Ventura Unified School District

School Plan for Student Achievement



Sunset School

56-72652 6056030

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Ventura Unified SCHOOL DISTRICT

Fiscal Year 2026-2027

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Sunset School K-8 — School Plan for Student Achievement Fiscal Year 2026-2027

The School Plan for Student Achievement 1
School Site Council Membership 2
English Language Advisory Council (ELAC) Membership 3
Recommendations and Assurances 4
District information 5
- District Profile 5
- District Promise 5
- District Pillars 5
- District Vision 6
- District Mission 6
- District Governing Principles 6

School Information 7
- School Profile 7
- School Motto 7
- Student Enrollment by Ethnicity – 2024-2025 8
- Student Enrollment by Grade – 2024-2025 8
- Student Enrollment by Student Group – 2024-2025 9
- Comprehensive Needs Assessment 9
- Bully Prevention, Violence Prevention, and Substance Abuse Curricula 10

School Plan for Student Achievement 11
2026-2027 Centralized Support for Planned Improvements in Student Performance 21
- VUSD - Program Support Goals 21

References 23
- CAASPP – Grade 3 English Language Arts/Literacy & Mathematics – 2024-2025 23
- CAASPP – Grade 4 English Language Arts/Literacy & Mathematics – 2024-2025 24
- CAASPP – Grade 5 English Language Arts/Literacy & Mathematics – 2024-2025 25
- CAASPP – Grade 6 English Language Arts/Literacy & Mathematics – 2024-2025 26
- CAASPP – Grade 7 English Language Arts/Literacy & Mathematics – 2024-2025 27
- CAASPP – Grade 8 English Language Arts/Literacy & Mathematics – 2024-2025 28
- School-Parent/Home Compact 29
- VUSD - Parent Involvement Policy 30
- Sunset School - Parent Involvement Policy 32
- Parent Involvement Calendar 33
- Professional Development Plan 34
- School Accountability Report Card 35
- School Site Council Bylaws 49

The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

Tomas Gaeta, Principal
Sunset School
400 Sunset Avenue
Oak View, CA 93022
(805) 649-6600
tomas.gaeta@venturausd.org

The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2025-2026 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Tomas Gaeta	X				
Lisa Anctil		X			
Tia Marshall		X			
Jill Martinez		X			
Wendy Clyde			X		
Amber Bowyer				X	
Haady Lashkari				X	
Betty Patrick				X	
Rose Wagner				X	
Kamran Lashkari					X
Number of members in each category	1	3	1	4	1

English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Tomas Gaeta	X				
Gwen Acuña				X	
Oscar Reynoso				X	
Maria Carrillo				X	
Jose Alvarez				X	
Victor Colin				X	
Maria Aguilera				X	
Jose Salgado				X	
Karen Rivas				X	
Danilo Flores				X	
Dania Suria				X	
Alfredo Ramirez				X	
William Lopez				X	
Lizbeth Obregón				X	
Guadalupe Obregón				X	
Esmeralda Vallejo				X	
Miguel Zepeda				X	
Santiago Lopez				X	
Jose Soria				X	
Diana Santiallan				X	
Miriam Cornejo				X	
Suzanne Hudspeth				X	
Nicole Parrino				X	
Norma Hernandez				X	
Sofia Romero				X	
Number of members in each category	1			24	

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

☐ The ELAC has voted to give governance to the SSC on this date: _____
☐ The name of the parent ELAC representative to SSC is: _____

Recommendations and Assurances

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

1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

	Signature of Authorized Representative
English Learner Advisory Committee	
Leadership Team	

4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6) This SPSA was adopted by the SSC at a public meeting on: 2/12/26.

Attested:

Tomas Gaeta, Principal — Date: 2/12/26

SSC Chairperson — Date: 2/12/26

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2024-2025 school year, Ventura Unified School District served 14,379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% homeless, and 0.2% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Vision

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

District Mission

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

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

During the 2024-2025 school year, Sunset School served 357 students in grades TK-8. In 2018 Sunset was recognized as a California Green Ribbon School for excellence in environmental practices, sustainability and education. Sunset installed a natural habitat garden which serves the students as an outdoor classroom and the community as a beautiful place to visit. In 2017 Sunset earned the Title I Academic Achievement award for consistently high academic marks for all student groups. In 2016 Sunset earned the California Gold Ribbon Award for practices in student engagement, an increase in attendance and a decrease in behavior suspensions. Student enrollment included 16.2% students with disabilities, 17.6% English learners, 66.1% socioeconomically disadvantaged, and 1.7% homeless. Our regular school day begins at 8:00 am and ends at 12:55 pm for kindergarten, 2:25 pm for first through third grades, and 2:30 pm for fourth through eighth grades. Eight minimum days are scheduled for parent-teacher conferences, four in the fall and four in the spring. The last day of school is a minimum day.

