

Ventura Unified School District School Plan for Student Achievement



Sheridan Way Elementary School

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Fiscal Year 2022-2023

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Sheridan Way Elementary School School Plan for Student Achievement Fiscal Year 2022-2023

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 Vision	7
School Mission.....	7
Student Enrollment by Ethnicity – 2021-22	8
Student Enrollment by Grade – 2021-22.....	8
Student Enrollment by Student Group – 2021-22.....	9
Comprehensive Needs Assessment.....	9
Transition from Preschool to Kindergarten.....	9
Bully Prevention, Violence Prevention, and Substance Abuse Curricula.....	11
Community Resource Guide.....	11
School Plan for Student Achievement.....	12
Budget.....	22
2022-23 Centralized Support for Planned Improvements in Student Performance	23
VUSD - Program Support Goals.....	23
References	25
CAASPP – Grade 3 English Language Arts/Literacy – 2021-22	25
CAASPP – Grade 3 Mathematics – 2021-22	26
CAASPP – Grade 4 English Language Arts/Literacy – 2021-22	27
CAASPP – Grade 4 Mathematics – 2021-22	28
CAASPP – Grade 5 English Language Arts/Literacy – 2021-22	29
CAASPP – Grade 5 Mathematics – 2021-22	30
2022-23 Supplemental Funds Program Budget	31
2022-23 Site Based Funds Program Budget.....	32
2022-23 Title I Program Budget.....	33
School-Parent/Home Compact.....	34
VUSD - Parent Involvement Policy	35
Sheridan Way Elementary - Parent Involvement Policy.....	37
Parent Involvement Calendar	38

Sheridan Way Elementary School	School Plan for Student Achievement Fiscal Year 2022-2023
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Professional Development Plan.....	39
School Accountability Report Card	40
School Site Council Bylaws	48

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:

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Other Staff	Parent or Community Member	Student
Dr. Clara M. Guerrero	X				
Craig Michels		X			
Susana Patricio		X			
Vacant		X			
Rosa Alcantar			X		
Vanessa Bonilla				X	
Stacy Mendez				X	
Alinna Hernandez				X	
Sean McKee				X	
Moises Garrafa				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Dr. Clara M. Guerrero	X				
Nathalia Bernardo		X			
Evelyn Hernandez				X	
Maria Elena Lopez				X	
Lucia Navarro				X	
Number of members in each category	1	1		3	

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

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


Recommendations and Assurances

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

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

English Learner Advisory Committee
Leadership Team

Signature of Authorized
Representative

 Lucia V. Navarro

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

Attested:


Dr. Clara Guerrero, Principal

11/10/2022

Date


SSC Chairperson

11/10/2022

Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

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

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Vision

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

District Mission

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

District Governing Principles

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

School Information

School Profile

During the 2021-22 school year, Sheridan Way School served 400 students in grades TK-5. Student enrollment included 7.5% students with disabilities, 65.5% English learners, 95.5% socioeconomically disadvantaged, 1.3% migrant, and 3.3% homeless. Sheridan Way School receives Schoolwide Title 1 program support and services.

The Jumpstart Preschool program on campus serves approximately 80 students in 4 classes, 2 morning and 2 afternoon sessions. The Sheridan Way Family Center serves families by providing opportunities for Adult Education, Parenting; on site Health Clinic with dental service, mental health services, and women's support group; referrals to Operation School Bell; Garden Club; Social Services; and First Five services for children birth to 5 years of age.

The school community is served by staff where the majority is bilingual in Spanish. All teachers have been trained in additional strategies for English Learners. Sheridan Way School has the highest number of credentialed bilingual certificated staff in the district.

School Vision

At Sheridan Way Elementary School, all students will receive an exemplary multilingual and multicultural education with linguistic and literacy proficiency in three languages; English, Spanish, and Mandarin Chinese, promoting a global perspective. We are progressive and prepare our students for a rapidly changing world with critical thinking skills, a life-long passion for learning, and respect for the core values of honesty, responsibility, kindness, and cooperation.

School Mission

We will:

Place academic achievement at the forefront of all decisions

Demand excellence of ourselves and our students

Provide a safe and secure environment

Encourage our students to be lifelong learners

Empower our students' education with multilingualism

Inspire our students to be cognizant of cultural diversity

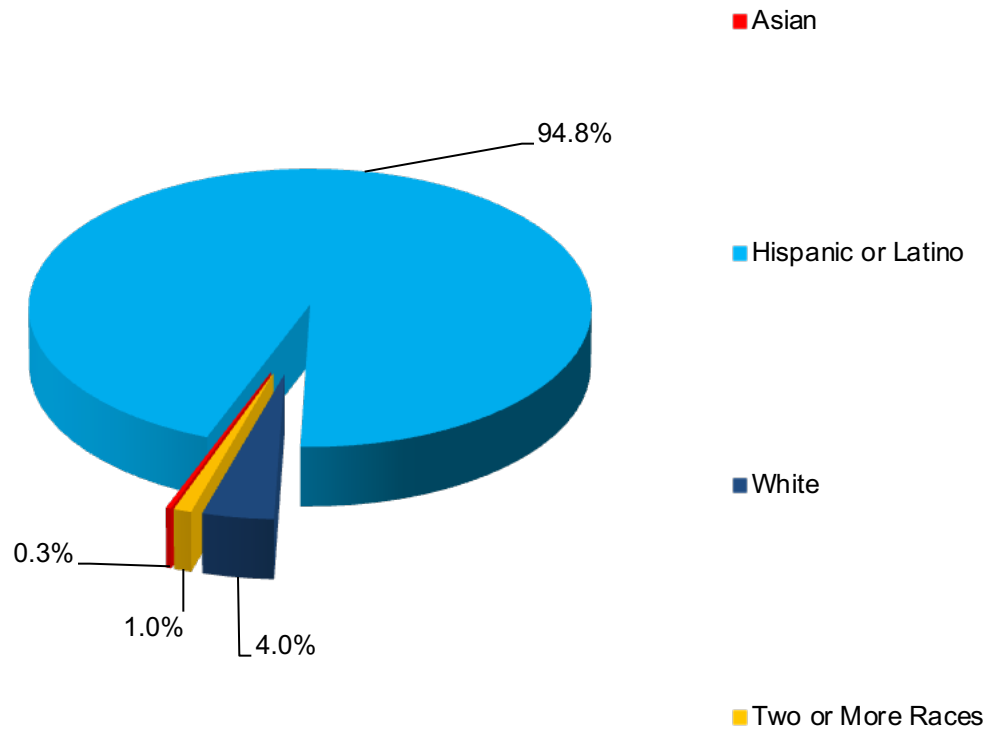
Lead our students to be caring and compassionate global citizens

