 Centralized Support for Planned Improvements in Student Performance	26
VUSD - Program Support Goals.....	26
References	28
CAASPP – Grade 3 English Language Arts/Literacy – 2021-22	28
CAASPP – Grade 3 Mathematics – 2021-22	29
CAASPP – Grade 4 English Language Arts/Literacy – 2021-22	30
CAASPP – Grade 4 Mathematics – 2021-22	31
CAASPP – Grade 5 English Language Arts/Literacy – 2021-22	32
CAASPP – Grade 5 Mathematics – 2021-22	33
CAASPP – Grade 6 English Language Arts/Literacy – 2021-22	34
CAASPP – Grade 6 Mathematics – 2021-22	35
CAASPP – Grade 7 English Language Arts/Literacy – 2021-22	36
CAASPP – Grade 7 Mathematics – 2021-22	37
CAASPP – Grade 8 English Language Arts/Literacy – 2021-22	38
CAASPP – Grade 8 Mathematics – 2021-22	39
2022-23 Supplemental Funds Program Budget	40
2022-23 Site Based Funds Program Budget.....	41

2022-23 Title I Program Budget.....	42
School-Parent/Home Compact.....	43
VUSD - Parent Involvement Policy	44
Sunset School - Parent Involvement Policy.....	46
Parent Involvement Calendar	47
Professional Development Plan.....	48
School Accountability Report Card	49
School Site Council Bylaws	57
Sunset School K-8	57
School Site Council Bylaws	57

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:

Tomas Gaeta, Principal
Sunset School
400 Sunset Avenue
Oak View, CA 93022
(805) 649-6600
tomas.gaeta@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 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Tomas Gaeta	X				
Andrea Buck		X			
Chandra Marshall		X			
Jill Martinez		X			
Wendy Clyde			X		
Rachel Aguiere				X	
Liz Lozaro				X	
Peter Sezzi				X	
Amanda Tallerico				X	
Sheri White				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Tomas Gaeta	X				
Miriam Cornejo			X		
Maria Honorato				X	
Number of members in each category	1		1	1	

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

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

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

Recommendations and Assurances

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

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

English Learner Advisory Committee
Leadership Team

Signature of Authorized
Representative

Andrea M. Buck
Miriam Cornejo

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/10/2022.

Attested:

Tomas Gaeta
Tomas Gaeta, Principal

11/10/2022
Date

Andrea M. Buck
SSC Chairperson

11/10/2022
Date

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. Just over 15,000 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 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% homeless, and almost 0.4% 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

School Profile

During the 2021-22 school year, Sunset School served 340 students in grades K-8. In 2018 Sunset was recognized as a California Green Ribbon School for excellence in environmental practices, sustainability and education. Sunset installed a natural habitat garden which serves the students as an outdoor classroom and the community as a beautiful place to visit. In 2017 Sunset earned the Title I Academic Achievement award for consistently high academic marks for all student groups. In 2016 Sunset earned the California Gold Ribbon Award for practices in student engagement, an increase in attendance and a decrease in behavior suspensions. Student enrollment included 8.8% students with disabilities, 17.9% English learners, 65.9% socioeconomically disadvantaged, 2.6% homeless, and 1.5% foster youth. Our regular school day begins at 8:00 am and ends at 12:55 pm for kindergarten, 2:25 pm for first through third grades, and 2:30 pm for fourth through eighth grades. Eight minimum days are scheduled for parent-teacher conferences, four in the fall and four in the spring. The last day of school is a minimum day.

