

Sunset School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for 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) <https://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 Access

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.

2022-23 School Contact Information

School Name	Sunset School
Street	8301 Sunset Blvd
City, State, Zip	Bakersfield, CA 93307-9289
Phone Number	661.845.1320
Principal	Mr. Daniel Chairez
Email Address	dachairez@vineland.k12.ca.us
School Website	
County-District-School (CDS) Code	15638340000000

2022-23 District Contact Information

District Name	Vineland School District
Phone Number	661.845.3713
Superintendent	Cindy M. Castro
Email Address	cicastro@vineland.k12.ca.us
District Website Address	https://vineland.k12.ca.us

2022-23 School Overview

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters. As you read the Report Card, you will gain a better understanding of Sunset as a school with a record for improvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students and a student body which is enthusiastic and motivated to perform well.

The Vineland School District encompasses 33 square miles in rural/agricultural southeast Kern County and is composed of two schools: Vineland Elementary School, which serves students in grades kindergarten through four; and Sunset Middle School, which serves students in grades five through eight. The Vineland School District has historical significance in Kern County because it served the children from a large migrant labor camp established in the area during the 1930's-1940's. Located between Arvin and Weedpatch and situated on Weedpatch Highway, it was more commonly referred to as "Weedpatch Camp" by the families who lived there. The goal was to provide affordable housing to thousands of families during the time of the Great Depression and Dust Bowl.

Sunset School, established in 1940, serves students in grades Five through Eight. The total student population of 312 enrolled included: 100 % Socioeconomically Disadvantaged, 57.5% English Learners, 98.7% Hispanic / Latino, and 10.3% Students with Disabilities. Every student attends regular day core academic classes and are offered After School Education and Safety (ASES) program. All students receive research- based instructional strategies that are focused on the State Standards. We are dedicated to providing quality academic instruction in a safe environment for our students each day.

Sunset School has a full-time Principal, At-Risk Counselor, RSP/Special Education Teacher, Speech-Language Therapist, School Psychologist, Reading Teacher, Music Teacher, At Risk Safety School Coordinator, and 17 Self-Contained Classroom Teachers. Additional support includes 9 part time Comprehensive Aides. All students are assigned their own computer device (1:1). Staff members are highly trained and personally committed to meeting the learning needs of all students.

Mission Statement

The Vineland School District Board of Trustees, administrators, faculty, and staff are committed to providing rewarding and memorable experiences for all students in a safe, caring, nurturing, and healthy environment where they can reach their maximum potential in intellectual, social, emotional, and physical knowledge, skills, and competencies so that they may become positive, contributing members of society.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	69
Grade 6	74
Grade 7	81
Grade 8	82
Total Enrollment	306

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	98.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	1.3
English Learners	57.5
Foster Youth	0.0
Homeless	13.4
Migrant	18.3
Socioeconomically Disadvantaged	98.0
Students with Disabilities	13.4

A. Conditions of Learning **State Priority: Basic**

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.20	46.62	22.10	67.67	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	22.56	5.00	15.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	26.32	5.00	15.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.60	4.51	0.60	1.83	18854.30	6.86
Total Teaching Positions	13.30	100.00	32.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.50	
Misassignments	2.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	12.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	41.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Vineland School are currently being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/ language arts, math, science, and social science).

On July 21, 2022 the Vineland School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. #072122-01 which certifies as required by Education §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) 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.

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, the Vineland School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Year and month in which the data were collected

07/21/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 5 / ReadyGen / Pearson Education, Inc. / 2016 Grades 6-8 / MyPerspectives / Pearson Education, Inc. / 2016	Yes	0%
Mathematics	Grade 5 / GoMath! / Houghton Mifflin, / 2015 Grades 6-8 / Big Ideas / Houghton Mifflin / 2015	Yes	0%
Science	Grade 5 / California HMH Science Dimensions/ Houghton Mifflin/ 2021 Grade 6 / California HMH Science Dimensions/ Houghton Mifflin/ 2021 Grade 7 / California HMH Science Dimensions/ Houghton Mifflin/ 2021 Grade 8 / California HMH Science Dimensions/ Houghton Mifflin/ 2021	Yes	0%
History-Social Science	Grade 5 / Making a New Nation / Macmillan/McGraw-Hill / 2006 Grade 6 / Ancient Civilizations / Holt, Rinehart & Winston / 2007 Grade 7 / Medieval to Early Modern Times / Holt, Rinehart & Winston / 2007 Grade 8 / US History: Independence to 1914 / Holt, Rinehart & Winston / 2007	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