Teach competence in technology

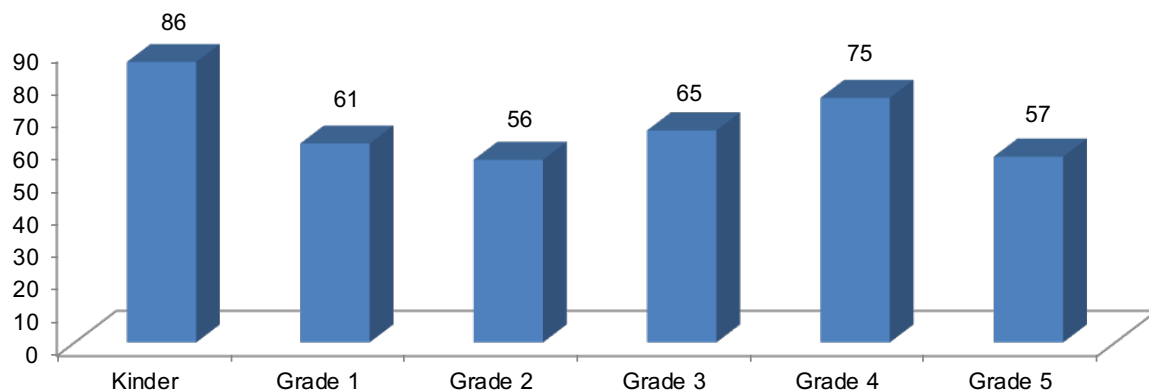
Collaborate as a professional learning community

Build and value partnerships with our community and parents

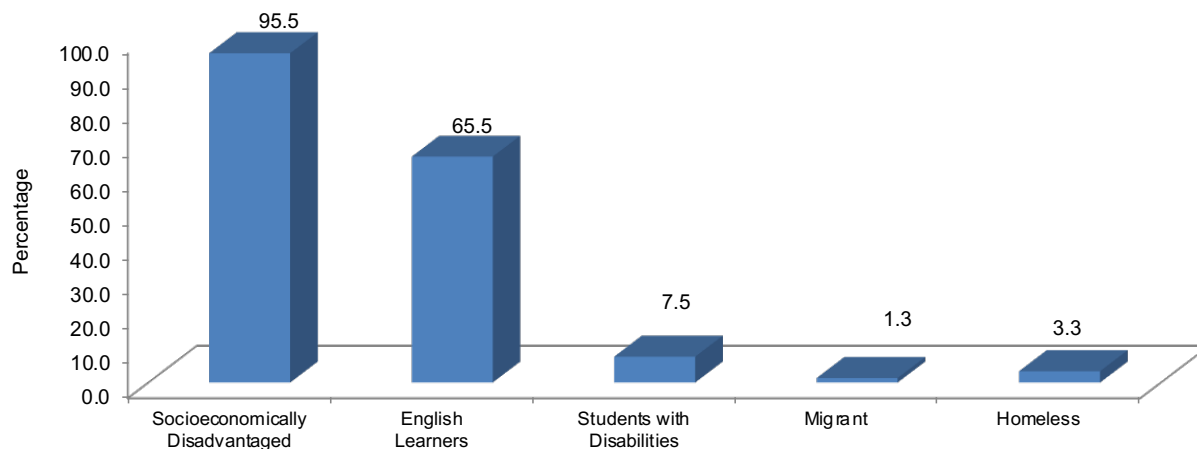
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



Student Enrollment by Student Group – 2021-22



Comprehensive Needs Assessment

Sheridan Way Elementary 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 staff meetings held throughout the year, the leadership team considered the results of the following to identify areas of strength and weakness:

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

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Transition from Preschool to Kindergarten

Ventura Unified School District Office of Educational Services, Child Development Programs Division, manages and coordinates early childhood programs to support the social, emotional, physical, and educational needs of the child in a safe and healthy environment. Teaching staff are fully credentialed through the California Commission on Teacher Credentialing. Support staff are well trained and knowledgeable of community resources, mental health, social services, health, and nutrition.

The Ventura Unified School District's Curriculum and Instruction Division oversees the following programs:

- **Jumpstart State Preschool Program:** Through a contract with the California Department of Education, Ventura Unified School District operates 14 half-day Jumpstart State Preschool programs. The Jumpstart Program is under the auspices of Ventura Unified School District Office of Educational Services, Child Development Programs.

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart

utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

When you visit the Jumpstart classrooms you will observe a print rich environment supporting the developmental process of early literacy. Notably, the importance of a culturally and linguistically sensitive learning environment is demonstrated. Children are engaged daily in language/ literacy lessons, as well as ten developmentally based center activities. Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified Classroom Teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching.

Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified classroom teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching. Morning and afternoon sessions are offered.

The Jumpstart State Preschool Programs offer morning and afternoon sessions at:

- E.P. Foster Elementary
 - Montalvo Elementary
 - Portola Elementary
 - Sheridan Way Elementary
 - A.T.L.A.S.
 - Will Rogers Elementary
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District’s Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
 - Citrus Glen Elementary School
 - Elmhurst Elementary School
 - Junipero Serra Elementary School
 - Lemon Grove School
 - Lincoln Elementary School
 - Loma Vista Elementary School
 - Sheridan Way Elementary
 - Sunset School

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.

Sheridan Way Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Sheridan Way Elementary 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 and teaching staff are qualified to recognize, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Sheridan Way Elementary 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. Students are engaged in activities targeting bully prevention strategies through: classroom discussion, counselor presentations, and assemblies.

Sheridan Way Elementary 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.
- **Digital Citizenship** – Curriculum that provides Internet Safety instruction for all grade levels each year which is accomplished through teachers who are responsible for teaching the lessons by the end of September each year.
- **Lesson One** – The use of Lesson One topics are reviewed at bi-monthly assemblies with the school counselor to aide in peer conflict, bullying, and the acceptance of a diverse culture.
- **Schoolwide Assemblies aimed at bully prevention**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children. The program will be implemented during the 2021-22 school year at Sheridan Way Elementary School.

Community Resource Guide

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Sheridan Way Elementary School	56726526056212	11/10/2022	

Purpose and Description

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

This plan was created by Sheridan Way Elementary to monitor our Schoolwide Program. The goal of this plan is to continue to strengthen systems and structures that will assist us in meeting the needs of all students. The goals, strategies, and activities have been established to increase student achievement, increase student connections to school, and increase parent involvement.

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

Sheridan Way's School Plan for Student Achievement will focus on increasing student achievement, increase student connections to school, and increase parent involvement. The goals and activities align to the Ventura Unified School District Local Control and Accountability Plan.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Leadership Team	11/09/22
English Learner Advisory Committee	10/04/22
Staff Meeting	11/09/22
School Site Council	10/06/22; 11/10/22

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

English Language Arts and Mathematics increase in proficiency.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome (2021-22 SY Data)	Expected Outcome
English Language Arts CAASPP 3-5 Assessment Data At or Above	<p>2021-2022*</p> <p>We'll be working to match the 2019 proficiency levels because the 2022 CAASPP administration provides limited actionable data due to COVID quarantine and excessive absences.</p> <p>2021-2022 3rd-10% 4th-15% 5th-31% (+11% gain)</p> <p>2020-2021 3rd- 14% 4th- 24% 5th- 20%</p>	<p>Our expected outcome is to match our 2019 "All proficiency level" ; this was the last time we had uninterrupted instruction and assessment due to the COVID 19 pandemic.</p> <p>2018-2019 3rd- 30% 4th- 20% 5th- 47%</p>
Math CAASPP 3-5 Assessment Data At or Above	<p>2021-2022*</p> <p>We'll be working to match the 2019 proficiency levels because the 2022 CAASPP administration provides limited actionable data due to COVID quarantine and excessive absences.</p> <p>2021-2022 3rd-16% 4th-11% 5th-22% (+12% gain)</p> <p>2020-2021 3rd- 18% 4th- 19% 5th- 10%</p>	<p>Our expected outcome is to match our 2019 "All proficiency level" ; this was the last time we had uninterrupted instruction and assessment due to the COVID 19 pandemic.</p> <p>2018-2019 3rd- 25% 4th- 13% 5th- 18%</p>
English Language Proficiency Assessment for California (ELPAC) K-5 Well Developed (Level 4)	<p>2021-2022*</p> <p>We'll be working to match the 2019 proficiency levels because the 2022 ELPAC administration provides limited actionable data</p>	<p>We will be obtaining a baseline for ELPAC in the 2022-2023 school year</p>