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

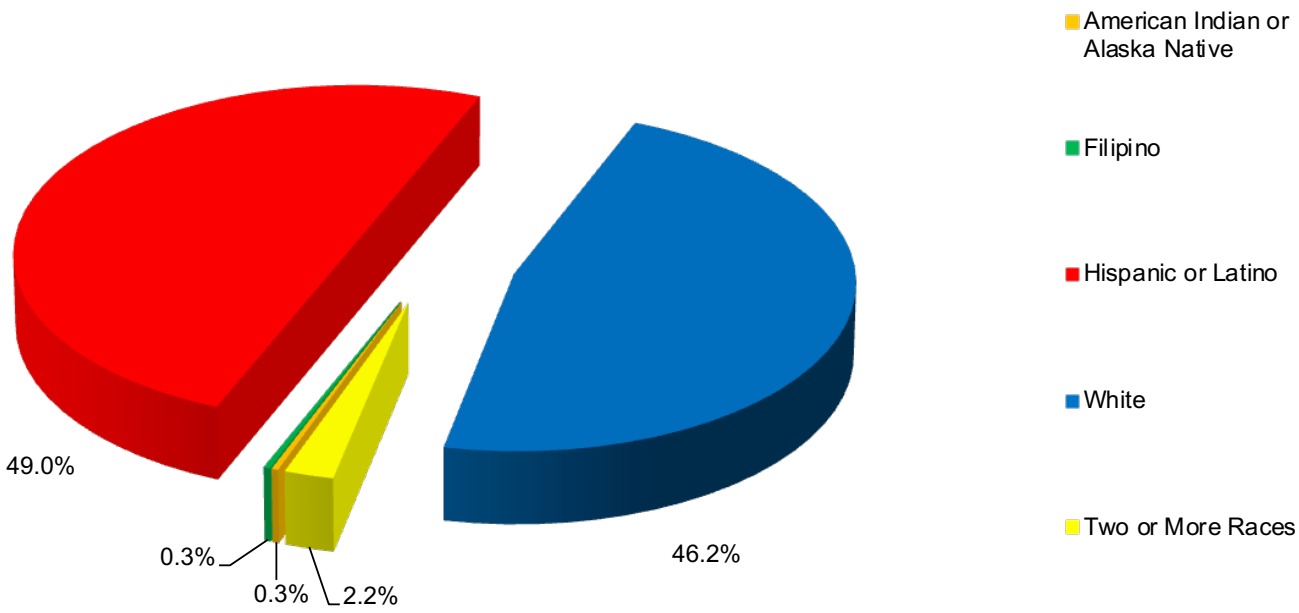
Sunset is a schoolwide Title I school with approximately 66% of the student population categorized as socioeconomically disadvantaged. Our student population ranges from transitional kindergarten to eighth grade. We have a close working relationship with the Oak View Library and Resource Center at the Oak View Park. Both offer free tutoring during after school hours. Universal Access is provided to K-8 students by one full-time certificated intervention teacher.

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

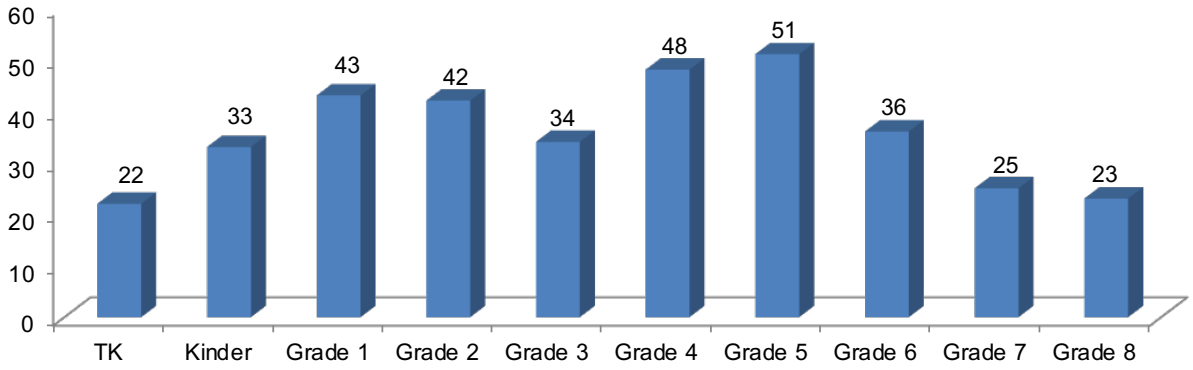
School Motto

A community of learners and leaders.

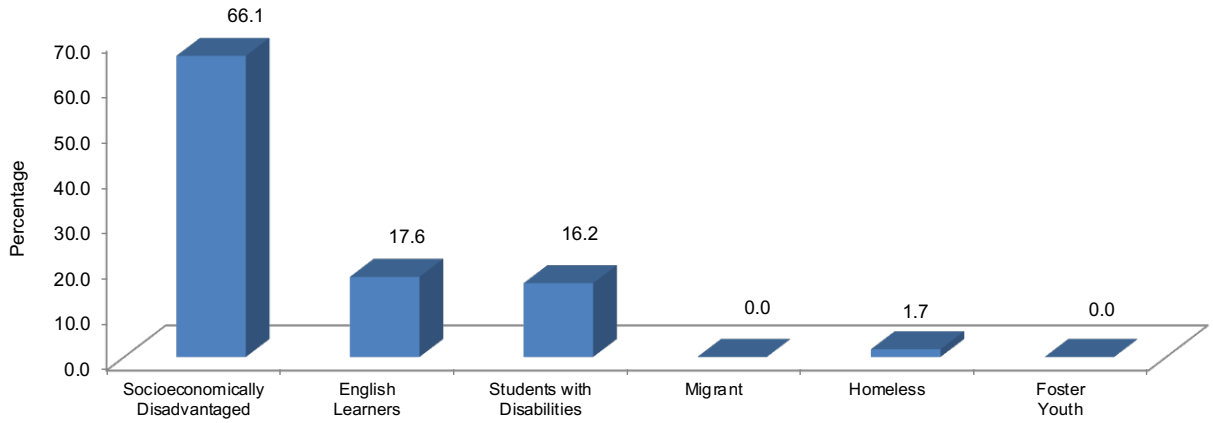
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



Comprehensive Needs Assessment

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Sunset School K-8	**56726526056030**	**2/12/26**	

