

2021-22 School Accountability Report Card

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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

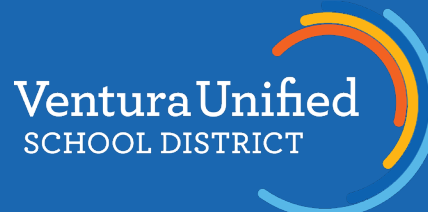
DR. GREG BAYLESS
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MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
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VENTURA UNIFIED SCHOOL DISTRICT

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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

Grade Level	% of Students Tested				
	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	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.

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a

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 CAAA.

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/T 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/pf/.

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
				Poor
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

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	Average Class Size	2019-20		
		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	
Grade Level	Average Class Size	2020-21		
		1-20	21-32	33+
K	24.0	1	2	
1	21.0	1	1	
2	22.0	1	2	
3	26.0		3	
4	33.0		1	
5	28.0		2	
Grade Level	Average Class Size	2021-22		
		1-20	21-32	33+
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.

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

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 is 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.

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.

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.

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

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.