	<p>due to COVID quarantine and excessive absences.</p> <p>2021-2022 K- 5% 1st- 0% 2nd- 3% 3rd- 4% 4th- 11% 5th- 27%</p> <p>2020-2021 K- 3% 1st- 0% 2nd-15% 3rd- 9% 4th- 31% 5th- 14%</p>	
NWEA MAP Proficiency DATA	In the 2022-2023 school year we will establish a baseline. The spring 2022 administration is not reliable due to technology glitches and inconsistent training of staff and excessive student absences.	Establishing baseline in the 2022-2023 school year

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

1. Provide access to supplementary activities to promote Reading and Mathematics
2. School structures to provide the staff with collaboration time to review student data, set SMART goals, and participate in Professional Development
3. Continue Instructional Alignment to the Common Core State Standards and the Next Generation Science Standards
4. TK-5 Targeted instruction in identified skill needs in ELA and Math
5. Provide multi-tiered systems of support in the areas of ELA and Math
6. Intervention for tier 2 and 3 students during the school day
7. Teacher classroom support through Mandarin Chinese Instruction
8. E-LOP with targeted instruction after school hours
9. Paraeducators to help support Tier 1 and Tier 2 classroom and DL intervention
10. Incorporate Universal Design for Learning Strategies
11. Weekly Intervention Data Team meetings to review academic progress for students on eight-week prescriptive plans
12. Provide support through counseling and BCBA to assist with academics and social-emotional
13. Paraeducator for academic support
14. Technology support for students both in-classroom and in the library

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELA, ELD & Math Intervention with classroom teacher during Chinese Instruction - \$115,543.63	Supplemental
Paraeducator - \$34,016	Title 1
Counseling / Behavior Support - \$124,554	Title 1
ESSA - \$1,602.48	Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners.

Strategy/Activity

1. TK-5 Targeted instruction in identified skill needs in ELA and Math
2. Provide multi-tiered systems of support in the areas of ELA and math
3. English Language Arts Intervention for tier 2 and 3 students during the school day and after school
4. Provide additional English Language Development support for all recent arrivals and students that are not making adequate progress in acquiring English proficiency
5. Spanish Language Arts Intervention for tier 2 and 3 students during the school day and after school
6. Bilingual Para educator to support Tiers 1 and 2
7. Collaborate with Adult Education to provide Math and ESL classes for parents and students
8. Incorporate Universal Design for Learning Strategies
9. Teacher classroom support through Mandarin Chinese instruction

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELA and ELD Intervention or support with the classroom teacher during Chinese instruction – Repeated expenditure – see Activity #1	Supplemental
Spanish Language Arts Intervention or support during Chinese Instruction – Repeated expenditure – see Activity #1	Supplemental
Bilingual Para educator – Repeated expenditure – see Activity #1	Title 1

Annual Review:

SPSA Year Reviewed: 2021-22

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

ANALYSIS:

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

Goals were minimally met due to the impact on instructions and the inability to assess all students with fidelity due to stringent Covid quarantine measures and protocols in place during the 2021-2022 school year.

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

All planned expenditures were not encumbered due to a lack of staffing availability.

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.

COVID quarantine protocols have relaxed dramatically and we anticipate that in the 2022-2023 School Year we will be able to provide daily instruction to students and targeted intervention programs.

Goal 2:

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

Identified Need:

Increase attendance for all students.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome 2021-2022	Expected Outcome
School Awards and Incentive Programs	2021-2022 *Attendance Data is not reliable due to COVID protocols and quarantine measures. We will strive to meet 2019 measures. 2020-2021 95%	We will strive to meet 2019 measures now that we have returned to campus with relaxed COVID protocols.
Participation in extracurricular activities	In the 2022-2023 SY we will be gathering participation data from participation numbers.	We will strive to meet 2019 measures now that we have returned to campus with relaxed COVID protocols.
Saturday School Program Participation	In the 2022-2023 SY we will be gathering participation data from participation numbers.	We will strive to meet 2019 measures now that we have returned to campus with relaxed COVID protocols.
Suspension Summary Report	No Data for 2021-2022	We will strive to meet 2019 measures now that we have returned to campus with relaxed COVID protocols.
A2A Chronic Absenteeism Report	In the 2022-2023 SY we will be gathering attendance data from A2A.	We will strive to meet 2019 measures now that we have returned to campus with relaxed COVID protocols.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

- Weekly and Monthly attendance Monitoring
- Attendance Incentives
- Parent conferences with at risk students and parents who are on attendance contracts
- Refer and provide outside resources for families
- Monthly Saturday Schools
- Extra clerical support to make phone calls and send Saturday School reminders
- School connection activities through various extracurricular activities
- Provide opportunities for students to participate in school spirit activities
- Provide outreach and support to students with chronic absenteeism
- Continue implementation of Restorative Justice practices, SecondSTEP, and Lesson One

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Certificated Stipends - \$2,000	Title 1
Attendance Incentives - \$1,400	Donations
Clerical Hours - \$7,616	Site-Based Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

- Provide opportunities for students to participate in engaging programs during the school day and extra-curricular activities: Dolphin Leadership Team, Harmony Music, Robotics Robofins Team, Mandarin, GATE, E-LOP
- School counselor and staff will implement Social Emotional Learning Lessons through Great Body Shop curriculum, Lesson One, Growth Mindset, SecondSTEP, and restorative Justice practices
- Monthly Accelerated Reader Program Recognition for school wide and class goals
- NGSS Science in the classrooms
- Growth mindset instruction and implementation
- Professional Development in the areas of SEL, growth mindset, SecondSTEP, MTSS, NGSS, and research based strategies/programs to improve student outcomes

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Certificated Stipends - \$3,000	Title 1
Renaissance License - \$4,515	Restricted Lottery
Library Tech- \$15,000	Supplemental

Annual Review:

SPSA Year Reviewed: 2021-22

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

ANALYSIS:

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

Goals were minimally met in both extracurricular participation and attendance due to COVID procedures and quarantine. Many activities had to be canceled due to social distancing and safety protocols.

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

Many activities had to be canceled due to social distancing and safety protocols.

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

In the 2022-2023 SY we anticipate meeting pre-pandemic attendance and participation rates. We will be implementing the strategies listed to meet the 2019 learning targets.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Increase parent and family involvement.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome 2021-22	Expected Outcome
Parent Participation and attendance at school events	We will establish a baseline of parent participation on volunteer sign in logs and event participation. In the 2021-2022 school year there was limited participation due to parents not being allowed on campus as a result of COVID protocols	We anticipate creating a baseline of volunteer and family participation.
Parent participation at Family Center programs and events	Baseline will be obtained through Family Center	Sign-in sheets, Zoom participation logs, and Notes
Continue to work with partners to provide additional services/programs to parents and families	Baseline will be obtained through Family Center	We anticipate creating a baseline of participation.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student groups.