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

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

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

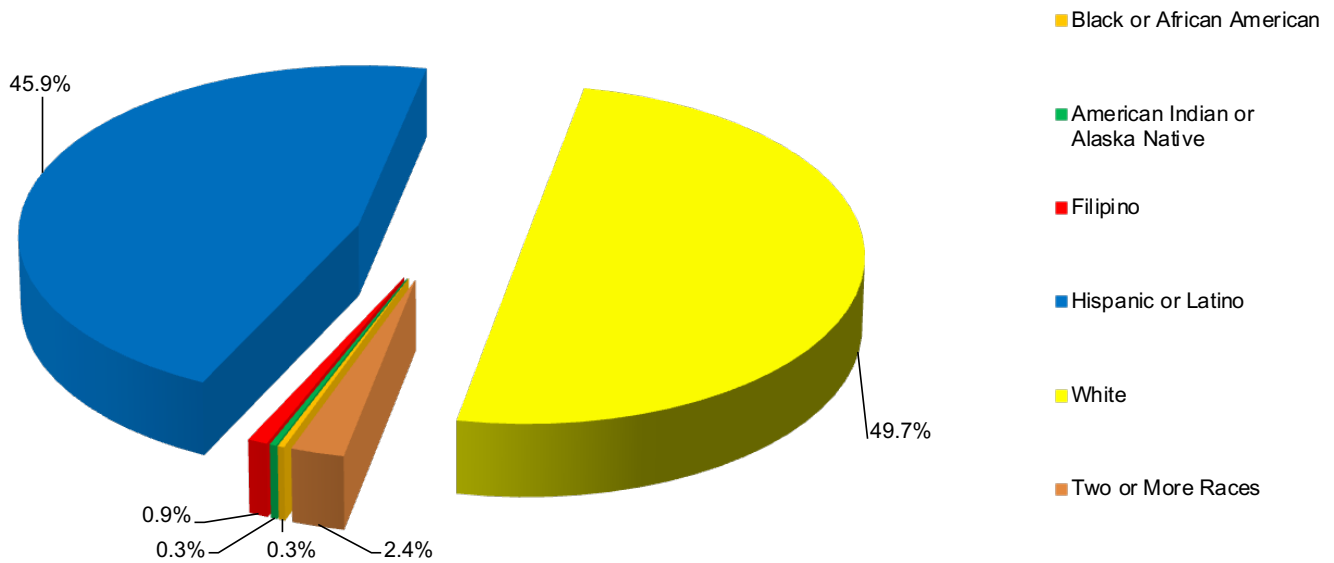
School Mission

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

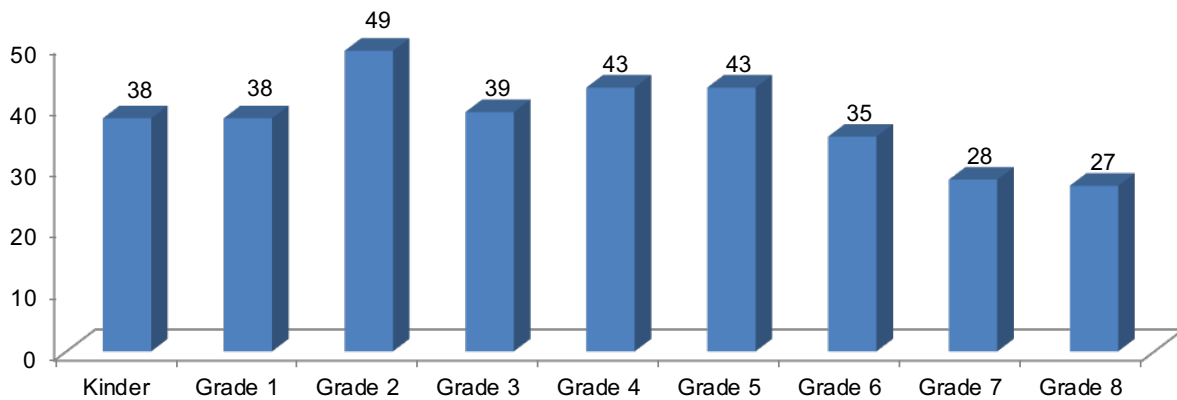
School Motto

A community of learners and leaders.

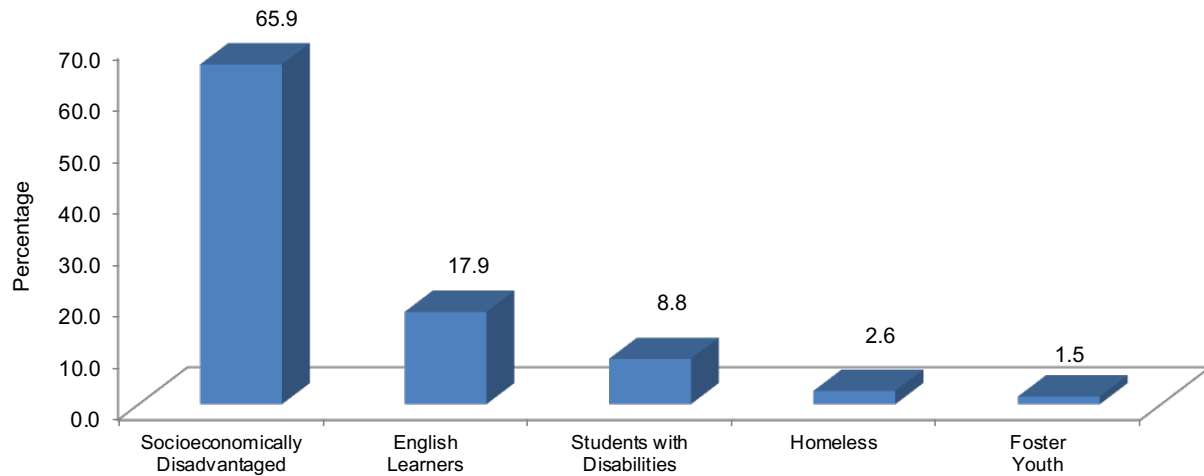
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



Student Enrollment by Student Group – 2021-22



Comprehensive Needs Assessment

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

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

Conclusions from the Evaluation of the 2021-22 SPSA were also used to identify SPSA goals and program support goals for the 2022-23 school year.

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

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

Community Resource Guide

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Sunset School K-8	56726526056030	11/10/2022	

Purpose and Description

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

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Certificated and classified staff meeting	8/18/2022, 9/07/2022, 10/05/2022
PTA Board Meeting	9/28/2022
School Site Council Meeting	10/12/2022, 11/10/2022
ELAC Meeting	11/10/2022