Plan Description

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
All staff (certificated and classified) meeting	2/4/26
PTA	2/5/26
ELAC	2/17/26
School Site Council	2/12/26

Comprehensive Needs Assessment

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

CA Dashboard-Identified areas of need, CAASPP Scores 2024/2025 School Year:
Math: Orange overall, 51.8 points below standard, declined by 8.8 points. 25.45% met or exceeded standard
-MLL: Red (2.56% met or exceeded standard)
-Hispanic: Orange (20.72% met or exceeded standard)
-SED: Orange (21.29% met or exceeded standard)
ELA: Orange overall, 26.4 points below standard, maintained by -2.5 points. 35.72% met or exceeded standard
-MLL: Orange (0% met or exceeded standard)
-Hispanic: Orange (29.73% met or exceeded standard)
-SED: Orange (29.68% met or exceeded standard)

Resource Inequities

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

N/A

Goals, Strategies/Activities, and Expenditures

Goal 1:

Increase academic achievement while decreasing performance gaps between student groups.

Identified Need:

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

Math: Sunset performed in the Orange level overall (51.8 points from standard) as reported on the CA Dashboard. Specifically our Multilingual Learners performed in Red level on the dashboard and Socioeconomically Disadvantaged students in the Orange Level. 21.29% of all students met or exceeded the standard.

English Language Arts (ELA): Sunset performed in the Orange level (26.4 points from standard) overall as reported on the CA Dashboard. The following subgroups also performed in the Orange level: Multilingual Learners, Hispanic students, Socioeconomically Disadvantaged students. 29.68% of all students met or exceeded the standard.

Strategies to help mitigate these scores will be the continued support of our Comprehensive School Counselor and Bilingual paraeducator. In addition, we will seek to hire an additional Paraedcuator (bilingual required) to offer additional classroom support to all grades with an emphasis on math and kindergarten.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (CAASPP) Grades 3-8, May 2025	Math-51.8 Points Below Standard 25.45% of students met or exceeded	-Improve by 52 points overall to meet the standard -Improve by 5% of students meeting or exceeding the standard
CA Dashboard (CAASPP) Grades 3-8, May 2025	ELA-26.4 Points Below 35.72% of students met or exceeded	-Improve by 27 points overall to meet the standard -Improve by 5% of students meeting or exceeding the standard
MAP Assessments Grades K-8 *Growth data from Fall 25/26 to Winter 25/26	Math-Overall achievement in 47th percentile, growth in 51st percentile ELA (Reading)- Overall achievement in 48th percentile, growth in 52nd percentile	-Improve overall achievement to 50th percentile in both ELA and Math -Improve growth achievements by 5% per grade level

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	School Counselor .5FTE	All students in Grades TK-8	$72,000	Title 1 Prop. 28
2	AVID	Grades 4-8	$5,000	Supplemental (AVID)
3	Bilingual Paraeducator: Offer academic support to all MLL students	All MLL students in Grades TK-8	$43,000	Multi Funded: Title 1 and LCAP/Supplemental

4	Paraeducator (bilingual required-new position) Primary focus of Math and Kindergarten support	Grades K-5	$31,000	LCAP/Supplemental

ANNUAL REVIEW

SPSA Year Reviewed: 2025-26
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis:

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

CAASPP scores, including overall distance to standard met as well as the number of students meeting or exceeding standard, declined from previous year. This was true in both ELA and Math.
MAP results showed areas of growth between Fall 25/26 and Winter 25/26 with ELA showing improvement overall and Math with a slight decrease in performance.

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

Due to lack of available candidates, the hourly certificated intervention position was not filled this year. Supplemental funds allocated for this position were shifted to be used for ongoing teacher development, additional hours for ESSA and CSA positions as well as providing teachers with release time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA

In this 26/27 plan, Sunset will continue to provide students small group instruction with the assistance of our intervention staff and introduce an additional paraeducator (bilingual required) for both Math and Kindergarten support. AVID strategies will continue to be implemented for all students in Grades 4-8.

Goal 2:

Create positive learning environments for students that are both physically and emotionally safe.

Identified Need:

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

LCAP survey (Winter 2025) results show that 91% of respondents reported that they “Agree/Strongly Agree” that students feel safe at Sunset. In addition 88% of respondents reported “Agree/Strongly Agree” that students have friends at school and that students of different cultural backgrounds become friends.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate (ADA) As of February 2026	Current YTD: 93.98% (TK-5) Current YTD: 95.22% (Grades 6-8)	Attain attendance rate of 97%
Participation in Extracurricular Activities	Cross Country: 26 ES, 21 MS Student Leadership (MS): 32 students Intramural Sports: 24 avg. per sport	Expect to increase involvement by 10% in all activities
Comprehensive School Counseling-Class Lessons	129 Classroom lessons conducted through February 2026	Expect to maintain current level of services based on teacher feedback
Comprehensive School Counseling-Small Groups	15 groups conducted through February 2026	Expect to maintain current level of services based on student need
Comprehensive School Counseling-Wellness Room attendance	Currently averaging 15 students per day	Expect to maintain current level of services based on student need

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Attendance Incentives: Prizes and incentives for excellent school attendance	All students Grades TK-8	$1,000 (supplies)	Site Based
2	Access to activities: Intramural sports, lunch time clubs, extracurricular activities:	All students in Grades TK-8	$2,500 (extra staff hours and supplies)	Site Based/ LCAP
3	School Counselor .5FTE	All students in Grades TK-8	Repeated Expenditure	See Goal #1, Strategy #1

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-26

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

Goal Analysis:

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

Sunset has continued to utilize the Middle School Wellness and is looking to expand upon the offerings. In addition, needs assessments given to teachers and students helped guide the focus of Comprehensive School Counseling lessons and small groups.