Strategy/Activity

- Advertise and invite families to events on campus or through Zoom, through multiple modalities: Calendar, student flyers, website, phone call, ParentSquare
- Offer diverse offerings for families to get involved on campus; field trips, classroom volunteer, family center, garden club, parent workshops
- Host a variety of events for parents, families and community to visit campus and be engaged with our school; Back to School Night, Jog-a-thon, read-a-thon, Family game night, Family picnic days, Family Nights
- Advertise and encourage family participation in district parent events and parent education workshops
- Family liaison to assist with event information, advertising, and flyers
- Bilingual staff to assist with parent conferences, school events, and teacher communication
- Share school wide practices, SEL programs, and language with parents
- Work with community partners to continue or increase services/programs for families
- Increase Family Center services and participation in the programs that are offered by employing a Family Center Admin Assistant and a Family Liaison Staff
- Weekly Coordinated Services meetings
- Social Worker hours provided district funded

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Family Center Admin Spec - \$62,075.18	Supplemental
Family Liaison - \$10,484	District Funds
Child Care/ Translation- \$1,000	Title 1

Annual Review:

SPSA Year Reviewed: 2021-22

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

ANALYSIS:

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

Goals were minimally met for parent participation due to COVID procedures and quarantine rules. Many activities had to be canceled and parents access to campus was limited due to social distancing and safety protocols.

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

Many activities had to be canceled due to social distancing and safety protocols.

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

In the 2022-2023 SY we anticipate meeting pre-pandemic parent and family offering and participation rates. We will be implementing the strategies listed to meet the 2019 participation targets.

Budget

Other Federal, State and Local Funds

The School Site Council intends for Sheridan Way Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2022-23 Pre-Allocation	\$154,570.00
Title I 2022-23 Allocation	\$68,940.00

Subtotal of additional federal funds included for this school: **\$223,510.00**

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2021-22 Carryover	\$3,645.00
Site-Based Funds 2022-23 Allocation	\$22,000.00
Supplemental Funds 2021-22 Carryover	\$13,543.00
Supplemental Funds 2022-23 Allocation	\$189,782.58

Subtotal of state or local funds included for this school: **\$228,970.58**

Total of federal, state, and/or local funds for this school: **\$452,480.58**

2022-23 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

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

Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

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

Indian Education

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

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

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

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

References

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

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	64	64	64	3.13%	7.81%	18.75%	70.31%
Male	29	29	29	6.90%	3.45%	31.03%	58.62%
Female	35	35	35	0.00%	11.43%	8.57%	80.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	61	61	61	3.28%	8.20%	18.03%	70.49%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	63	63	63	3.17%	7.94%	19.05%	69.84%
English Learners	40	40	40	0.00%	0.00%	12.50%	87.50%
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 3 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	64	64	64	3.13%	14.06%	21.88%	60.94%
Male	29	29	29	6.90%	20.69%	41.38%	31.03%
Female	35	35	35	0.00%	8.57%	5.71%	85.71%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	61	61	61	3.28%	14.75%	19.67%	62.30%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	63	63	63	3.17%	14.29%	22.22%	60.32%
English Learners	40	40	40	0.00%	7.50%	17.50%	75.00%
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

Sheridan Way Elementary School School Plan for Student Achievement Fiscal Year 2022-2023

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

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 4							
All Students Tested	78	78	78	3.85%	11.54%	12.82%	71.79%
Male	34	34	34	2.94%	5.88%	8.82%	82.35%
Female	44	44	44	4.55%	15.91%	15.91%	63.64%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	73	73	73	4.11%	10.96%	12.33%	72.60%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	75	75	75	4.00%	10.67%	13.33%	72.00%
English Learners	53	53	53	0.00%	3.77%	11.32%	84.91%
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	78	78	78	1.28%	8.97%	28.21%	61.54%
Male	34	34	34	0.00%	8.82%	29.41%	61.76%
Female	44	44	44	2.27%	9.09%	27.27%	61.36%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	73	73	73	1.37%	8.22%	27.40%	63.01%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	75	75	75	1.33%	8.00%	29.33%	61.33%
English Learners	53	53	53	0.00%	1.89%	28.30%	69.81%
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

Sheridan Way Elementary School School Plan for Student Achievement Fiscal Year 2022-2023

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

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	60	59	59	6.78%	23.73%	16.95%	52.54%
All Students Tested	35	35	35	5.71%	17.14%	20.00%	57.14%
Female	25	24	24	8.33%	33.33%	12.50%	45.83%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	57	56	56	5.36%	25.00%	17.86%	51.79%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	56	55	55	3.64%	25.45%	18.18%	52.73%
English Learners	33	32	32	0.00%	12.50%	21.88%	65.63%
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	60	60	60	5.00%	16.67%	28.33%	50.00%
Male	35	35	35	2.86%	20.00%	34.29%	42.86%
Female	25	25	25	8.00%	12.00%	20.00%	60.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	57	57	57	3.51%	17.54%	28.07%	50.88%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	56	56	56	3.57%	16.07%	26.79%	53.57%
English Learners	33	33	33	0.00%	12.12%	21.21%	66.67%
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

2022-23 Supplemental Funds Program Budget

2022-23 BUDGET

School Site:

Sheridan Way Elementary

Program:

Supplemental

2021-22 Carryover	\$	13,543.00
2022-23 Allocation	\$	189,782.58
Total Available Funding:	\$	203,325.58

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Teacher 1.0 FTE: Christopher Bond	\$ 74,696.05
2000s - Classified Salaries		
	Senior Office Assistant 1.0 FTE: Rosa Alcantar	\$ 45,768.03
	ESSA 0.032 FTE: Elizabeth Smith	\$ 1,181.51
	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 36,847.58
	35.63% for Classified	\$ 35,907.88
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 7,565.81
	Equipment not Capitalized	\$ 1,358.72
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 203,325.58
Budget Balance		\$ -

mk. 12/14

Principals Signature:	
Date:	11/10/2022
School Site Council Approval: (Chair)	
Date:	11/10/2022
English Learner Advisory Committee Review:	
Date:	1/4/23
Director, Special Projects Approval:	
Date:	1/3/23

2022-23 Site Based Funds Program Budget

2022-23 BUDGET

School Site:

Sheridan Way Elementary

Program:

Site Based Fund

2021-22 Carryover	\$	3,645.00
2022-23 Allocation	\$	22,000.00
Total Available Funding:	\$	25,645.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ -
	Clerical, Extra hours	\$ 5,615.00
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	35.63% for Classified	\$ 2,001.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 2,845.00
	Materials and Supplies	\$ 14,384.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ 800.00
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
	Communications	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 25,645.00
Budget Balance		\$ -

Principals Signature:

Date: 11/10/2022

School Site Council Approval: (Chair)

Date: 11/10/2022

Director, Special Projects Approval:

Date:

mk 12/14

1/3/23

2022-23 Title I Program Budget

2022-23 BUDGET

School Site:

Sheridan Way Elementary

Program:

Title I

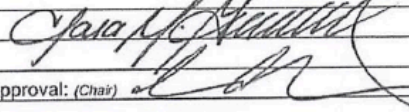
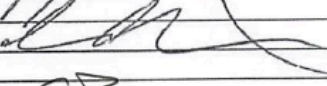
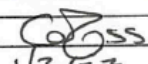
2022-23 Pre Allocation	\$	154,570.00
2022-23 Additional Allocation	\$	68,940.00
Total Available Funding:	\$	223,510.00

		Budget
Pre-Allocated Expenditures		
1000s - Certificated Salaries		
	Elementary Counseling 0.3FTE	\$ 43,440.00
	Counseling/Behav	\$ 41,684.00
		\$ -
2000s - Classified Salaries		
	Paraed 0.56 FTE	\$ 22,131.00
	Family Liasion	\$ -
3000s - Employee Benefits		
	Certificated	\$ 39,430.00
	Classified	\$ 7,885.00
Total		\$ 154,570.00

		Budget
Additional Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ 10,000.00
	Teachers, Sub	
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ 4,000.00
	Other	
3000s - Employee Benefits		
	23.16% for Certificated	\$ 2,316.00
	35.63% for Classified	
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 20,000.00
	Materials and Supplies	\$ 11,425.00
	Equipment not Capitalized	\$ 1,199.00
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 8,000.00
	Rentals and Repairs	
	Operating Lease	
	Graphics	\$ 2,000.00
	Contracted Services	\$ 10,000.00
	Internet Publications/Software	
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 68,940.00

Budget Balance		\$ -
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MC12/14

Principals Signature:	
Date: 11/10/2022	
School Site Council Approval: (Chair)	
Date: 11/20/2022	
Director, Special Projects Approval:	
Date: 1/3/23	

School-Parent/Home Compact



School-Parent Compact
Sheridan Way Elementary School

We believe that a working relationship between students, parents, and school staff must be nurtured to ensure a successful education for all students. To keep this relationship strong, certain expectations must be achieved by each group.

Students are expected to:

1. Come to school prepared, on time and ready to learn.
2. Demonstrate their best efforts on all assignments, whether in class or at home.
3. Be active participants in the class, both online and in person.
4. Ask for help when skills or concepts are not understood.
5. Support the learning of themselves and others by having good behavior.
6. Take responsibility for themselves and strive to be a good citizen.
7. Respect others.

Student signature _____

Parents are expected to:

1. Provide for rest and nutrition so that students come to school ready to learn.
2. Ensure regular, punctual attendance
3. Read to or listen to their children read.
4. Provide time, a quiet place, and support for homework activities.
5. Encourage students to complete and return all homework.
6. Communicate regularly with their child's teacher, including attending school conferences and meetings.
7. When possible, volunteer at school.
8. Through example, teach their child to respect others.

Parent signature _____

School Staff is expected to:

1. Provide high quality curriculum and instruction in a safe, supportive environment.
2. Recognize and validate the strengths and needs of each individual student.
3. Communicate regularly with parents about student progress and support strategies
4. Assist parents by providing information regarding student goals and basic skill acquisition.
5. Provide opportunities for parents to be involved at school and with their child's learning.
6. Through example, teach students to respect others.

Teacher signature _____

Principal signature _____

SSC approved: 10/06/22

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

Sheridan Way Elementary - Parent Involvement Policy

School Parent Involvement Policy

Sheridan Way School will follow the guidelines developed with parent input as listed below in accordance with the Every Student Succeeds Act (ESSA). This policy will be distributed to parents of students participating in the Title I program and will be updated periodically.

Policy Guidelines

- Convene an annual meeting to explain Title I Program Description, school parent involvement policy, and the rights of parents of program participants.
- Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents such as:
 - Single Plan for Student Achievement (SPSA)
 - School-Parent Compact, a written agreement of what schools and parents are each supposed to do to help students achieve
 - Plans for training school staff on how to strengthen ties between home and school
- Provide parents of participating students with:
 - Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing so
 - Timely responses to suggestions
 - Description and explanation of curriculum to be used
 - The forms of academic assessment used to measure student progress
 - Proficiency levels that students are expected to meet
 - Materials and training on how to improve their child's achievement
 - Family Center information on classes, programs, and resources
 - Ongoing family engagement and empowerment opportunities at the school site
 - Monthly calendars
 - Monthly Newsletter
 - Information sent home in English and Spanish
- Coordinate and integrate, as appropriate, parent involvement with JumpStart and other public preschool programs.
- Develop appropriate roles for community-based organizations and businesses and encourage partnerships with Sheridan Way.
- Offer a flexible schedule of meetings that is convenient to parents and provide child care.
- Provide other reasonable support for parental involvement at parents' request.
- Sheridan Way shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students, including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

Approved: 10-06-22

Parent Involvement Calendar



SHERIDAN WAY ELEMENTARY
FAMILY INVOLVEMENT/ENGAGEMENT CALENDAR 2022-2023

JULY		AUGUST	
Harmony Summer Program Summer School Program		ELO-P After School Program Registration TK/K Orientation	
SEPTEMBER		OCTOBER	
Harmony Project Meeting 8 DELAC Meeting 14 Back to School Night and Pizza Social	6 Parent Advisory Committee (PAC)	4 Latina Author Night 4 Parent Advisory Committee (PAC) 4 & 20 ELAC 6 & 18 SSC	8 Saturday Academy 13 DELAC 19 PTA 21 Characters on Parade & Fall Festival
NOVEMBER		DECEMBER	
1 Parent Advisory Committee (PAC) 5 Saturday Academy SSC Meeting 10 DELAC	Project 2 Inspire PTA Meeting Dual Language Night Parent-Teacher Conferences	3 Saturday Academy 6 Parent Advisory Committee (PAC) 8 DELAC 15 ELAC	Project 2 Inspire Winter Program Harmony Concert PTA MEETING Awards Assembly
JANUARY		FEBRUARY	
3 Parent Advisory Committee (PAC) 21 Saturday Academy 19 ELAC Meeting SSC Meeting DELAC Meeting	Project 2 Inspire School Tours Dual Language Program Information Night PTA Meeting	4 Saturday Academy 7 Parent Advisory Committee (PAC) SSC Meeting 9 DELAC Meeting	Project 2 Inspire PTA Meeting Skating Plus Night
MARCH		APRIL	
4 Saturday Academy 7 Parent Advisory Committee (PAC) 25 Saturday Academy 16 ELAC Meeting SSC Meeting 9 DELAC Meeting	Project 2 Inspire Read-A-Thon Kindergarten Registration Parent-Teacher Conferences PTA Meeting	11 Parent Advisory Committee (PAC) 22 Saturday Academy SSC Meeting 20 DELAC Meeting PTA Meeting	Project 2 Inspire Color Run One School, One Book Family Movie Night
MAY		JUNE	
2 Parent Advisory Committee (PAC) 13 Saturday Academy 25 ELAC Meeting DELAC Meeting	Family Picnic Volunteer Tea SSC Meeting PTA Meeting	3 Saturday Academy SSC Meeting PTA Meeting Awards Assembly Pathways to Biliteracy Celebration (Dual)	Reclassification Awards K Promotion 5th Grade Promotion Harmony Concert Science Fair

10/06/22

Professional Development Plan

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

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

- Data Analysis
- MAP Assessments
- Social Emotional Learning (SEL)
- Second Step Curriculum
- Technology Training

2021-22 School Accountability Report Card

Published January 2023



SHERIDAN WAY ELEMENTARY SCHOOL
573 SHERIDAN WAY, VENTURA, CA 93001
(805) 641-5491

DR. CLARA GUERRERO, PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

Welcome to Sheridan Way Elementary! The purpose of this School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and resources, facilities, and the school staff. Information about Ventura Unified School District is also provided.