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

Due to intermittent school closures and changes to schedules accurate student data collection was difficult to obtain due to SEL focus and learning loss mitigation. The goal of Sunset School K-8 is to maintain the 2019 proficiency levels and mitigate the learning loss that has occurred over the past three school years. Sunset school will implement strategic plans to meet proficiency levels from spring 2019 scores in ELA and Math.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Testing	<p>Scores (Proficient or Advanced):</p> <p><u>Spring 2022 Reading:</u></p> <p>Kinder - 21%</p> <p>1st - 36%</p> <p>2nd - 36%</p> <p>3rd - 41%</p> <p>4th - 36%</p> <p>5th - 28%</p> <p><u>Spring 2022 Math:</u></p> <p>Kinder - 37%</p> <p>1st - 21%</p> <p>2nd - 27%</p> <p>3rd - 45%</p> <p>4th - 26%</p> <p>5th - 17%</p> <p>**First year of test implementation, technical difficulty and teacher training gaps. Therefore, test was not implemented with fidelity**</p>	In the 2022-23 school year we expect to see 85% of “all student group” in grades K through 5th to increase at least on level in proficiency on the MAP ELA and Math.
CAASPP results for 3 rd through 8 th grade	<p>2022 was the first in-person administration of the CAASPP since 2019. Due to return to in person instruction and in person testing, our goal is to work from our 2019 scores. When 2022 scores are available, we will use that data to guide instruction and intervention for student learning</p> <p><u>Scores (Standard Met or Exceeded):</u></p> <p><u>Spring 2022 ELA</u></p> <p>3rd Hispanic 48%, Overall 46%</p> <p>4th Hispanic 34%, Overall 45%</p> <p>5th Hispanic 37%, Overall 41%</p> <p>6th Hispanic 28%, Overall 24%</p> <p>7th Hispanic 61%, Overall 61%</p> <p>8th Hispanic 80%, Overall 81%</p>	<p>Spring 2022 scores have yet to be evaluated but included students testing in-person after the first time returning to full time in person learning in two years.</p> <p>Expected outcome for the 2023 CAASPP administration is to maintain the spring 2019 proficiency levels for the “all student group”</p>

	<p><u>Spring 2022 Math</u> 3rd Hispanic 37%, Overall 41% 4th Hispanic 12%, Overall 33% 5th Hispanic 12%, Overall 14% 6th Hispanic 22%, Overall 21% 7th Hispanic 23%, Overall 39% 8th Hispanic 50%, Overall 61%</p> <p><u>Spring 2022 English Learners</u> 3rd ELA 0%, Math 13% 4th ELA 16%, Math 0% 5th ELA 0%, Math 0% 6th ELA 0%, Math 0% 7th ELA 33%, Math 0% 8th N/A</p> <p><u>Spring 2019 ELA</u> 3rd Hispanic 32%SED 11% 4th Hispanic 58%SED 42% 5th Hispanic 43%SED 43% 6th Hispanic 57%SED 50% 7th Hispanic 57% SED56% 8th Hispanic 70% SED59%</p> <p><u>Spring 2019 Math</u> 3rd Hispanic 19% SED 4% 4th Hispanic 48%SED 58% 5th Hispanic 43%SED 26% 6th Hispanic 33%SED 57% 7th Hispanic 57% SED50% 8th Hispanic 30% SED34%</p>	
STAR reading scores	<p>Fall 2022: 3rd - 2.8 4th - 4.4 5th - 4.5 6th - 5.7 7th - 6.3 8th - 7.8</p> <p>Fall 2019 Grade level proficiency average 3rd 2.62 4th 3.81 5th 4.91 6th 6.60 7th 7.15 8th 8.15</p>	For the spring of 2023, expect to maintain proficiency levels similar to 2019 scores on the STAR reading test, now that we have returned to full in-person learning on campus and are addressing learning loss data
Moby Max Math GL equivalent	<p>**Scores (Proficient or Advanced). <u>Fall 2022:</u> Kinder - 45% 1st - 33% 2nd - 20% 3rd - 39% 4th - 54% 5th - 39% 6th - 48% 7th - 41% 8th - 37.5%</p>	<p>For the spring of 2023, expect to maintain proficiency levels similar to 2019 scores, now that we have returned to full in-person learning on campus and are addressing learning loss data</p> <p>**We will use MAP proficiency levels for grades 1-5 and district assessment data for grades 6-8 as baselines on Math performance</p>

	Fall 2019 2 nd 1.73 3 rd 2.44 4 th 2.86 5 th 3.95 6 th 4.83 7 th 5.43 8 th 5.94	
--	---	--

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

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

Strategy/Activity

In Fall of 2022 our campus has resumed in-person learning on a traditional full instructional day schedule

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

- Maintain access to technology in the classroom for all students to utilize for academic supplements, specifically filling achievement gaps as based on data in programs such as MAP assessment, Moby Max, STAR and accelerated reader.
- Provide training for teachers to implement 1-1 technology devices in the classroom. Kindergarten and 1st grades will have iPads in their rooms for all students and grades 2nd through 8th will have 1-1 chrome book devices. Training will be provided to the students as well as staff on how to integrate technology into the daily curriculum as well as device management.
- Classified para educator staff and intervention teachers to assist with small group instruction on the Sunday Intervention curriculum.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Intervention specialist teachers \$65,464	Multi-funded (both positions): Title I (\$36,326) Site Based (\$1,108) Supplemental (\$19,849.70) District Funded (\$8,180.30)
Library Clerk hours \$10,512.70	Multi-funded: Site Based (\$3,103.23) Supplemental Funds (\$7,409.47)
Para educator \$30,016	Multi-funded: Title I
Substitute for teacher release for training, curriculum planning \$5,266	Multi-funded: Title I (\$1,847) Supplemental Funds (\$3,419)
Certificated and classified para educator math intervention hourly position \$6,011.12	Supplemental Funds
Technology purchases (new and replacements) \$5,000	Site Based
Counselor hours (\$33,474)	Title I

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

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

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

Strategy/Activity

- Training for staff on the new ELlevation data system. ELlevation will track our English language Learner progress. All staff can access their ELL student group data in real time and track their progress and use the data to guide targeted instruction. Training for the new program will occurred in fall of 2021. In the 2022/2023 school year we will continue to develop our capacity around the new program. There will be a teacher leader on campus who will support Sunset staff with the implementation of the ELL data collection system.
- ELD training and strategies will be provided to all teachers. The ELPAC assessment will be given in the fall of 2022 to ELL students and will provide assessment data for our Language Learners and be used to establish language levels and then target each student's language goals.
- Focus on student engagement and participation by offering small group intervention with classroom teacher, para educator time, intervention teacher specialist time and small groups with the school counselor.