Due to implementation of Aeries SIS, ADA data for the 2024/2025 school year is unable to gather at this time. ADA for the 2025/2026 school will be used as the baseline moving forward.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA

Introduction of the Wellness Room this year will result in an anticipated increase to the number of services and activities for Middle School students. In addition, our School Counselor will work towards integrating students of different grade levels into the room for various activities.

Goal 3:

Family and Community Engagement Opportunities

Identified Need:

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

Sunset benefits from great parent involvement and overall community support. We continue to work on identifying barriers that exist for families that may be preventing a larger number from participating in formal memberships like PTA and ELAC. 50% of surveyed families (Sunset Parent Survey) indicated that conflicts with work and the time of day that meetings are being offered make formal participation difficult. According to VUSD LCAP results (Winter 2025), 96% of Sunset families indicated that they “Agree/Strongly Agree” that they feel informed about events and activities taking place as school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent-Teacher Conferences	Fall - 100% attendance for parents/guardians invited Spring - Percentage to be determined during conferences held in March 2026	100% for all parents/guardians invited for a conference
PTA Membership	31 current members	Increase to 50 members next year
ELAC Members	Currently average 18 parents per meeting	Increase average attendance to 20
Participation in School Events-Family Picnic	Fall - 162 attendees Spring - Number of attendees to be determined at Spring Picnic to be held in April 2026	Maintain attendance at 200 per event
Participation in School Events-Fiesta	November 2025 - 167 attendees	Increase attendance to 200
Participation in Family Fun Festival/STEAM Night	May 2026 - Baseline to be established this year	Expect attendance to be similar to Fiesta, approx 160 attendees

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Bilingual Paraeducator	All MLL students in Grades TK-8	Repeated Expenditure	See Goal #1, Strategy #3 and #4
2	Materials and Supplies-Fiesta, Family Fun Festival, Movie Nights	All families of students in Grades TK-8	$500	Site Based
3	Family Engagement Nights: Math, Reading	All families of students in Grades TK-8	$500 (extra hours cert.&class)	LCAP/ Supplemental
4	Parent Workshops	All families of students in Grades TK-8	$1,000	LCAP/Supplemental Title 1

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-26

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

Goal Analysis:

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

Sunset staff continue to communicate with families frequently as it relates to student progress and school events. We will continue to work on increasing the number of PTA memberships as well as maintaining positive momentum that has grown with our ELAC.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA

Sunset hopes to introduce opportunities for Family Engagement nights centered on specific academic areas such as reading and math. Nights will be lead by teachers and childcare and food will be provided.

Goal 4:

Early Literacy

Identified Need:

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

MAP Reading achievement scores (Winter 2026):
Kindergarten: 43rd percentile overall, MLL-15th percentile, SED-35th percentile
Grade 1: 57th percentile overall, MLL-36th percentile, SED-60th percentile
Grade 2: 43rd percentile overall, MLL-18 percentile, SED-37th percentile
Grade 3: 52nd percentile overall, MLL-10th percentile, SED-37rd percentile

CA Dashboard: CAASPP (May 2025)
Grade 3 ELA: 31.42% met or exceeded standard (overall), 28% SED, MLL unable to determine
Grade 4 ELA: 26.53% met or exceeded standard (overall), 28.58% SED, MLL unable to determine
Grade 5 ELA: 50% met or exceeded standard (overall), 39.47% SED, MLL unable to determine

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Scores	Winter 2026 Scores: See above	Increase overall achievement scores by 5%
CAASPP Scores	2024/025 Scores: See above	Increase overall achievement scores by 5%

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Paraeducator (bilingual required-new position) Primary focus of Math and Kindergarten support	Grades K-5	Repeated Expenditure-	See Goal #1, Strategy #4
2	Teacher planning/collaboration days	Grades K-5	$2,500	Site Based
3	Teacher PD: Conferences, workshops	Grades K-5	$1,000	Supplemental

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-26

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

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

Overall MAP Reading achievement improved from the 2023/2024 school year. All Sunset teachers in Grades K-5 have participated in CRLP (California Reading and Literature Project) training over the past two school years which has positively impacted both instruction and scores. In addition, planning time has been allocated for teachers in Grades 1-5 to meet and review student data with Reading Intervention teacher and determine movement in and out of intervention groups has been closely monitored.

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

Due to lack of available candidates, the hourly certificated intervention position was not filled this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA

Additional paraeducator (bilingual required) to support with small group reading instruction in kindergarten.

Budget

Budget Summary Table

Description	Amount ($)
Total Funds Provided to the School Through the ConApp	$84,737.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$87,000.00

Overall total of funds included for this school: **$171,737.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation ($)
Title I 2025-2026 Carryover	$0.00
Title I 2026-2027 Allocation	$84,737.00

Subtotal of additional federal funds included for this school: **$84,737.00**

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

State or Local Programs	Allocation ($)
Site-Based Funds 2026-2027 Allocation	$14,080.00
Supplemental Funds 2026-2027 Allocation	$38,280.00
LCAP Funds 2026-2027	$43,000.00

Subtotal of state or local funds included for this school: **$95,360.00**

Total of federal, state, and/or local funds for this school: **$180,097.00**

2026-2027 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

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

Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

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

Indian Education

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

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

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

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

References

CAASPP – Grade 3 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	35	35	35	5.71%	25.71%	20.00%	48.57%
Male	25	25	25	4.00%	16.00%	28.00%	52.00%
Female	10	10	10	*	*	*	*
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	17	17	17	5.88%	11.76%	17.65%	64.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	16	16	6.25%	43.75%	18.75%	31.25%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	25	25	8.00%	20.00%	12.00%	60.00%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

