

SUNKIST ELEMENTARY 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	SUNKIST ELEMENTARY SCHOOL
Street	1400 Teakwood Street
City, State, Zip	Oxnard, CA 93041
Phone Number	(805) 986-8722
Principal	Cynthia Delgado
Email Address	cdelgado@hueneme.org
School Website	huensd.k12.ca.us/o/sunkist-elementary
County-District-School (CDS) Code	56-72462-6055115

2022-23 District Contact Information

District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
District Website Address	www.hueneme.org

2022-23 School Overview

Sunkist School was founded in 1959. The school is located in the city of Port Hueneme, California, and is one of eleven schools in the Hueneme Elementary School District. Sunkist School, a TK through fifth grade school, is a learning community of students, families, highly qualified professionals, and the neighboring public. We are committed to providing a complete education with a focus on College and Career Readiness and implementing integrated units for students to learn the California Common Core State Standards. We also work to meet the cultural, social, and emotional needs of all students as we prepare them to lead effective, responsible and meaningful lives.

As a neighborhood school, we are fortunate to have strong community support. Motivated and dedicated employees and volunteers work together to develop the intellectual, physical, social, and emotional potential of each student.

Working in partnership with other educators in the Hueneme Elementary School District, we are able to offer after-school academic, enrichment, and recreation classes to students. In addition, we conduct Kaiser Permanente assemblies, Response to Intervention parent nights, parent education nights, and English Language Development parent nights. Sunkist is implementing "Parent Reading Corner". Parents come to the library once a month to have a book read to them in English and Spanish. The counselor, English Learner Support teacher, and administrative team provide parenting information on how they can help their child at home.

Staff here at Sunkist value mutual respect and caring for all on campus. Each grade level implements daily social and emotional learning activities to check in with each student and teach them self-regulation tools. This year, in the month of January, we will be hosting a Kindness Challenge to promote friendship and respect.

We also work in collaboration with our local colleges and community leaders to have a College and Career Fair every April. Students in grades four and five rotate to two colleges and three careers to gain awareness of possible future careers.

Sunkist implements many strategies and programs to help our students achieve:

- **Multi-Tiered System of Support (MTSS):** In this area we have a committee of teachers, classified and administrators to help look at three areas: academics, behavior, and the social and emotional well-being of our students.

2022-23 School Overview

- Advancement Via Individual Determination (AVID): AVID is designed to help students in grade five with College and Career awareness as well as organizational skills.
- Leader In Me: In grades K-5 teachers are using the FranklinCovey program titled "Discovering the Leader in Me". There also is a parent component, where parents take 6 zoom workshops to help guide their own child in the program.
- Circle of Friends: A program that teaches our general education students how to be compassionate with our special education population. They meet weekly for lunch and building community activities
- Second Step: A social, emotional learning program which encourages growth mindset.
- My Body Belongs to Me: Parent component with student follow up; teaching our students "personal safety"

Sunkist employs an English Learner Support Teacher, two full-time counselors and two Accelerated Teachers that provide academic and social-emotional support to students.

Sunkist Elementary School Mission: We will INSPIRE our students to explore, dream big, and develop social and civic responsibility through a balanced learning program. They will THRIVE as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive community. We will EMPOWER our students by teaching them critical thinking skills through a rigorous academic experience in a digitally-rich environment.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	83
Grade 2	97
Grade 3	79
Grade 4	93
Grade 5	99
Total Enrollment	532

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.4
Asian	0.0
Black or African American	0.0
Filipino	1.5
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.8
White	2.6
English Learners	54.1
Foster Youth	0.4
Homeless	9.0
Migrant	0.0
Socioeconomically Disadvantaged	86.3
Students with Disabilities	12.6



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)	24.30	100.00	321.20	95.16	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.90	0.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.10	0.94	12115.80	4.41
Unknown	0.00	0.00	12.10	3.59	18854.30	6.86
Total Teaching Positions	24.30	100.00	337.60	100.00	274759.10	100.00

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)	29.10	96.68	347.70	94.24	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.54	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.00	1.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.70	1.02	11953.10	4.28
Unknown	1.00	3.32	11.40	3.11	15831.90	5.67
Total Teaching Positions	30.10	100.00	369.00	100.00	279044.80	100.00

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2018	Yes	0
Mathematics	K-5 Pearson enVisionMATH Common Core, 2015 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0

Science	K-5 TCI Bring Science Alive 6-8 Activate Learning, IQWST California Integrated Edition, 2018	Yes	0
History-Social Science	K-5 Savvas Learning Company, myWorld Interactive Social Studies, 2019 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0

School Facility Conditions and Planned Improvements

Sunkist School maintains facilities that ensure a safe, clean learning environment. Facilities are adequate to serve the needs of our students and staff. Our school site is well maintained and is free of graffiti and litter.