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Repeated Expenditure – See Strategy/Activity One	N/A

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

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

ANALYSIS:

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

Spring 2022 data has some limitations for analysis of student achievement due to the fact that this was the first implementation of the MAP assessment. The district assessment program was not able to be implemented with fidelity due to technology barriers and consistency of staff training. Similarly, the Spring 2022 CAASPP scores will be looked at but are not deemed valid due to lack of in-person instruction during the two years prior to this assessment. We will evaluate and use the Spring 2022 data but will use the 2019 student assessments as our baseline.

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

Discrepancy in expenditures is due to the lack of available staff to hire. In the 2021/2022 school year there was a staff hiring shortage and not all positions to support student learning could be filled.

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.

Continue to work on SEL strategies now that students are back on campus full time. We have seen social/emotional needs of students impacting academic access across all grades on campus. We will be strategically implementing small group instruction to mitigate learning loss.

Goal 2:

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

Identified Need:

Now that we have returned to campus full time, the goal is to return to 2019 attendance levels.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Attendance percentage	<p>*In the 2021/2022 attendance data is invalid due to quarantine protocols due to the COVID-19 pandemic. We will use 2019 data as our baseline</p> <p>K-5th grade all students 2018 95.90 % 2019 96.06%</p> <p>6-8th grade all students 2018 96.12% 2019 96.43%</p>	Maintain proficiency levels from 2019 school year.
Participation information in extra-curricular activities Cross Country team grades 4 th -8 th Battle of the Books grades 6 th -8 th Garden Club grades 1 st – 8 th Green Team grades 4 th and 5 th	Baseline will be established in the 2019- 2020 school year based on participation because in the 2021/2022 school year access to school programs was limited due to COVID protocols, social distancing, and lack of staff to run all programs	Participation in all groups by students and parents now that we are full in-person and COVID protocols have relaxed.
School awards and incentives programs	Baseline will be established in the 2019-2020 school year	Spring data was not collected due to school closures/alternative learning schedules but the plan will be to collect data on number of students earning recognition in various incentives programs (attendance, academic, social emotional domains)
Library Use report tracking number of books being checked out monthly	September 2019 2,317 books checked out from the library	Library use reports will show consistent and engaged library use

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

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

Maintain 2018-2019 attendance data metrics now that we have returned to in-person learning and COVID protocols have relaxed

Strategy/Activity

- | |
|---|
| <ul style="list-style-type: none"> • Monitor attendance daily by calling home for students who have not reported their absence. Use A2A to monitor and track in-person attendance and tardies • Create a tardy letter that goes out bi-monthly to students who have three or more tardies. • Implement attendance incentives ("Hat Day" in all classes K-8th, perfect attendance awards monthly with an end of the year incentive, "Super Kid" program, WOW tickets, attendance incentives and contracts for at promise students). • Principal and or counselor parent conferences with at risk students and parents who are on attendance contracts to refer/ provide outside resources. • Five or more Saturday School Academy make-up opportunities with engaging activities offered during the Saturday Academy to increase attendance at the event. • Extra Clerical staff to make phone calls and mail home all Saturday School flyers and make follow up phone calls to boost attendance at Saturday School. • School connection activities through various extracurricular programs, some of which require a certificated stipend such programs as Student Council, Cross Country Team, Battle of the Books, Field trips transportation, middle school college visits, Green Team, Garden Club, Technology. • Provide Student Council with training program via California Association of Directors of Activities training. • School connectedness through field trips such as Middle School college visitations yearly where transportation to the college campuses is provided. |
|---|

Proposed Expenditures for this Strategy/Activity

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

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

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

All student groups will be connected to school by participation in engaging programs during the school day and extra-curricular programs as demonstrated by student participation and daily attendance.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Repeated expenditure – See Goal #1, Strategy/Activity #1	N/A
Staff stipends for Garden project and NGSS implementation supplies \$1,500	Supplemental Funds
Repeated Expenditure – See Goal #1 Strategy/Activity #1	N/A
Staff Professional Development \$5,000	Supplemental Funds

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

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

ANALYSIS:

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

Spring 2022 data has some limitations for analysis of student attendance due to the fact that there were COVID protocols in place that limited student, participation in extra curricular activities, and parent participation. We will evaluate and use the Spring 2022 attendance and participation data but will use the 2019 student data as our baseline.

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

Discrepancy in expenditures is due to the lack of available staff to hire. In the 2021/2022 school year there was a staff hiring shortage and not all positions to support student learning could be filled.

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.

