2022-23 School Accountability
Report Card

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 TK-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 fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than approximately 15,000 students in grades transitional kindergarten through twelve

Board of Education
DR. JERRY DANNENBERG
CALVIN PETERSON
JAMES FORSYTHE
ALICIA LAVERE
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District Administration
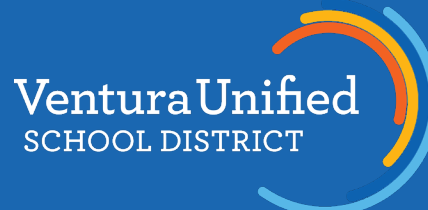DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
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VENTURA UNIFIED SCHOOL DISTRICT
255 WEST STANLEY AVENUE, SUITE 100
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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 2022-23 school year, 332 students were enrolled, including 11.1% in special education, 15.7% qualifying for English Language Learner support, 1.5% foster youth, 0.9% homeless, and 63.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.0%	Kindergarten	41
Male	53.0%	Grade 1	38
Non-Binary	0.0%	Grade 2	35
American Indian or Alaskan Native	0.6%	Grade 3	48
Asian	1.5%	Grade 4	44
Black or African American	0.0%	Grade 5	39
Filipino	0.3%	Grade 6	28
Hispanic or Latino	47.9%	Grade 7	33
Native Hawaiian or Pacific Islander	0.0%	Grade 8	26
Two or More Races	2.4%		
White	47.3%		
English Learners	15.7%		
Foster Youth	1.5%		
Homeless	0.9%		
Migrant	0.0%		
Socioeconomically Disadvantaged	63.9%	Total Enrollment	332
Students with Disabilities	11.1%		

Sunset School TK-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. The transitional kindergarten instructional day concludes at 12:15 p.m.

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-5 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. Some activities 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 consistentcy, 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 K-5 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 appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

California Physical Fitness Test Results					
2022-23					
% 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: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	35.29	32.26	32.31	32.57	29.47	30.29

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

Double dashes (--) appear in the table when the number of students is ten or fewer, 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 receive scores.

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
• 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/pf/.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)
2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	63	62	98.41	1.59	32.26
Female	37	37	100	0	27.03
Male	26	25	96.15	3.85	40
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100	0	18.75
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	29	28	96.55	3.45	46.43
English Learners	--	--	--	--	--
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.06	2.94	27.27
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	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	47	44	47	47	47	46
Mathematics	32	34	35	36	33	34

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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 Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)
2022-23

	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	216	214	99.07	0.93	44.39	216	214	99.07	0.93	33.64
Female	113	112	99.12	0.88	45.54	113	112	99.12	0.88	31.25
Male	103	102	99.03	0.97	43.14	103	102	99.03	0.97	36.27
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American										
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	110	110	100	0	34.55	110	110	100	0	22.73
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	98	96	97.96	2.04	56.25	98	96	97.96	2.04	45.83
English Learners	29	29	100	0	3.45	29	29	100	0	3.45
Foster Youth										
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	109	108	99.08	0.92	35.19	109	108	99.08	0.92	18.52
Students Receiving Migrant Education Services										
Students with Disabilities	29	28	96.55	3.45	7.14	29	28	96.55	3.45	7.14

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

Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

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.

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

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

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 2023.

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 July 24, 2023. During fiscal year 2023-24, 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: July 24, 20223	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Classroom 3 - VCT tile is buckling and lifting in front of the sink; Classroom 6, 7 - Water damaged cilng tiles at the center f the room
Cleanliness	✓			
Electrical	✓			Classroom 10 - Electrical outlet cover plate missing on the north wall
Restrooms/Fountains	✓			Classroom 10 - Sink faucet is leaking from the handle when turned on; Building B East Boys RR, Building B East Girls RR - ADA toilet is not secured to the floor and poses a hazard to handicapped persons use; Building B East Boys RR - Toilet partition is damaged and pulling out of the wall; Building B East Girls RR - The concrete in front of the door is damaged and creates a tripping hazard
Safety	✓			
Structural	✓			
External	✓			Kindergarten Play Area - Large crack in play area rubber fall surface; Building B East Boys RR - Deficiency noted

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 (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	356	346	108	31.2
Female	174	166	41	24.7
Male	182	180	67	37.2
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American				
Filipino	--	--	--	--
Hispanic or Latino	168	166	48	28.9
Native Hawaiian or Pacific Islander				
Two or More Races	--	--	--	--
White	171	164	56	34.1
English Learners	56	55	17	30.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	230	224	78	34.8
Students Receiving Migrant Education Services				
Students with Disabilities	49	49	17	34.7

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

Suspensions and Expulsions									
	Sunset			VUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.29%	1.70%	1.97%	0.17%	2.74%	3.22%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%	0.08%