Facilities are repaired whenever needed to ensure safety of students, staff and visitors. Daily inspections and staff input serve to identify needed repairs. Our safe and clean campus is evidence of successful facility maintenance. Together, school and district personnel work to ensure that the campus is maintained in a manner that ensures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

Year and month of the most recent FIT report

11/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

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	29	N/A	24	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	13	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	272	266	97.79	2.21	28.57
Female	153	151	98.69	1.31	29.80
Male	119	115	96.64	3.36	26.96
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	261	255	97.70	2.30	27.45
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	129	123	95.35	4.65	6.50
Foster Youth	0	0	0.00	0.00	0.00
Homeless	29	29	100.00	0.00	6.90
Military	--	--	--	--	--
Socioeconomically Disadvantaged	236	232	98.31	1.69	24.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	21	95.45	4.55	4.76

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	272	271	99.63	0.37	14.39
Female	153	153	100.00	0.00	12.42
Male	119	118	99.16	0.84	16.95
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	261	260	99.62	0.38	13.46
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	129	128	99.22	0.78	7.03
Foster Youth	0	0	0.00	0.00	0.00
Homeless	29	29	100.00	0.00	3.45
Military	--	--	--	--	--
Socioeconomically Disadvantaged	236	235	99.58	0.42	13.19
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	21	95.45	4.55	4.76

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)	NT	18.81	NT	13.86	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	101	101	100	0	18.81
Female	54	54	100	0	14.81
Male	47	47	100	0	23.4
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	--	--	--	--	--
Hispanic or Latino	96	96	100	0	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	34	100	0	5.88
Foster Youth	0	0	0	0	0
Homeless	13	13	100	0	15.38
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	86	100	0	16.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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
Grade 5	100%	100%	100%	100%	100%

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

At Sunkist, parents can volunteer for different school-wide activities. The School Site Council (SSC) and English Learners Advisory Council (ELAC) allow parents to participate in policy development and allocation of school funds. Several other committees, including the District Advisory Council (DAC), District English Learners Advisory Committee (DLAC), and the Gifted and Talented Education (GATE) program also promote parent participation.

We invite parents to attend evening classes for parent education. These offerings include Triple P, Loving Solutions, and English Language Development parent nights.

Our school counselor also works with Interface Children and Family Services and Kaiser Permanente to offer parent education classes.

Our parents are invited to the morning reading corner. Parents receive a book in English and Spanish. The class is hosted once a month.

Our school has implemented "The Leader In Me". Parents take classes on Zoom. They are provided in English and Spanish

Any parent who would like to become a volunteer may contact the principal at 805-986-8722.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	550	184	33.5
Female	285	283	92	32.5
Male	269	267	92	34.5
American Indian or Alaska Native	3	3	1	33.3
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	9	9	1	11.1
Hispanic or Latino	520	516	169	32.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	4	4	4	100.0
White	16	16	9	56.3
English Learners	314	311	91	29.3
Foster Youth	2	2	1	50.0
Homeless	63	63	21	33.3
Socioeconomically Disadvantaged	482	478	158	33.1
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	91	88	33	37.5

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	0.50	0.77	2.45
Expulsions	0.00	0.02	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	0.00	0.72	0.00	1.65	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.72	0.00
Female	0.00	0.00
Male	1.49	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.77	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.32	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.10	0.00

2022-23 School Safety Plan

Date of Last Review/Update: December 2021

Date Last Discussed with Staff: April 2022

Sunkist students and parents are notified yearly regarding the school-wide discipline plan. The plan is included in the folder of information sent home to parents. In an effort to ensure a safe and secure campus, parents and other visitors are required to check-in at the school office and get a badge to wear while on campus.

Campus gates are locked after school begins each morning and are re-opened before dismissal time. We have campus assistants who supervise the students while on campus, prior to the first bell ringing.

Parents are reminded to follow established traffic regulations when dropping off or picking up their children.

First aid kits, red backpacks, and fire extinguishers are in place and ready for emergency use in each classroom.

Every teacher on campus has a phone in their room as well as a walkie talkie.

Sunkist has regular drills for the safety of our students: lockdown, fire drill, earthquake drills, and shelter in place.

The principal and assistant principal are in the front parking lot and the back gate before and after school to ensure safety of the students.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	2	
1	26		3	
2	24		4	
3	22	2	2	
4	27		3	
5	26		3	
6				
Other	18	1	2	

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5	1	
1	14	5	1	
2	17	3	1	
3	20	2	3	
4	23	1	3	
5	28		3	
6				
Other	16	2	2	

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	1	
1	18	3	1	
2	21	2	2	
3	24		3	
4	26		3	
5	25		4	
6				
Other	15	2	2	

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	532

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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	0.3

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	12,592.91	3,713.68	8,879.23	90,660
District	N/A	N/A	9,300.42	\$94,557
Percent Difference - School Site and District	N/A	N/A	-4.6	-4.2
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	29.5	3.8

2021-22 Types of Services Funded

In the 2021-22 school year, the Hueneme Elementary School District spent an average of \$14,639.24 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

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	\$52,421	\$52,641
Mid-Range Teacher Salary	\$86,173	\$83,981
Highest Teacher Salary	\$113,086	\$107,522
Average Principal Salary (Elementary)	\$132,009	\$136,247
Average Principal Salary (Middle)	\$141,175	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$224,216	\$242,166
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- Distance Learning
- English Language Arts/English Language Development
- Mathematics
- PBIS (Positive Behavioral Interventions and Supports)
- Social and Emotional Learning
- MTSS (Multi-Tiered System of Support)
- History/Social Science Adoption
- NGSS/Science Adoption
- Technology
- Integrated Units (K-5)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and staff input.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3