Continue to work on attendance strategies now that students are back on campus full time. We will continue to offer meaningful student activities and participation options for families now that COVID protocols have relaxed.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation and attendance for in-person school events	Prior to school closure there was no baseline other than observation, In the 2022/2023 year participation data will be gathered from in-person participation events	After a return to in-person learning we will see similar levels through sign in logs and participation in on campus events as seen prior to COVID protocol implementation
Students Attendance data	Must use pre-school closure data: 2019 96.43 % actual attendance for the all group	Maintain attendance percentages in the 2022/2023 school year similar to baseline data of 2019

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

- Advertise and invite families to events on campus, through multiple modalities; newsletter, phone caller, face book page, PTA notifications, student flyers, website, ParentSquare
- Create diverse offerings for families to get involved on campus; classroom opportunities, field trips, Art Trek program, Garden Club, Quick Start Tennis program, Saturday Academy, Green team, School Site Council, ELAC.
- Host a variety of events for parents, families and community to visit campus and be engaged with our school community; Back to School Night, Fall Fiesta, Talent Show, family game night, Middle school elective showcase, Family Fun Festival, Jog-A-Thon.
- Advertise and encourage Sunset family participation in district parents events; parent education workshops, school information fairs.
- Office clerk to assist with event information, advertising, Flyers and logging of volunteer hours in office sign in book, ensure translations are completed to communicate with all families, plan for Saturday School events.
- Bilingual para educator to Ensure translation is available at events, parent phone calls and home to school communications, assist in parent conferences and at school events.
- Share school wide language with families, SEL programs that are on campus through newsletters and at events.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Bilingual para educator \$7,618	Title I
Office clerk \$8,763.50	Multi-funded: Site based (\$6,567) Supplemental Funds: (\$2,196.50)
Publications, Smart and Final open PO \$2,000	Site Based

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

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

ANALYSIS:

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

Due to COVID-19 protocols in the 2021/2022 school year we had limited access to provide extra-curricular and parent participation activities

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

There were left over funds due to the fact that we were unable to offer all program options due to COVID protocols

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.

Now that COVID protocols have been relaxed, we plan to implement all strategies relating to student and parent participation

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

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

Federal Programs	Allocation (\$)
Title I 2022-23 Pre-Allocation	\$95,721.00
Title I 2022-23 Allocation	\$13,560.00

Subtotal of additional federal funds included for this school: **\$109,281.00**

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2021-22 Carryover	\$3,069.00
Site-Based Funds 2022-23 Allocation	\$18,700.00
Supplemental Funds 2021-22 Carryover	\$4,190.00
Supplemental Funds 2022-23 Allocation	\$52,480.00

Subtotal of state or local funds included for this school: **\$78,439.00**

Total of federal, state, and/or local funds for this school: **\$187,720.00**

2022-23 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

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

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

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

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

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

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

References

CAASPP – Grade 3 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3							
All Students Tested	39	38	38	10.53%	34.21%	7.89%	47.37%
Male	23	22	22	9.09%	31.82%	13.64%	45.45%
Female	16	16	16	12.50%	37.50%	0.00%	50.00%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	18	18	18	11.11%	33.33%	5.56%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	18	18	11.11%	38.89%	11.11%	38.89%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	25	25	4.00%	28.00%	8.00%	60.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 3 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	39	38	38	10.53%	28.95%	21.05%	39.47%
Male	23	22	22	9.09%	31.82%	18.18%	40.91%
Female	16	16	16	12.50%	25.00%	25.00%	37.50%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	18	18	18	5.56%	27.78%	16.67%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	18	18	16.67%	33.33%	22.22%	27.78%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	25	25	4.00%	28.00%	20.00%	48.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

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

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	40	39	39	25.64%	17.95%	30.77%	25.64%
Male	15	14	14	21.43%	14.29%	35.71%	28.57%
Female	25	25	25	28.00%	20.00%	28.00%	24.00%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	24	24	24	12.50%	20.83%	33.33%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	15	15	46.67%	13.33%	26.67%	13.33%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30	29	29	10.34%	17.24%	41.38%	31.03%
English Learners	11	11	11	0.00%	9.09%	45.45%	45.45%
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	40	39	39	15.38%	15.38%	35.90%	33.33%
Male	15	14	14	7.14%	28.57%	28.57%	35.71%
Female	25	25	25	20.00%	8.00%	40.00%	32.00%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	24	24	24	4.17%	8.33%	45.83%	41.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	15	15	33.33%	26.67%	20.00%	20.00%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30	29	29	3.45%	13.79%	44.83%	37.93%
English Learners	11	11	11	0.00%	0.00%	45.45%	54.55%
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

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

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	44	42	42	14.29%	26.19%	28.57%	30.95%
Male	16	15	15	33.33%	33.33%	6.67%	26.67%
Female	28	27	27	3.70%	22.22%	40.74%	33.33%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	16	16	16	6.25%	31.25%	31.25%	31.25%
Hawaiian or Pacific Islander							
White (not Hispanic)	24	22	22	22.73%	22.73%	22.73%	31.82%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	31	30	30	10.00%	26.67%	26.67%	36.67%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	44	42	42	7.14%	7.14%	45.24%	40.48%
Male	16	15	15	20.00%	6.67%	46.67%	26.67%
Female	28	27	27	0.00%	7.41%	44.44%	48.15%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	16	16	16	6.25%	6.25%	50.00%	37.50%
Hawaiian or Pacific Islander							
White (not Hispanic)	24	22	22	9.09%	9.09%	40.91%	40.91%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	31	30	30	3.33%	3.33%	43.33%	50.00%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