We encourage family and community partners to join alongside us as we celebrate academic excellence and growth as well as the development of positive character traits in our students. At Sheridan Way, we believe Parents play an essential role and contribute tremendously to their children's education and the school community. We invite you to join SSC, ELAC, or our school PTA as well as to participate in the many school events, celebrations, and volunteer opportunities that will take place throughout the school year.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Sheridan Way Elementary School is a welcoming, stimulating environment where students are actively engaged in learning academics as well as developing positive values. Through our hard work, our students will be challenged to reach their maximum potential.

At Sheridan Way we are One School. One Dream.
One Community!

District Vision Statement

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

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

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

Board of Education

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

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT
255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org



Ventura Unified
SCHOOL DISTRICT

Sheridan Way Elementary School

Sheridan Way Elementary School is located in the northern region of Ventura and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2021-22 school year, 400 students were enrolled, including 7.5% in special education, 65.5% qualifying for English Language Learner support, 3.3% homeless, 1.3% migrant, and 95.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	52.3%	Kindergarten	86
Male	47.8%	Grade 1	61
Non-Binary	0.0%	Grade 2	56
American Indian or Alaskan Native	0.0%	Grade 3	65
Asian	0.3%	Grade 4	75
Black or African American	0.0%	Grade 5	57
Filipino	0.0%		
Hispanic or Latino	94.8%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	1.0%		
White	4.0%		
English Learners	65.5%		
Foster Youth	0.0%		
Homeless	3.3%		
Migrant	1.3%		
Socioeconomically Disadvantaged	95.5%		
Students with Disabilities	7.5%	Total Enrollment	400

Instructional programs are tailored to meet the needs of every child. Curricular objectives demonstrate the emphasis in offering a comprehensive English Language Development program. Sheridan Way Elementary has the highest number of credentialed bilingual teachers of any of the VUSD schools who are highly qualified to teach English Learners.

Sheridan Way Elementary's Family Center is a valuable resource to students and their families. Family Center staff offer parenting classes and connect families to medical, educational, and social resources to help families remain safe and healthy. Services include:

- Baby and Me classes
- CAFE: Project 2 Inspire
- Dental Services
- Developmental Screenings
- ESL Classes for Parents
- Family Wellness
- Food Share
- Mental Health Services
- Operation School Bell
- Play and Learn
- School-based Social Worker
- School on Wheels
- Spanish Literacy Classes thru Mexican Consulate
- Women's Clinics
- Women's Support Group

Before- and after-school day care is offered on campus by Child Development Centers (a private company) from 6:30 a.m. to 6:00 p.m. for Sheridan Way Elementary's students (grades

K-5). Breakfast is available in the morning, and structured sports and computer programs are offered in the afternoon.

Sheridan Way Elementary hosts the ASES (After School Education and Safety) program managed by the Boys and Girls Club. ASES offers structured and supervised activities supporting academic intervention, homework support, physical fitness, and access to computer-based educational applications.

Four Jumpstart preschool classes are available on campus; two morning classes and two afternoon classes. The program is open to income-qualifying families seeking creative playtime and educational activities for their children ages 3-5.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics

given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities; and

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, the school website, school

California Physical Fitness Test Results

2021-22					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	0.0%	0.0%	0.0%	0.0%	0.0%

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

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

California Assessment of Student Performance and Progress Test Results in Science

All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Sheridan Way	VUSD	CA		
	20-21	21-22	20-21	21-22	
Science (Grades 5, 8, & 10)	12.73	16.67	30.74	32.31	28.72 29.47

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

marquee, newsletters, the school's monthly calendar, flyers, and teacher-prepared email, memos, and phone calls. School-to-home communication is provided in English and Spanish. Contact the school office at (805) 641-5491 or the Family Center at (805) 641-5081 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Family Center
- Saturday School Academies
- Garden Maintenance
- Office Helper
- Chaperone Field Trips
- Fundraisers

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Association
- Superintendent's Parent Advisory Council

School Activities

- Back to School Night
- Harmony Concerts
- One School, One Book Program
- Parent Recognition Activities
- Plaza Comunitaria
- Reading & Author's Fair
- Reading Nights (one for each grade level)
- Reading and Math Night (one for each grade level)
- Science Fair
- Student Recognition Assemblies

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).

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

	2021-22				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	60	60	100	0	16.67
Female	25	25	100	0	20
Male	35	35	100	0	14.29
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	57	57	100	0	15.79
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	33	100	0	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	56	56	100	0	14.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11**

	Percentage of Students Meeting or Exceeding the State Standards					
	Sheridan Way		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	18	N/A	47	N/A	47
Mathematics	N/A	16	N/A	35	N/A	33

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

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

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

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)
2021-22

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	202	201	99.5	0.5	18.41	202	202	100	0	15.84
Female	104	103	99.04	0.96	22.33	104	104	100	0	12.5
Male	98	98	100	0	14.29	98	98	100	0	19.39
American Indian or Alaskan Native										
Asian										
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	191	190	99.48	0.52	18.42	191	191	100	0	15.71
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	126	125	99.21	0.79	4.8	126	126	100	0	6.35
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	195	194	99.49	0.51	17.53	195	195	100	0	14.87
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	20	20	100	0	0	20	20	100	0	0

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

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/.

Physical Fitness

In the spring of each year, Sheridan Way Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

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

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. Sheridan Way Elementary School's original facilities were built in 1950; 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 2022-23 school year, the following campus improvements were scheduled to occur:

- Create a workroom and separate lounge area
- Remodel the school library
- Remodel the kitchen and cafeteria

Campus Description	
Year Built	1950
Acreage	6.3
Bldg. Square Footage	43659
	Quantity
# of Permanent Classrooms	16
# of Portable Classrooms	10
# of Restrooms (student use)	3 sets
Computer Lab	1
Cafeteria/Multipurpose Room	1
Library	1
Family Center	1
Staff Lounge/Teacher Work Room	1
MakerSpace	1

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two full-time evening custodians are assigned to Sheridan Way Elementary School. The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- Routine Maintenance
- Restrooms

Restrooms are checked frequently throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Computer Lab
- Library
- Restrooms
- Office Areas