	Mathematics 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	35	35	35	5.71%	14.29%	22.86%	57.14%
Male	25	25	25	8.00%	12.00%	20.00%	60.00%
Female	10	10	10	*	*	*	*
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	17	17	17	0.00%	11.76%	23.53%	64.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	16	16	16	12.50%	18.75%	12.50%	56.25%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	25	25	8.00%	4.00%	20.00%	68.00%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	13	12	12	16.67%	0.00%	16.67%	66.67%
Migrant Education							
Homeless	*	*	*	*	*	*	*

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

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	51	49	49	14.29%	12.24%	36.73%	36.73%
Male	28	28	28	14.29%	3.57%	35.71%	46.43%
Female	23	21	21	14.29%	23.81%	38.10%	23.81%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	26	25	25	8.00%	8.00%	40.00%	44.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	22	22	22.73%	13.64%	36.36%	27.27%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	37	35	35	14.29%	14.29%	40.00%	31.43%
English Learners	12	12	12	0.00%	0.00%	41.67%	58.33%
Students with Disabilities	13	12	12	25.00%	0.00%	25.00%	50.00%
Migrant Education							
Homeless	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	51	49	49	12.24%	8.16%	40.82%	38.78%
Male	28	28	28	17.86%	7.14%	42.86%	32.14%
Female	23	21	21	4.76%	9.52%	38.10%	47.62%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	26	25	25	8.00%	8.00%	40.00%	44.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	22	22	18.18%	4.55%	40.91%	36.36%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	37	35	35	11.43%	8.57%	37.14%	42.86%
English Learners	12	12	12	0.00%	8.33%	33.33%	58.33%
Students with Disabilities	11	11	11	0.00%	0.00%	27.27%	72.73%
Migrant Education							
Homeless	*	*	*	*	*	*	*

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

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	53	52	52	11.54%	38.46%	19.23%	30.77%
Male	30	29	29	13.79%	37.93%	20.69%	27.59%
Female	23	23	23	8.70%	39.13%	17.39%	34.78%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	29	28	28	0.00%	46.43%	14.29%	39.29%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	23	23	26.09%	30.43%	26.09%	17.39%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	39	38	38	5.26%	34.21%	21.05%	39.47%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	10	9	9	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	53	52	52	9.62%	17.31%	28.85%	44.23%
Male	30	29	29	10.34%	17.24%	27.59%	44.83%
Female	23	23	23	8.70%	17.39%	30.43%	43.48%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	29	28	28	3.57%	10.71%	35.71%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	23	23	17.39%	26.09%	21.74%	34.78%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	39	38	38	2.63%	15.79%	26.32%	55.26%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	36	35	35	8.57%	25.71%	37.14%	28.57%
Male	24	23	23	4.35%	30.43%	34.78%	30.43%
Female	12	12	12	16.67%	16.67%	41.67%	25.00%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	14	14	14	7.14%	28.57%	28.57%	35.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	18	18	11.11%	27.78%	44.44%	16.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	21	20	20	10.00%	10.00%	45.00%	35.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	36	35	35	8.57%	17.14%	37.14%	37.14%
Male	24	23	23	8.70%	17.39%	43.48%	30.43%
Female	12	12	12	8.33%	16.67%	25.00%	50.00%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	14	14	14	21.43%	7.14%	21.43%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	18	18	0.00%	22.22%	55.56%	22.22%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	21	20	20	5.00%	25.00%	30.00%	40.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	29	29	29	10.34%	20.69%	27.59%	41.38%
Male	9	9	9	*	*	*	*
Female	20	20	20	10.00%	25.00%	30.00%	35.00%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	14	14	14	0.00%	28.57%	21.43%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	14	14	14	21.43%	7.14%	35.71%	35.71%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	22	22	22	0.00%	27.27%	27.27%	45.45%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	29	29	29	24.14%	6.90%	17.24%	51.72%
Male	9	9	9	*	*	*	*
Female	20	20	20	25.00%	5.00%	15.00%	55.00%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	14	14	14	21.43%	7.14%	21.43%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	14	14	14	28.57%	7.14%	7.14%	57.14%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	22	22	22	18.18%	9.09%	18.18%	54.55%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	24	24	24	8.33%	29.17%	25.00%	37.50%
Male	12	12	12	8.33%	33.33%	25.00%	33.33%
Female	12	12	12	8.33%	25.00%	25.00%	41.67%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	13	13	13	7.69%	23.08%	38.46%	30.77%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	15	15	15	6.67%	20.00%	20.00%	53.33%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	24	24	24	20.83%	12.50%	37.50%	29.17%
Male	12	12	12	33.33%	0.00%	41.67%	25.00%
Female	12	12	12	8.33%	25.00%	33.33%	33.33%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	13	13	13	23.08%	7.69%	46.15%	23.08%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	15	15	15	20.00%	6.67%	33.33%	40.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	4	*	*	*	*	*	*
Migrant Education							
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School-Parent/Home Compact

School-Parent Compact 2026/2027

Dear Parent/Guardian:

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

***School's Responsibility*:**

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

Parent's Responsibility:

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

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

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

✂.....✂.....✂

School Parent Compact (Tear and return this part)

Student Name _____ Teacher _____

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools
The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

VUSD Board Policy 6020, USC Title 20

Sunset School - Parent Involvement Policy

Sunset School Parent Involvement Policy

This policy will be distributed to parents of students enrolled in our Schoolwide Title 1 program, and will be updated periodically.