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

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	35	34	34	8.82%	14.71%	44.12%	32.35%
Male	12	12	12	16.67%	0.00%	33.33%	50.00%
Female	23	22	22	4.55%	22.73%	50.00%	22.73%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	18	18	18	11.11%	16.67%	44.44%	27.78%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	15	15	6.67%	13.33%	40.00%	40.00%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	21	21	21	9.52%	9.52%	57.14%	23.81%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	4	*	*	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 6 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	35	34	34	11.76%	8.82%	38.24%	41.18%
Male	12	12	12	8.33%	8.33%	33.33%	50.00%
Female	23	22	22	13.64%	9.09%	40.91%	36.36%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	18	18	18	16.67%	5.56%	27.78%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	15	15	6.67%	6.67%	53.33%	33.33%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	21	21	21	9.52%	4.76%	38.10%	47.62%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	4	*	*	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	29	28	28	14.29%	46.43%	28.57%	10.71%
Male	14	13	13	7.69%	61.54%	15.38%	15.38%
Female	15	15	15	20.00%	33.33%	40.00%	6.67%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	11	11	11	9.09%	54.55%	27.27%	9.09%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	15	15	20.00%	33.33%	33.33%	13.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	18	17	17	17.65%	41.18%	23.53%	17.65%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 7 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	29	28	28	17.86%	21.43%	42.86%	17.86%
Male	14	13	13	30.77%	7.69%	46.15%	15.38%
Female	15	15	15	6.67%	33.33%	40.00%	20.00%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	11	11	11	0.00%	18.18%	72.73%	9.09%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	15	15	26.67%	20.00%	26.67%	26.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	18	17	17	17.65%	17.65%	35.29%	29.41%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	26	26	26	23.08%	57.69%	11.54%	7.69%
Male	11	11	11	9.09%	54.55%	18.18%	18.18%
Female	15	15	15	33.33%	60.00%	6.67%	0.00%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	10	10	10	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	15	15	15	26.67%	60.00%	13.33%	0.00%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	14	14	14	21.43%	64.29%	7.14%	7.14%
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP – Grade 8 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	26	26	26	19.23%	42.31%	34.62%	3.85%
Male	11	11	11	9.09%	45.45%	36.36%	9.09%
Female	15	15	15	26.67%	40.00%	33.33%	0.00%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	10	10	10	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	15	15	15	26.67%	46.67%	26.67%	0.00%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	14	14	14	14.29%	42.86%	42.86%	0.00%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2022-23 Supplemental Funds Program Budget

2022-23 BUDGET

School Site:

Sunset K-8

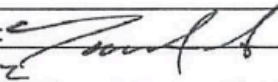
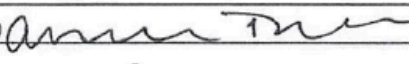
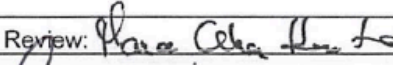
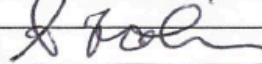
Program:

Supplemental

2021-22 Carryover	\$	4,190.00
2022-23 Allocation	\$	52,480.00
Total Available Funding:	\$	56,670.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Intervention Teacher (Open)	\$ 16,117.00
	Teachers, Sub	\$ 4,000.00
	Teacher, Extra Hours	\$ 2,000.00
2000s - Classified Salaries		
	Library Tech - Denice Tousignant 66% of	\$ 5,463.00
	Paraed (Open)	\$ 4,432.00
	Clerical, Extra hours	\$ -
	Bilingual Paraed (Open)	\$ 4,301.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ 5,122.00
	35.63% for Classified	\$ 3,673.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 1,000.00
	Materials and Supplies	\$ 5,562.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 3,000.00
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ 500.00
	Contracted Services	\$ -
	Internet Publications/Software	\$ 1,500.00
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 56,670.00
Budget Balance		\$ -

nk 11/18

Principals Signature:	
Date:	11/10/2022
School Site Council Approval: (Chair)	
Date:	11/17/22
English Learner Advisory Committee Review:	
Date:	11-17-22
Director, Special Projects Approval:	
Date:	11/21/22

2022-23 Site Based Funds Program Budget

2022-23 BUDGET

School Site:

Sunset K-8

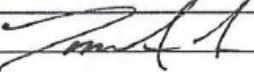
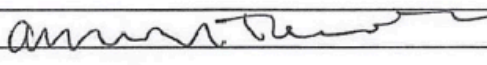
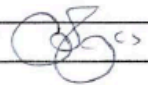
Program:

Site Based Fund

2021-22 Carryover	\$	3,069.00
2022-23 Allocation	\$	18,700.00
Total Available Funding:	\$	21,769.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ 900.00
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Library Tech - Denice Tousignant 34% of p	\$ 2,814.00
	Paraed, Extra hours	\$ -
	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 208.00
	35.63% for Classified	\$ 289.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 1,000.00
	Materials and Supplies	\$ 10,058.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel/PD	\$ 1,000.00
	Rentals and Repairs	\$ 1,000.00
	Operating Lease	\$ -
	Graphics	\$ 500.00
	Contracted Services	\$ 1,000.00
	Internet Publications/Software	\$ -
	Communications	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ 3,000.00
Total		\$ 21,769.00
Budget Balance		
		\$ -

NK 11/18

Principals Signature:	
Date:	11/10/2022
School Site Council Approval: (Chair)	
Date:	11/17/22
Director, Special Projects Approval:	
Date:	11/18/22

2022-23 Title I Program Budget

2022-23 BUDGET

School Site:

Sunset K-8

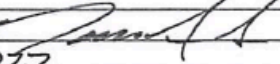
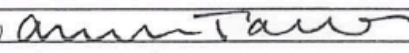

Program:

Title I

2022-23 Pre Allocation	\$	95,721.00
2022-23 Additional Allocation	\$	13,560.00
Total Available Funding:	\$	109,281.00