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

Facilities Inspections

The district's maintenance department inspects Sheridan Way Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Sheridan Way Elementary 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 September 20, 2022. During fiscal year 2021-22, 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: September 20, 2022	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces		✓	
			Classroom 4 - Carpet has stretched and is warped, possible trip hazard; Classroom 12 - Carpet is ripped at the VCT tile transition, ceiling tile falling above the north door; Classroom 17 Teacher's Lounge - Ceiling tile falling at the center of the room; Classroom 21 - Excessive peeling paint in the right RR; Classroom 23, 24 - Countertop laminate at the sink edge is peeling away; Classroom 31 - Water damaged ceiling tiles above the sink; Classroom 33 - The countertop edge is water damaged and deteriorated; Classroom 34 - Water damaged ceiling tiles need to be replaced; Classroom 35 - Window sill trim is missing from the west window
Cleanliness	✓		
			Building H Exterior - Excessive peeling paint on the south side exterior window shades, excessive peeling paint on the bottom of the stucco north side; Classroom 10 - Ants present at sink at time of inspection; Building G Exterior - Excessive peeling paint on the south side exterior window shades; Building F Exterior - Excessive peeling paint on the south side exterior window shades, excessive peeling paint on the south fascia; Building E Exterior - Excessive peeling paint on the south side exterior window shades at rooms 16 and 17; Classroom 24 - Ants present at sink and south door at time of inspection; Building D Exterior - Excessive peeling paint on the south exterior wall, holes in the stucco of the south exterior wall
Electrical	✓		
			Classroom 3 - Electrical outlet coverplate broken on the east wall under the white board; Classroom 14 - Electrical outlet wire mold box on the east wall under the white board has a hole in it
Restrooms/Fountains	✓		
Safety	✓		
			Cafeteria - Stage north side fire extinguisher is out of service date (6/28/21)
Structural	✓		
			Building N 27/28 Exterior - Siding is rotted on the south side of room 28; Building O 31/32 Exterior - Holes in the ramp surface of room 32, holes in the ramp of room 31 at the asphalt transition, ramp skirting is damaged at room 32; Building O 33/34 Exterior - Holes in the ramp surface of room 33; Building O 36 Exterior - Paneling and ramp skirting is rotted and falling apart south side, missing vent covers, weeds growing over south ramp, south foundation showing sign of rot; Upper Grades Playground - Holes in the pour in place fall surface (old playground), grasslike surface damaged on newer playground
External	✓		
			Classroom 13 - Broken window on the south side at the teacher's desk; Exterior Courtyards - Gate upper rails need to be repaired between building H and G west and buildings G and F west side
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	430	423	140	33.1
Female	223	221	72	32.6
Male	207	202	68	33.7
American Indian or Alaska Native				
Asian	1	1	0	0
Black or African American	2	2	0	0
Filipino				
Hispanic or Latino	406	400	134	33.5
Native Hawaiian or Pacific Islander				
Two or More Races	4	4	0	0
White	17	16	6	37.5
English Learners	284	282	81	28.7
Foster Youth				
Homeless	19	18	9	50
Socioeconomically Disadvantaged	409	403	134	33.3
Students Receiving Migrant Education Services	7	7	1	14.3
Students with Disabilities	46	42	17	40.5

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

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Sheridan Way Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated and shared with school staff in November 2021.

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, teachers, support staff and campus safety assistants are strategically

assigned to designated entrance areas, the breakfast area and the playground. During recess, the principal, teachers, support staff, and campus safety assistants monitor playground activity. The principal and campus safety assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, support staff and teachers monitor student behavior to ensure a safe and orderly departure.

Sheridan Way Elementary 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.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Sheridan Way Elementary School's discipline policies are based upon a schoolwide discipline plan and Lesson One, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. At the beginning of the school year and throughout the year as needed, the principal visits the classrooms and leads an assembly to reinforce the importance of following school rules and making responsible, respectful choices in behavior, and positive behavior expectations are outlined in morning announcements. Sheridan Way Elementary School employs CHAMPS, a positive

behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity. Sheridan Way has added Lesson One, a program to help reduce suspensions, office referrals and bullying.

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes 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.

Average Class Size and Class Size Distribution				
Grade Level	2019-20			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0	3	1	
1	23.0		3	
2	26.0		3	
3	22.0	2	1	
4	23.0		2	
5	32.0		2	
2020-21				
	K	24.0	1	2
	1	21.0	1	1
	2	22.0	1	2
	3	26.0		3
	4	33.0		1
2021-22				
	K	24.0		3
	1	25.0		2
	2	19.0	2	
	3	22.0		2
	4	31.0		2
	5	29.0		2

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

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

The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

Chronic Absenteeism

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

CURRICULUM & INSTRUCTION

Staff Development

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

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

- 2020-21 Trainings:
- Behavior Team's Role during Distance Learning (Special Education)
 - Canvas Basics & Gradebook
 - Distance Learning Plans
 - Elementary Resource
 - English Learner Support and Review and ELPAC
 - Facilitated Canvas Course Customization Support (Special Education)
 - GATE Icons
 - Google Basics
 - Grade Level Meetings with District Lesson Builders
 - Paraeducator Role during Distance Learning
 - Positive Behavioral Interventions & Supports
 - Screen Casting with Screencastify
 - Soliday Reading
 - Video Conferencing
 - Utilizing Behavioral Strategies from the Family Guide to Distance Learning
 - Zoom and Google Meet Videoconferencing

- 2021-22 Trainings:
- Bridges Math Intervention
 - Benchmark & Math Expressions
 - Implicit Bias
 - Number Corner Refresher (Kinder)
 - NGSS Curriculum Training
 - Canvas

- 2022-23 Trainings:
- Active Assailant
 - Behavior Management Strategies
 - Bully Prevention
 - CHAMPS Overview
 - Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
 - Digital Platforms (Let's Take a Tech Trip)
 - Ellevation Training

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>History Social Science for California</i>	0%

- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

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

- MAP Assessment Training
- Second Step Curriculum
- Social Emotional Learning (SEL)
- Technology Training

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

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

districts, local charter schools, private schools, and 5 university partners.

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

Instructional Materials

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

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

On October 11, 2022, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #22-40 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to

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

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

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

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

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

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	100	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	65.1	10.03	12115.8	4.41
Unknown	0	0	29.7	4.57	18854.3	6.86
Total Teaching Positions	16	100	650.2	100	274759.1	100

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

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

PROFESSIONAL STAFF

Counseling & Support Staff

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

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

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.8
Psychologist	1	0.4
School Nurse	1	0.2
Library Technician	1	0.1
Computer Technician	1	0.1
Social Worker (Contracted Service)	1	0.8
Social/Emotional Counselor	1	1.0
Student Assistance Program Counselor	As needed	

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

Teacher Preparation and Credentials

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

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

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

DISTRICT EXPENDITURES

Salary & Budget Comparison

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

Expenditures Per Student

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

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	Sheridan Way	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	608	N/A	N/A	N/A	N/A
Restricted (Supplemental)	272	N/A	N/A	N/A	N/A
Unrestricted (Basic)	335	157	214.3%	6,593	2.4%
Average Teacher Salary	71,402	77,987	N/A	88,358	N/A

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

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

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

Teacher and Administrative Salaries 2020-21		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	54,370
Mid-Range Teacher Salary	69,145	82,680
Highest Teacher Salary	95,772	106,610
Average Principal Salaries:		
Elementary School	117,729	135,282
Middle School	123,578	141,243
High School	132,064	152,955
Superintendent Salary	228,637	264,366
Percentage of Budget For:		
Teacher Salaries	30.35	33.09
Administrative Salaries	4.93	5.03

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

SARC DATA & INTERNET ACCESS

DataQuest

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 Sheridan Way Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Internet

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

Disclosure

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

School Site Council Bylaws

**Article I
Name of the Council**

The Ventura Unified School District has established the Sheridan Way Elementary School Site Council, hereinafter referred to as the council.