School Facility Conditions and Planned Improvements

The district takes significant 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 1940; 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 promptly. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Continue to maintain new irrigation valves.
- Continue to service and maintain well for irrigation
- Continue to maintain new water fountains
- Repair drainage/sump for water run off at the school site
- Continue to schedule and maintain trimming and removal of hazardous trees.
- Repaired and patched roofs
- Created a schedule for proper maintenance and service of all machinery used by MOT.
- Implemented software for School Dude which allows personnel to report and track all work requests.
- Repainted the school site
- New Wrought Iron fence for safety.
- New Carpet Installed in 5 Classrooms.
- Remodeled front school office.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention before students and staff entering school grounds. Two day custodian and two evening custodians are assigned to Vineland School. The day custodians are responsible for:

- General grounds maintenance
- Trash removal
- other duties assigned by the site administrator/supervisor

Restrooms are cleaned and sanitized hourly,

The evening custodians are responsible for:

- Classroom cleaning and sanitizing.
- Restroom cleaning and sanitizing
- Vacuuming
- Trash removal
- Sanitize and clean/maintain gymnasium .

Year and month of the most recent FIT report

8-18-22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			N/A
Safety:	X			N/A

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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 education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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 education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 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 and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	23	N/A	20	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	N/A	8	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	297	97.70	2.30	23.31
Female	142	140	98.59	1.41	30.00
Male	162	157	96.91	3.09	17.31
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	299	292	97.66	2.34	23.37
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	172	168	97.67	2.33	8.98
Foster Youth	0	0	0.00	0.00	0.00
Homeless	40	40	100.00	0.00	27.50
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	294	287	97.62	2.38	23.78
Students Receiving Migrant Education Services	45	45	100.00	0.00	22.22
Students with Disabilities	41	39	95.12	4.88	13.16

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	296	97.37	2.63	9.49
Female	142	140	98.59	1.41	11.51
Male	162	156	96.30	3.70	7.69
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	299	292	97.66	2.34	9.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	172	168	97.67	2.33	2.40
Foster Youth	0	0	0.00	0.00	0.00
Homeless	40	40	100.00	0.00	10.26
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	294	286	97.28	2.72	9.82
Students Receiving Migrant Education Services	45	45	100.00	0.00	11.11
Students with Disabilities	41	39	95.12	4.88	5.13

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	3.27	6.21	3.27	6.21	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	146	97.33	2.67	6.21
Female	68	67	98.53	1.47	10.45
Male	82	79	96.34	3.66	2.56
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	149	145	97.32	2.68	6.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	86	84	97.67	2.33	1.2
Foster Youth	0	0	0	0	0
Homeless	21	21	100	0	4.76
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	140	97.22	2.78	6.47
Students Receiving Migrant Education Services	24	24	100	0	4.17
Students with Disabilities	18	18	100	0	5.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Our goal is to build strong relationships with families and community members to increase capacity to navigate the educational system in order to partner and advocate for educational opportunities and access to high quality teaching and learning to optimize student achievement. Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance and are more likely to complete high school than students whose parents are not involved in their school.

To this end, the district and/or schools will design, plan, and implement meaningful family and community engagement opportunities designed to involve and engage staff, families, and community members in activities in support of student learning. These activities will build capacity for families and community members; provide opportunities for families and community members to develop and demonstrate leadership; provide opportunities for family and community members to be involved in monitoring the progress of the school's programs; and will provide for appropriate access and equity for all families and community members.

Parents are informed of upcoming events and school activities through flyers, the school marquee, and the school communication platforms; Parent Square and School Wise Robo-call.

Parent Involvement Opportunities:

- Back-to-School Night / Title I Parent Meeting
- Back to School Haircuts
- Open House
- Parent-Teacher Conferences- (Two Conferences Yearly)
- Color Splash/ Carnival
- Student of the quarter Luncheons
- Las Posadas Celebration
- Thanksgiving/Harvest Luncheon
- Christmas Winter Program
- Trunk or Treat
- Pozole Night

2022-23 Opportunities for Parental Involvement

- Science Fair
- Athletic Program
- Book Fair
- Literary Luncheon
- Movie Night
- Student Assemblies/Recognition
- Red Ribbon Week
- Cesar Chavez Beautification Day
-

Leadership and Program Monitoring Opportunities:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- LCAP Meetings
- LCAP Surveys