		Budget
Pre-Allocated Expenditures		
1000s - Certificated Salaries		
	Elementary Counseling 0.3FTE	\$ 23,074.00
	Intervention	\$ 21,831.00
		\$ -
2000s - Classified Salaries		
	Paraed 0.39FTE	\$ 22,131.00
		\$ -
3000s - Employee Benefits		
	Certificated	\$ 20,800.00
	Classified	\$ 7,885.00
Total		\$ 95,721.00

		Budget
Additional Expenditures:		
1000s - Certificated Salaries		
	Intervention Teacher (Open)	\$ 3,325.00
	Teachers, Sub	\$ 1,500.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed (Open)	\$ 5,617.00
	Other	
3000s - Employee Benefits		
	23.16% for Certificated	\$ 1,117.00
	35.63% for Classified	\$ 2,001.00
4000s - Books and Supplies		
	Books Other Than Textbooks	
	Materials and Supplies	
	Equipment not Capitalized	
5000s - Services & Other Operating Expenses		
	Conferences/Travel	
	Rentals and Repairs	
	Operating Lease	
	Graphics	
	Contracted Services	
	Internet Publications/Software	
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 13,560.00
Budget Balance		\$ -

Principals Signature:	
Date:	11/10/2022
School Site Council Approval: (Chair)	
Date:	11/17/22
Director, Special Projects Approval:	
Date:	11/18/22

MK 11/18

School-Parent/Home Compact

School-Parent Compact



Dear Parent/Guardian:

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

School's Responsibility:

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

Parent's Responsibility:

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

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

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

✂ _____ ✂
School Parent Compact (Tear and return this part)

Student Name _____ Teacher _____

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

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

Sunset School - Parent Involvement Policy

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

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

Policy Guidelines

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

Parent Involvement Calendar

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

Professional Development Plan

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

During the 2022-23 school year, teachers at Sunset School will focus on the following trainings:

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

School Accountability Report Card

2021-22 School Accountability
Report Card
Published January 2023

SUNSET SCHOOL K-8
400 SUNSET AVENUE, VENTURA, CA 93022
(805) 649-6600

TOMAS GAETA, PRINCIPAL
GRADES TK-8

PRINCIPAL'S MESSAGE

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

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

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

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

District Vision Statement

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

District Mission Statement

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

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

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

Board of Education

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

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

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



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.

Sunset School K-8

Sunset School TK-8 serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2021-22 school year, 340 students were enrolled, including 8.8% in special education, 17.9% qualifying for English Language Learner support, 1.5% foster youth, 2.6% homeless, and 65.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.8%	Kindergarten	38
Male	48.2%	Grade 1	38
Non-Binary	0.0%	Grade 2	49
American Indian or Alaskan Native	0.3%	Grade 3	39
Asian	0.6%	Grade 4	43
Black or African American	0.3%	Grade 5	43
Filipino	0.9%	Grade 6	35
Hispanic or Latino	45.9%	Grade 7	25
Native Hawaiian or Pacific Islander	0.0%	Grade 8	27
Two or More Races	2.4%		
White	49.7%		
English Learners	17.9%		
Foster Youth	1.5%		
Homeless	2.6%		
Migrant	0.0%		
Socioeconomically Disadvantaged	65.9%		
Students with Disabilities	8.8%	Total Enrollment	340

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

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

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

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

levels on campus receive explicit teaching on growth mindset, "Bucket-Filling versus Bucket Dipping" and Zones of Regulation.

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

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

- Opportunities to Volunteer
- Art Trek Volunteer
- Battle of the Books

California Physical Fitness Test Results

2021-22					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%
Seventh	100.0%	100.0%	100.0%	100.0%	100.0%

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

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

California Assessment of Student Performance and Progress Test Results in Science

All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Sunset		VUSD		CA
	20-21	21-22	20-21	21-22	20-21 21-22
Science (Grades 5, 8, & 10)	19.4	35.29	30.74	32.31	28.72 29.47

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

- Classroom Helper
 - PTA Functions and Fundraisers
 - Library Assistance
 - Universal Access Assistance
 - Chaperone Field Trips
- Committees**
- School Site Council
 - English Learner Advisory Council
 - Parent Teacher Association
 - Superintendent's Parent Advisory Council
- School Activities**
- Accelerated Reader Recognition Program
 - Art Trek
 - Back to School Night
 - Battle of the Books Team
 - Community Service
 - Cross Country Team
 - Fall Fiesta Night
 - Family Fun Festival
 - Field Trips/Assemblies
 - Fun Friday
 - Garden Program
 - Grade Level Student Performances
 - Open House
 - Outdoor School
 - Student Council (ASB)
 - 8th Grade Promotion
 - Intramural Sports Programs

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Sunset School is required by the state to administer a physical fitness test to all students in fifth grade. 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/pfi/.

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

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)					
2021-22					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	70	68	97.14	2.86	35.29
Female	43	42	97.67	2.33	26.19
Male	27	26	96.3	3.7	50
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100	0	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	39	37	94.87	5.13	43.24
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.83	2.17	26.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11						
Percentage of Students Meeting or Exceeding the State Standards						
	Sunset		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English Language Arts/Literacy	N/A	47	N/A	47	N/A	47
Mathematics	N/A	32	N/A	35	N/A	33

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

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

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

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)										
2021-22										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	213	207	97.18	2.82	46.86	213	207	97.18	2.82	32.37
Female	122	120	98.36	1.64	45.83	122	120	98.36	1.64	30
Male	91	87	95.6	4.4	48.28	91	87	95.6	4.4	35.63
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	97	97	100	0	43.3	97	97	100	0	22.68
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	106	100	94.34	5.66	52	106	100	94.34	5.66	42
English Learners	29	29	100	0	6.9	29	29	100	0	0
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	144	141	97.92	2.08	39.01	144	141	97.92	2.08	23.4
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	22	20	90.91	9.09	15	22	20	90.91	9.09	5

Note: N/A values indicate this school did not test students using the CAASPP for ELA. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

SCHOOL FACILITIES & MAINTENANCE

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

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. During the 2021-22 school year, the following campus repair or improvements projects were completed:

- Repaint doors and repaint campus exterior
- Level concrete where needed throughout the campus

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

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

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

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

- Classrooms
- Restrooms
- Routine Maintenance

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Sunset School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated and shared with school staff in November 2022.