Policy Guidelines

- Sunset School will convene an annual meeting each September at Back to School Night to explain the Sunset School Title I Program, the school parent involvement policy, and the rights of our Schoolwide Title I parents.
- Sunset School will involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:
  - ☐ School Plan for Student Achievement, which is written with input from the principal, the teachers and the SSC. The plan is approved by the SSC, the governing body of the school each November.
  - ☐ The Parent Involvement Policy is distributed to all families at Sunset School. It is reviewed annually through SSC and ELAC.
  - ☐ The Sunset School Title I Program description is shared in September/October at ELAC and SSC meetings.
  - ☐ Our School-Parent Compact was developed to ensure that all students have the opportunity to be successful at Sunset School. It is a written agreement consisting of the expectations Sunset School has in place for the students, parents and teachers at the school. Compacts are signed by all parties involved during our fall parent conferences.
  - ☐ The Sunset School SST meetings are used to address parent and staff concerns about a student's academic and behavioral strengths and weaknesses.
  - ☐ All of our parents are invited to participate and attend Sunset School PTA/ELAC/SSC meetings to formulate suggestions, share experiences with others, and provide input into the school plan.
  - ☐ The Sunset Back to School Night and Parent Conferences are utilized to explain information on specific grade level curriculum and standards.
  - ☐ The following assessments are reviewed with students and parents, and analyzed in collaborative grade level teams to adjust the instructional program as needed: Universal screening, MAP assessments in Math and Reading, AMIRA, ELPAC, IXL, CAASPP, writing samples and unit tests are used to measure an convey student progress to parents on a regular basis. Behavior logs and observation are used to communicate to parents about their student's social/emotional progress.
  - ☐ Essential Grade level standards that students are expected to meet are shared with parents during Back to School Night.
  - ☐ Materials and training on how to help your child be a successful student are shared during our parent conferences and SST meetings.
  - ☐ Various means of communication are used to keep parents informed of school events and opportunities for parents to volunteer and participate at Sunset School with their child. Parent involvement is key to success for our students.

Parent Involvement Calendar

SUNSET EVENTS 2026/2027 SCHOOL YEAR

August/September
– Kinder Open Welcome Orientation at 2PM
– First Day of School
– Spirit Day
– NO SCHOOL (Labor Day)
– PTA Meeting at 6PM in Library
– Picture Day
– Back to School Night
– ELAC Meeting at 5:30PM in the Cafeteria
– Leadership Faire at Lunch
– School Site Council Meeting at 3PM
– Spirit Day (Theme TBD)
– PTA Color Run

November
– PTA Meeting at 6PM in the Library
– Sunset Fiesta at 4PM
– NO SCHOOL (Veteran's Day Holiday)
– School Site Council Meeting at 3PM
– Parent/Teacher Conferences (Min. Day)
– Spirit Day (Theme TBD)
– Family Movie Night
– NO SCHOOL (Thanksgiving Holiday)

January
– Staff Inservice Day (No Students)
– PTA Meeting at 6PM in the Library
– NO SCHOOL (MLK Holiday)
– Skating Plus Fundraiser #2
– Spirit Day (Theme TBD)
– Spelling Bee

March
– PTA Meeting at 6PM in the Library
– Saturday Attendance Academy
–Parent/Teacher Conferences (Min. Day)
– School Site Council Meeting at 3PM
– Spirit Day (Theme TBD)
– Leadership Faire at Lunch
–Q3 Middle School Awards
–NO SCHOOL (Spring Break)

May
– Saturday Attendance Academy
– PTA Meeting at 6PM in the Library
– Spring Open House/STEAM Night
–5th Grade Camp
– ELAC Meeting at 5PM in the Cafeteria
– Leadership Faire
– Spirit Day (Theme TBD)
– NO SCHOOL (Memorial Day)
– PTA Meeting at 6PM in Library
– Kindergarten Promotion at 12:30PM
– 5th Grade and 8th Grade End of Year Activities

October
– NO SCHOOL (Non-Student Contact Day)
– Middle School Dance
– PTA Meeting at 6PM in the Library
– Skating Plus Fundraiser
– Family Picnic at Lunch
– ELAC Meeting at 5:30PM in the Cafeteria
– Elementary Awards
– Spirit Day (Theme TBD)
– Middle School Awards
–Fall Break NO SCHOOL

December
– PTA Meeting at 6PM in the Library
– Elementary Awards
– Saturday Attendance Academy
– ELAC Meeting at 5:30PM in the Cafeteria
–PTA Winter Store at Lunch
– Leadership Faire at Lunch
– Spirit Day (Theme TBD)
– Q2 Middle School Awards
–Winter Break

February
– PTA Meeting at 6PM in the Library
– School Site Council Meeting at 3PM
– Middle School Dance
– NO SCHOOL (Lincoln's Birthday)
– NO SCHOOL (President's Day)
– ELAC Meeting at 5:30PM in the Cafeteria
– Elementary Awards
– Spirit Day (Theme TBD)

April
– PTA Meeting at 6PM in the Library
– Middle School Movie Night
– Family Picnic at Lunch
– School Site Council Meeting at 3PM
– Saturday Attendance Academy
– ELAC Meeting at 5PM in the Cafeteria
– Elementary Awards
– Spirit Day (Theme TBD)
– Elementary Dance
– Skating Plus Fundraiser
4– School Site Council Meeting at 3PM

June
– 5th Grade Promotion at 1:30PM
– 8th Grade Promotion at 5PM
– Last Day of School

All Events, Dates, and Times Subject to Change

Professional Development Plan

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

During the 2026-2027 school year, teachers at Sunset School will focus on the following trainings:

- Math Adoption and Curriculum Framework
- Positive Behavioral Interventions and Supports (PBIS)
- Social Emotional Learning (SEL)
- Data Analysis

School Accountability Report Card

2024-25 School Accountability

Report Card

Published January 2026

Sunset School TK-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 TK-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 TK-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 TK-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 TK-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 TK-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 TK-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 TK-8 was named a Green Ribbon School for Excellence in Environmental Practices.