**Article II
Role of the Council**

The School Site Council is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The School Site Council has responsibility of these duties:

- Analyzing and evaluating the academic achievement of all students in the school
- Obtain recommendations from school site advisory, standing, and special committees regarding the focus of the School's Single Plan for Student Achievement
- Developing and approving the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations
- Recommending the school plan including related budget expenditures to the local governing board
- Providing ongoing monitoring of the implementation of the plan and budgets/expenditures
- Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed
- Participating in all local, state, and federal reviews of the school's program for compliance and quality
- Annually evaluating the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students
- Encouraging broad representation of parents, community members, teachers, and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the School Site Council
- Carrying out all other duties assigned to the council by the district governing board and by state or federal law

**Article III
Members**

Section 1: Size and Composition

The council will be composed of 10 members. Half of the representation on the council shall be from the school staff. This council half will include:

- (3) classroom teachers
- (1) other school staff member
- (1) Principal

The remaining half on the council shall be:

- (5) Parents or community members, selected by parents at the school

Section 2: Term of Office

All members of the council shall serve for a term of 2 years.

However, in order to achieve staggered membership, one-half, or the nearest approximation, of each representative group shall be selected during the odd years and the remaining number of members selected during the even years.

Section 3: Selection/Election of Members

Elections of council members shall be held each year in September.

Annually, the School Site Council will establish an Election Committee composed of a teacher, other school personnel, parent, and student, if appropriate, to oversee the election of council members.

Election Committee: The duties of the committee shall be to supervise the election procedure, to identify nominees on the basis of the nominating procedure, to unseal and count the ballots, and to declare elected representatives on the basis of the election procedure.

Section 4: Voting Rights

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

An alternative representative may not cast a vote in the absence of the selected member. The role of an alternative is for information collection only.

Section 5: Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the school or no longer meets the membership requirements under which he or she was selected.

Membership shall automatically terminate for any member who is absent from all regular meetings for a period of consecutive meetings.

The Council, by an affirmative vote of two-thirds of all the members, can suspend or expel member.

Section 6: Transfer of Membership

Membership on the Council may not be assigned or transferred.

Section 7: Resignation

Any selected council member may terminate his or her membership by submitting a written letter of resignation to the Council chairperson.

Section 8: Vacancy

Any vacancy on the Council that occurs during the term of a member shall be filled by:

- An election of a new member by the appropriate representative group.
- An appointment of a new member to fill the remainder of the term (selected by the remaining peer group members, not the Council as a whole)
- Seating of a previously elected alternative member to fill the remainder of the term of the vacant seat.

ARTICLE IV- OFFICERS

Section 1: Officers

The officers of the Council shall include a chairperson, vice-chairperson, secretary, and any other officers the Council shall deem as desirable.

Section 2: Election of Officers and Terms of Office

The officers of the Council shall be elected annually and shall serve a term for one year or until a successor has been elected.

Any member of the Council, including the principal, may serve in any officer capacity.

Section 3: Removal of Officers

Any officer may be removed from their office by a two-thirds vote of all council members.

Section 4: Vacancy in an Officer Position

A vacancy in any office because of resignation, removal, disqualification, death, or otherwise shall be filled for the remainder of the officer's term.

A vacancy in any office shall be filled by a special election of the Council.

This special election will be included in the posted meeting agenda.

Section 5: Officer Duties

The chairperson shall:

- Preside at all meetings of the Council
- Sign all letters, reports, and other communications of the Council
- Perform all duties incident to the office of the chairperson.

The vice-chairperson shall:

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

The secretary shall:

- Keep minutes of all regular and special meetings of the Council
- Promptly transmit to each of the council members and district representative true and correct copies of the minutes of such meetings.
- Provide all notices in accordance with the provisions of these bylaws.
- Serve as custodian of the School Site Council records
- Maintain a register of the chairpersons of the chairpersons of other school advisory and subcommittee members, including addresses and phone numbers
- Perform all duties incident to the office of secretary
- Perform such duties that are assigned by the chairperson or the council

Article V- Committees**Section1: Standing and Special Committees**

The School Site Council may, from time to time, establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by a vote of the Council.

The purpose of these committees is to:

- Gather and analyze data
- Examine materials, staffing, or funding possibilities
- Propose to the Council strategies for improving the instructional practices.

Section 2: Standing and Special Committee Membership

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

Section 3: Standing and Special Committee Term of Office

The Council shall determine the membership terms for all standing and special committees. This term should be communicated to the committee members at the beginning of their assignment.

Section 4: Standing and Special Committee Rules

Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.

Article VI- Meetings of the School Site Council

Section 1: Meetings

The Council shall hold its regular meetings at 5:00 pm on the second or third Thursday of the month. Special meetings of the Council may be called by the chairperson or by a majority vote of the Council.

Section 2: Place of Meetings

The Council shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, including handicapped persons, is unavailable or does not meet health and/or safety codes. Alternative meeting sites shall be determined jointly by the school principal and Council chairperson.

Section 3: Notice of Meetings

Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time, and location of the meeting, and contain an agenda describing each item of business to be discussed or acted upon. Any change in the established date, time, or location of the meeting needs to be especially noted in the agenda. The Council shall not take any action on any item of business unless that item appears on the posted agenda or unless the council or committee members present, by unanimous vote, to find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Questions or brief statements made at a meeting by members of the Council, committee, or public that do not have a significant effect on pupils 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.

All required notices shall be delivered to council and committee members no less than 72 hours, and no more than 5 days in advance of the meeting, personally, by mail, or by email.

The Council will annually notify representative groups of the meetings schedules through:

- Inclusion in school communications (e.g., bulletins, newsletters)
- Posted (school window, staff room and office.)

Section 4: Quorum

The presence of 51% of the Council membership in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.

Section 5: Conduct of Meetings

Meetings of the Council shall be conducted in accordance with the rules of order established by Education Code 35147 and the Robert's Rules of Order or an adaption thereof approved by the Council.

Section 6: Meetings Open to the Public

All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the Council during the meeting on any item within the subject matter jurisdiction of the Council. Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the School Site Council on any item of interest to the public, before or during the Council's consideration of that item.

The Council may not take any action on any item of business unless that item appears on the posted agenda or unless council 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 Council subsequent to the posting of the agenda.

Each meeting agenda will include a time for public comment. The School Site Council will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council.

The minutes of the Council meeting are public records and are available to the public.

Any materials provided to a School Site Council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (Chapter 3.5 [Commencing with Section 6250] of Division 7 of Title 1).

Section 7: Communication with the Local Board Of Education

The School Site Council shall implement the rules and regulations as defined in local board policy. The Council may communicate with the board by submitting a letter to the Board of Education office. A School Site Council may request to speak at a local board of education meeting by following district procedures for communicating with the school board.

A local board of education has the right to deny the content and related budget found in the school's Single Plan for Student Achievement. The Board of Education will provide written notification to the Council about their concerns.

Section 8: Uniform Complaint Procedures

Annually, the School Site Council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filling a complaint. If any School Site Council member or member of the public believes that the School Site Council has taken an action that is in violation of their legal authority, the individual or group may file a uniform complaint form with the district.

Article VII- Bylaw Amendments

An amendment of these bylaws may be made at any regular meeting of the Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to council members at least seven days prior to the meeting at which the amendment is to be considered for adoption.

Approved: 10-06-22