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

Facilities Inspections

The district's maintenance department inspects Sunset School on an annual basis in accordance with Education Code §17592.72(c) (1). Sunset School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 23, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

Campus Supervision

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

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 23, 2022	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Health Office - VCT flooring has buckled under the sink cabinet; Classroom 18 - Ceiling tiles missing and falling at northeast corner above computer desks
Cleanliness	✓			
Electrical	✓			Classroom 6 - Broken electrical outlet cover plate on the south wall; Classroom 9 - Damaged VCT tile at the west wall
Restrooms/Fountains	✓			Classroom 9 - The sink P trap drain is leaking; Classroom 10 - Sink faucet is leaking from the handle when turned on; Building B Boy's West RR, Building B East Boy's RR, Building B East Girl's RR - ADA toilet is not secured to the floor and poses a hazard to handicapped persons use
Safety	✓			
Structural	✓			Building B East Boy's RR - The concrete in front of the door is damaged and creates a trip hazard
External	✓			Kindergarten Play Area - Large crack in play area rubber fall structure
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	352	348	127	36.7
Female	179	177	57	32.2
Male	173	169	70	41.4
American Indian or Alaska Native	1	1	0	0
Asian	4	3	0	0
Black or African American	1	1	1	100
Filipino	3	3	1	33.3
Hispanic or Latino	157	157	59	37.6
Native Hawaiian or Pacific Islander				
Two or More Races	9	9	1	11.1
White	177	172	85	37.8
English Learners	64	63	23	36.5
Foster Youth	5	5	0	0
Homeless	9	9	6	66.7
Socioeconomically Disadvantaged	238	234	94	40.2
Students Receiving Migrant Education Services				
Students with Disabilities	42	42	20	47.6

Suspensions and Expulsions									
	Sunset			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	0.29%	0.29%	1.70%	2.54%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.00%	0.07%

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

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

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

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

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

Class Size

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

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

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

***Other* category is for multi-grade level classes.

illustrates the distribution of class sizes by core subject, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	59			1
Math	30		2	
Science	30		2	
Social Science	30		2	
English	55		2	
Math	28		2	
Science	28		2	
Social Science	28		1	
English	55			1
Math	28		2	
Science	28		2	
Social Science	28		2	

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Sunset School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CURRICULUM & INSTRUCTION

Staff Development

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

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

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning

- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Soliday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

2021-22 Trainings:

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

2022-23 Trainings:

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2021-22 school year, Sunset School's staff development activities concentrated on:

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

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.

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

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

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

Instructional Materials

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

Ventura Unified School District is currently piloting History-Social Science curriculum in the 2022-23 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On October 11, 2022, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #22-40 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the

same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

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

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

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

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14	97.1	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	65.1	10.03	12115.8	4.41
Unknown	0.4	2.83	29.7	4.57	18854.3	6.86
Total Teaching Positions	14.5	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

PROFESSIONAL STAFF

Counseling & Support Staff

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

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

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	1	0.5
Health Technician	1	0.4
Psychologist	1	0.3
School Nurse	As needed	

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

Teacher Preparation and Credentials

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

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

Note: The 2021-22 teacher information will be updated once CDE releases the information for this school year.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	Lemon Grove	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	625	N/A	N/A	N/A	N/A
Restricted (Supplemental)	341	N/A	N/A	N/A	N/A
Unrestricted (Basic)	284	157	181.5%	6,593	4.3%
Average Teacher Salary	191	77,987	N/A	88,358	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

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

Teacher and Administrative Salaries 2020-21

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	54,370
Mid-Range Teacher Salary	63,145	82,680
Highest Teacher Salary	95,772	106,610
Average Principal Salaries:		
Elementary School	117,729	135,282
Middle School	123,578	141,243
High School	132,064	152,955
Superintendent Salary	228,637	264,366
Percentage of Budget For:		
Teacher Salaries	30.35	33.09
Administrative Salaries	4.93	5.03

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

SARC DATA

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2022.

School Site Council Bylaws

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

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

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

Article II
Members

Section A: Composition

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

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

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

Section B: Term of Office

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

Section C: Voting Rights

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

Section D: Termination of Membership

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

Section E: Transfer of Membership

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

Section F: Vacancy

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

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

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

The chairperson shall:

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

The vice-chairperson shall:

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

The secretary shall:

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

Section B: Election and Terms of Office

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

Section C: Removal of Officers

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

Section D: Vacancy

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

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

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

Section B: Other Standing and Special Committees

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

Section B: Membership

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

Section C: Terms of Office

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

Section D: Rules

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

Section E: Quorum

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

Article V

Meetings of the School site council

Section A: Meetings

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

Section B: Place of Meetings

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

Section C: Notice of Meetings

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

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

Section D: Quorum

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

Section E: Conduct of Meetings

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

Section F: Meetings Open to the Public

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

Article VII
Amendments

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