District & School Description

District Vision Statement

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

District Mission Statement

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

Board of Education

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

District Administration

Dr. Antonio Castro
Superintendent

Dr. Greg Bayless
Assistant Superintendent
Educational Services

Ms. Gina Wolowicz
Assistant Superintendent
Human Resources

Dr. Ahsan Mirza
Assistant Superintendent
Business Services

Ventura Unified School District

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

Ventura Unified SCHOOL DISTRICT

Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Over 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Sunset School TK-8

Sunset School TK-8 serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2024-25 school year, 357 students were enrolled, including 16.2% in special education, 17.6% qualifying for English Language Learner support, 1.7% homeless, and 66.1% socioeconomically disadvantaged.

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., with a Friday release of 11:55 a.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 TK-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.

Student Enrollment by Student Group
2024-25

Student Group	% of Total Enrollment
Female	47.1%
Male	52.9%
Non-Binary	0%
American Indian or Alaska Native	0.3%
Asian	2.0%
Black or African-American	0%
Filipino	0.3%
Hispanic or Latino	49.0%
Native Hawaiian or Pacific Islander	0%
Two or More Races	2.2%
White	46.2%
English Learners	17.6%
Foster Youth	0%
Homeless	1.7%
Migrant Services	0%
Socioeconomically Disadvantaged	66.1%
Students with Disabilities	16.2%

Student Enrollment by Grade Level
2024-25

Grade Level	# of Students
Transitional Kindergarten	22
Kindergarten	33
Grade 1	43
Grade 2	42
Grade 3	34
Grade 4	48
Grade 5	51
Grade 6	36
Grade 7	25
Grade 8	23
Total Enrollment	357

Local Control Accountability Plan (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

Parent Involvement

Parents 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
- 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
- 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 grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	96%	96%	96%	96%	96%
7	97%	97%	97%	100%	100%

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

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

California Assessment of Student Performance and Progress (CAASPP)

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

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

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	41.0	36.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	32.0	25.0	37.0	37.0	35.0	37.0

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

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

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	228	224	98.25	1.75	35.71
Female	100	98	98.00	2.00	40.82
Male	128	126	98.44	1.56	31.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	113	111	98.23	1.77	29.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	105	103	98.10	1.90	43.69
English Learners	39	39	100	0	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	159	155	97.48	2.52	29.68
Students with Disabilities	40	38	95.00	5.00	7.89

CAASPP Test Results in Mathematics by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	228	224	98.25	1.75	25.45
Female	100	98	98.00	2.00	24.49
Male	128	126	98.44	1.56	26.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	113	111	98.23	1.77	20.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	105	103	98.10	1.90	32.04
English Learners	39	39	100	0	2.56
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	159	155	97.48	2.52	21.29
Students with Disabilities	40	38	95.00	5.00	7.89

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

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

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

CAASPP Test Results in Science for All Students 2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	35.0	31.58	33.34	31.52	30.73	32.33

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

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

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

CAASPP Test Results in Science by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	77	76	98.70	1.30	31.58
Female	35	35	100	0	31.43
Male	42	41	97.62	2.38	31.71
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	42	41	97.62	2.38	21.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100	0	45.45
English Learners	12	12	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	54	53	98.15	1.85	20.75
Students with Disabilities	12	11	91.67	8.33	0.00

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

School Facilities & Maintenance

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

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the 2025-26 school year, planned campus improvements involve the installation of solar panels on the field.

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.

Campus Description	
Year Built	2000
Acreage	9.5
Square Footage	31,611
	Quantity
Permanent Classrooms	20
Portable Classrooms	0
Restrooms (Sets)	3
Cafeteria/Multipurpose Room	1
Staff Lounge	1
Teacher Workroom	1
Library	1
Computer Lab	1

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 January 2026.

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

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.

Facilities Inspections

The district's maintenance department inspects Sunset School on an annual basis in accordance with Education Code §17592.72(c)(1). Sunset School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 18, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status

Item Inspected	Repair Status			
Inspection Date: August 18, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			Building C Exterior - The condensate from room 5 and 6 AC units on the roof are leaking onto the walkway
Interior Surfaces		X		Media Center - Floor tile damaged and drywall cornerbead exposed at the southwest entrance door; Classroom 8 - Damaged VCT floor tiles at the center of the south wall; Building B East Girls' RR - The countertop is peeling and lifting at the sinks; Classroom 14 - Water damaged and falling ceiling tiles throughout
Cleanliness	X			
Electrical		X		Classroom 5 - Electrical panel is blocked by a bookshelf, exposed wires on the power strip cord plugged in by the sink, outlet cover plate is missing on the east wall; Classroom 7 - Electrical outlet cover plate is missing at the west wall; Classroom 11, Classroom 14 - The GFCI outlet by the sink does not function, would not trip when tested
Restrooms/Fountains	X			Classroom 6 - Sink faucet is leaking onto the countertop when turned on
Safety	X			Kitchen - Fire extinguisher is out of service date (6/18/24)
Structural	X			Media Center Exterior - Rotted playwood along the south eave edge
External	X			

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		X		

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Classroom Environment

Discipline & Climate for Learning

Sunset School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Sunset School's teachers may use "Lesson One," Second Step curriculum, 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.

During the 2025-26 school year, Sunset School TK-8 implemented Mindful Monday, Monday Morning Community Circles, and student behavior reflections as part of their behavior expectations program.