Opportunities to Volunteer:

- Classroom
- Book Fair
- Carnival
- Library
- Parent/Booster Club

For more information about the school's parent and community involvement opportunities, please contact one of the following:
Mr. Daniel Chairez, Principal- Phone (661) 845-1320 or Email: dachairez@vineland.k12.ca.us
Mrs. Cecilia Sajic, School Secretary - Phone: (661) 845-1320 or Email: cesajic@vineland.k12.ca.us
Mrs. Claudia Quintino, State & Federal Programs Secretary - Phone: (661) 845-3713 or Email: cquintino@vineland.k12.ca.us

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	333	325	69	21.2
Female	153	149	24	16.1
Male	180	176	45	25.6
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	328	321	65	20.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	5	4	4	100.0
English Learners	185	185	35	18.9
Foster Youth	1	0	0	0.0
Homeless	43	43	7	16.3
Socioeconomically Disadvantaged	326	318	68	21.4
Students Receiving Migrant Education Services	58	58	9	15.5
Students with Disabilities	45	44	9	20.5

C. Engagement

State Priority: School Climate

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.60	2.61	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.31	8.11	0.14	4.05	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.11	0.00
Female	5.88	0.00
Male	10.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	7.03	0.00
Foster Youth	0.00	0.00
Homeless	13.95	0.00
Socioeconomically Disadvantaged	8.28	0.00
Students Receiving Migrant Education Services	12.07	0.00
Students with Disabilities	13.33	0.00

2022-23 School Safety Plan

The Comprehensive School 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 for school, sexual harassment policy, and dress code policy. The school's most recent safety school plan will be reviewed, updated, and discussed with school staff by March 1, 2023

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	153

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,098	\$2,405	\$5,693	\$62,749
District	N/A	N/A	\$5,425	
Percent Difference - School Site and District	N/A	N/A	4.8	2.2
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	-14.7	-16.5

2021-22 Types of Services Funded

In addition to General Fund state funding, Vineland School District receives State and Federal Categorical Funding for Special Programs. For the 2022-2023 school year, the VSD received Categorical, Special Education, and Support Programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Special Education
- State Lottery

- Title I
- Title II
- Title III
-

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$46,844
Mid-Range Teacher Salary		\$73,398
Highest Teacher Salary		\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary		\$136,296
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The following Professional Development was provided for all Certificated Staff during the 2022-2023 school year.

District/School provides ongoing, job-embedded professional development opportunities designed to develop and support high-quality instructional leaders at all levels focusing on the following four areas:

- ----Induction, Mentoring, and Support. The District ensures all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement, and monitoring, and strategies for instruction.
- ----Academic Content and Performance Standards. The District provides all teachers and administrators with ongoing professional development and supports structured around the specific learning targets and performance expectations associated with the academic content and performance standards.
- ----Adopted Core and Ancillary Instructional Material. The District provides all teachers and administrators with ongoing professional development and supports structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.
- ----Instructional Strategies, Techniques, and Practices. The District provides all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials.

The 2022-2023 school year, the VSD designated every Monday as a Staff Development Day. Students are released early under a modified student schedule, so that the staff can fully participate in Professional Development.

Decisions concerning the selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Sunset School supports ongoing professional growth throughout the year. Teachers meet in both grade level and school/district teams every Monday for one hour to receive professional development, conduct data analysis to identify areas of need, to plan curriculum and instruction, and to share best teaching practices. Also, teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Teachers may also request to attend conferences or workshops that relate to improving instruction.

Training and curriculum development activities at Sunset School revolve around the Common Core State Standards, Next Generation Science Standards, Language Development, Positive Behavior Intervention and Supports, and STEM/Technology. The Vineland School District held staff development training or had teachers or other staff members attend training devoted to:

2022-2023 Professional Developments (Zoom and In-Person)

- Positive Behavior Intervention Systems, PBIS
- Renaissance (Accelerated Reader, NearPod, ELA & Math STAR Testing)
- Student Success Team (SST) Training
- Universal Design for Learning (UDL) Training
- California Science Dimension Training
- ELPAC Training
- ELD Educeri Training
- Paraprofessionals Training (Multilingual Education - KCSOS)
- Zoom Literacy Collaborative (KCSOS)
- Emerging Bilingual Consortium (KCSOS)
- Math Support (KCSOS)
- Core Growth Support
- Lexia Social Emotional Learning
- Restorative Justice
- MTSS Conference

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	31		35