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

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.97%	0.00%
Female	1.15%	0.00%
Male	2.75%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.38%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	1.75%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.04%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.04%	0.00%

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

CLASSROOM ENVIRONMENT

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 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				
2020-21				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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	
2021-22				
K	19.0	2		
1	19.0	2		
2	25.0		2	
3	19.0	2		
4	37.0	1		1
5	22.0	1	1	
2022-23				
K	21.0	1	1	
1	24.0		1	
2	24.0		1	
3	24.0		2	
4	37.0	1		1
5	20.0	1	1	

*Number of classes indicates how many classes fall into each site category (a range of total students per class).
**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution				
2020-21				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	55		2	
Math	28		2	
Science	28		2	
Social Science	28		1	
2021-22				
English	55			1
Math	28		2	
Science	28		2	
Social Science	28		2	
2022-23				
English	59			1
Math	30		1	1
Science	30		1	1
Social Science	30		1	1

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's teachers may use "Lesson One" and C.H.A.M.P.S. 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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Sunset School for the 2022-23 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 2021-22, 2022-23, and 2023-24 school years, the teachers at Sunset School had the opportunity to participate in districtwide staff development training focused on:

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

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

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 2022-23 school year, Sunset School's staff development activities concentrated on:

• Advancement Via Individual Determination (AVID)
• Ellevation Data Program for ELL Students

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: *Benchmark Advanced*	0%
2018	Yes	Houghton Mifflin/Scholastic: *Big Day*	0%
2017	Yes	Houghton Mifflin Harcourt: *The Real Book*	0%
2017	Yes	McGraw Hill Education: *Studysync*	0%
2019	Yes	Houghton Mifflin: *Read 180*	0%
Math			
2017	Yes	Houghton Mifflin: *Math Expressions*	0%
2018	Yes	Houghton Mifflin/Scholastic: *Big Day*	0%
2016	Yes	McGraw Hill Education: *California Math, Course 1, 2 & 3 - Volumes 1 & 2*	0%
2016	Yes	CPM: Core Connections, Course 1, 2 & 3	0%
Science			
2021	Yes	McGraw Hill: California Inspire Science	0%
2018	Yes	Houghton Mifflin/Scholastic: *Big Day*	0%
2020	Yes	McGraw Hill: California Inspire Science (Grades 6-8)	0%
Social Science			
2022	Yes	Savvas: *myWorld Interactive*	0%
2022	Yes	TCI: History Alive! The Ancient World	0%
2022	Yes	TCI: History Alive! The Medieval World and Beyond	0%
2022	Yes	TCI: History Alive! The United States through Industrialism	0%
2018	Yes	Houghton Mifflin/Scholastic: *Big Day*	0%

• 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

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

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

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

Instructional Materials

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

On October 10, 2023, 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 #23-33 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 2023-24 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

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 2022-23	No. of Staff	FTE*
Academic Counselor	1	1.0
Health Technician	1	0.8
Psychologist	1	0.4
School Nurse	1	0.2
Speech Therapist	1	0.4

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

Teacher Preparation and Credentials

The charts in this report identify the number of teachers at 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	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	0.6
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0.6

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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)	13.6	94.14	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	4.14	66	10.09	11953.1	4.28
Unknown	0.2	1.72	43.2	6.6	15831.9	5.67
Total Teaching Positions	14.5	100	654.7	100	279044.8	100

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.

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: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student
For the 2021-22 school year, Ventura Unified School District spent an average of $15,181 of total general funds to educate each student (based on 2021-22 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.)

Teacher and Administrative Salaries 2021-22

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

Expenditures Per Pupil and School Site Teachers Salaries 2021-22

Expenditures Per Pupil	Dollars Spent Per Student				
	Sunset	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,561	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,120	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,441	6,550	98.3%	7,607	86.1%
Average Teacher Salary	69,841	79,491	N/A	90,632	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 2021-22 school year, the district received categorical, special education, and support programs funds for:

• A-G Completion Grant
• After School Education and Safety (ASES)
• After School Kids Code Grant Pilot Program
• American Rescue Plan – Homeless Children and Youth
• Child Nutrition: Food Service Staff Training Funds
• Child Nutrition: Kitchen Infrastructure Upgrade Funds
• Classified School Employee Summer Assistance Program
• Career and Technical Education Programs
• Career Technical Education Incentive Grant Program
• COVID Relief Funding
• Department of Rehabilitation
• Educator Effectiveness
• Education Protection Account
• Expanded Learning Opportunities Program
• Indian Education
• Lottery: Instructional Materials
• On-Behalf Pension Contributions
• Other Federal Funds
• Other Local: Locally Defined
• Other State: Locally Defined
• Special Education
• State COVID Relief Funding
• State Lottery
• Strong Workforce Program
• Supplementary Programs
• Title I, II, III, IV
• Tobacco Use Prevention Education

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 2023.