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

Suspensions and Expulsions by Student Group 2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	1.57	0.00
Female	0.55	0.00
Male	2.50	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.41	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	0.79	0.00
Students with Disabilities	2.94	0.00

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

Suspensions & Expulsions

	22-23	23-24	24-25
	School		
% Students Suspended	1.97	2.06	1.57
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

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

Grade Level	Avg. Class Size	Number of Classes 1-20	21-32	33+
	2022-23			
K	21	1	1	
1	24		1	
2	24		1	
3	24		2	
4	37	1		1
5	20	1	1	
	2023-24			
K	20	2		
1	20	2		
2	25		1	
3	27		1	
4	43	1		1
5	26	1		1
	2024-25			
K	24		1	
1	26		1	
2	24		1	
3	26		1	
4	24	1		
5	26	1		
6	36			6
Other	26		2	

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

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

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	381	371	58	15.6
Female	181	173	30	17.3
Male	200	198	28	14.1
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	188	183	30	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	176	171	27	15.8
English Learners	70	68	11	16.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	254	250	43	17.2
Students with Disabilities	68	68	9	13.2

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

Average Class Size and Class Size Distribution				
	2022-23			
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	59			1
Math	30		1	1
Science	30		1	1
Social Science	30		1	1
	2023-24			
English	57			1
Math	29		2	
Science	29		2	
Social Science	29		2	
	2024-25			
English	48			1
Math	24		2	
Science	24		2	
Social Science	24		2	

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

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

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Sunset School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Curriculum & Instruction

Staff Development

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

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

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

2024-25 Trainings:
- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- District Assessments
- Dual Language Education
- MAP Reports
- ELPAC Task Types

- Family Engagement
- Multilingual Learner Liaisons Collaboration
- Strategies and Techniques to Support All Students in Reading
- K-5 English Language Development

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

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

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2024-25 school year, Sunset School's staff development activities concentrated on:

- Advancement Via Individual Determination (AVID)
- California Reading and Literacy Project (CRLP)
- Ellevation Data Program for ELL Students
- English Language Development Strategies
- Intervention Curriculum Training
- MAP Assessment Tool
- ParentSquare Home-to-School Communication
- Second Step SEL Curriculum
- SEL Programs: Lesson One, CHAMPS, Zones of Regulation, Growth Mindset

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.

Textbooks

Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2016	Benchmark Education Company: *Benchmark Advanced*	Yes	0%
2018	Houghton Mifflin/Scholastic: *Big Day*	Yes	0%
2017	Houghton Mifflin Harcourt: *The Real Book*	Yes	0%
2017	McGraw Hill Education: *StudySync*	Yes	0%
2019	Houghton Mifflin: *Read 180*	Yes	0%
History-Social Science			
2022	Savvas: *myWorld Interactive*	Yes	0%
2022	TCI: *History Alive! The Ancient World*	Yes	0%
2022	TCI: *History Alive! The Medieval World and Beyond*	Yes	0%
2022	TCI: *History Alive! The United States through Industrialism*	Yes	0%
2018	Houghton Mifflin/Scholastic: *Big Day*	Yes	0%
Mathematics			
2017	Houghton Mifflin: *Math Expressions*	Yes	0%
2018	Houghton Mifflin/Scholastic: *Big Day*	Yes	0%
2016	McGraw Hill Education: *California Math, Course 1, 2 & 3 - Vol 1 & 2*	Yes	0%
2016	CPM: *Core Connections, Course 1, 2 & 3*	Yes	0%
Science			
2021	McGraw Hill: *California Inspire Science*	Yes	0%
2018	Houghton Mifflin/Scholastic: *Big Day*	Yes	0%
2020	McGraw Hill: *California Inspire Science (Grades 6-8)*	Yes	0%

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	14	0.0	0.0	0.0	0.0	14
School %	100	0.0	0.0	0.0	0.0	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	13.5	0.0	0.0	0.0	0.0	13.5
School %	100	0.0	0.0	0.0	0.0	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	13.6	0.0	0.0	0.6	0.2	14.5
School %	94.14	0.0	0.0	4.14	1.72	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	14	0.0	0.0	0.0	0.0	14
School %	100	0.0	0.0	0.0	0.0	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	13.5	0.0	0.0	0.0	0.0	13.5
School %	100	0.0	0.0	0.0	0.0	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	13.6	0.0	0.0	0.6	0.2	14.5
School %	94.14	0.0	0.0	4.14	1.72	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$8,887	N/A	N/A	N/A	N/A
Restricted	$2,362	N/A	N/A	N/A	N/A
Unrestricted	$2,877	$6,125	47.0%	$11,146	25.8%
Avg Teacher Salary	$84,466	$92,704	91.1	$103,743	81.4%
Note: Cells with N/A values do not require data.					

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$57,712	$62,783
Mid-Range Teacher Salary	$83,105	$97,783
Highest Teacher Salary	$115,107	$128,020
Superintendent Salary	$283,083	$313,465
Average Principal Salaries:		
Elementary School	$144,454	$160,224
Middle School	$158,093	$166,992
High School	$164,183	$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.		

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of $19,098 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

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

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

SARC Data

DataQuest 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 November 2025.

School Site Council Bylaws

Sunset K8 School
School Site Council (SSC) Bylaws

Article I - Preamble

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

Article II - The Role of the School Site Council

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

Article III - Membership

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

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

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

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

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

School Group Members (K8 Schools):

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

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

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

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

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

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

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

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

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

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

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

Article IV - Officers

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

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

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

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

Article V - Meetings

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

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

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

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

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

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

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

Article VI - Formal SSC Votes

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

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

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

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