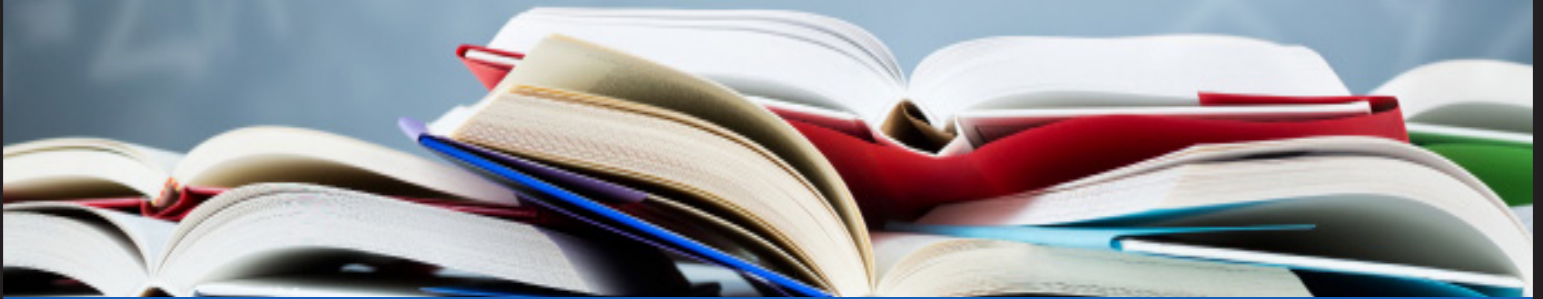


Ventura Unified School District

School Plan for

Student

Achievement



Sheridan Way Elementary School

52 72652 6056212

Contact Information:

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573 Sheridan Way
Ventura, CA 93001
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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2021-2022

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Sheridan Way Elementary School School Plan for Student Achievement Fiscal Year 2021-2022

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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:

Dr. Clara Guerrero, Principal
Sheridan Way Elementary School
573 Sheridan Way
Ventura, CA 93001
(805) 641-5491
clara.guerrero@venturausd.org

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Other Staff	Parent or Community Member	Student
Maria Elizarraras / Clara Guerrero	X				
Craig Michels		X			
Susana Patricio		X			
Rebecca Van Mannekes		X			
Rosa Alcantar			X		
Vanessa Bonilla				X	
Stacy Mendez				X	
Adilene Plascencia				X	
Angel Rivas				X	
Esmeralda Williams				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
Maria Elizarraras	X				
Nathalia Bernardo		X			
Evelyn Hernandez				X	
Oscar Navarro				X	
Maria Elena Lopez				X	
Lucia Navarro				X	
Number of members in each category	1	1		4	

(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: _____

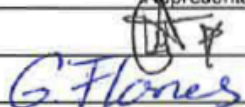
Recommendations and Assurances

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

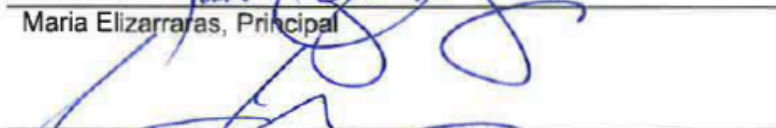


- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis 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: Nov. 18, 2021.

Attested:



Maria Elizarraras, Principal



SSC Chairperson

11/19/21

Date

11/19/2021

Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 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, and 1 alternative high school.

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% 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 Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

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 2020-21 school year, Sheridan Way School served 405 students in grades TK-5. Student enrollment included 8.1% students with disabilities, 63% English learners, 96% socioeconomically disadvantaged, 2% migrant, 2.5% homeless, and 0.2% foster youth. Sheridan Way School receives Schoolwide Title 1 program support and services.

The Jumpstart Preschool program on campus serves approximately 100 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

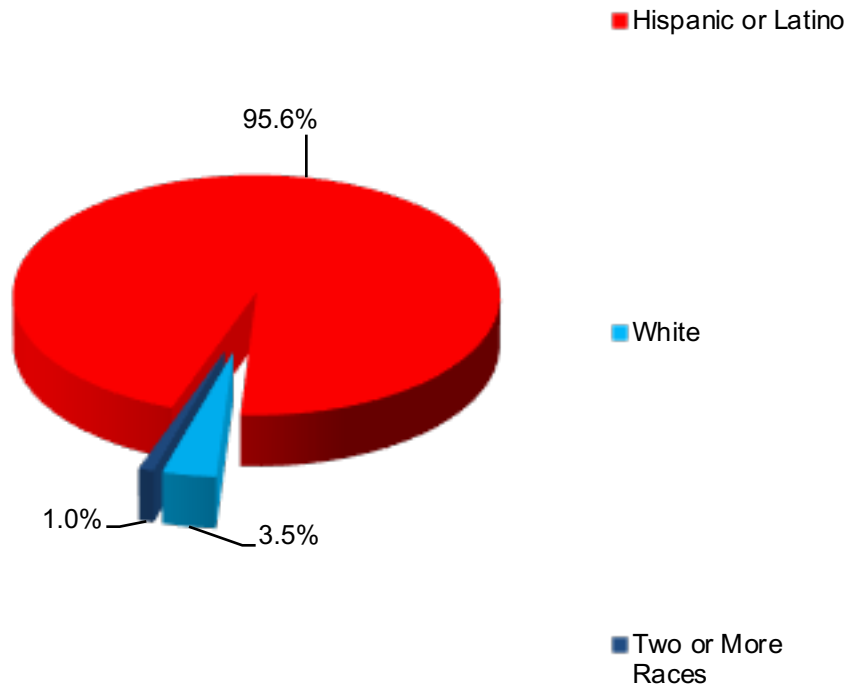
At Sheridan Way Elementary School, all students will receive an exemplary multilingual and multicultural education with linguistic and literacy proficiency in three languages; English, Spanish, and Mandarin Chinese, promoting a global perspective. We are progressive and prepare our students for a rapidly 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

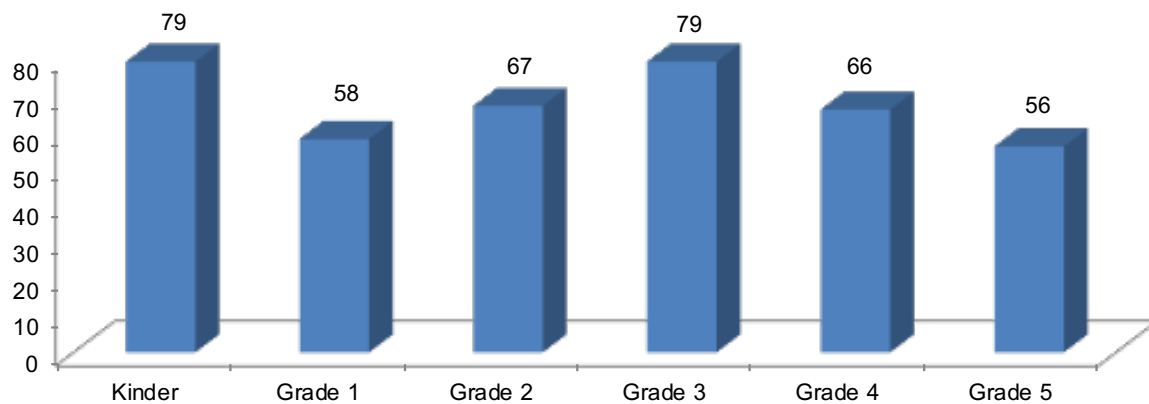
We will:

- 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

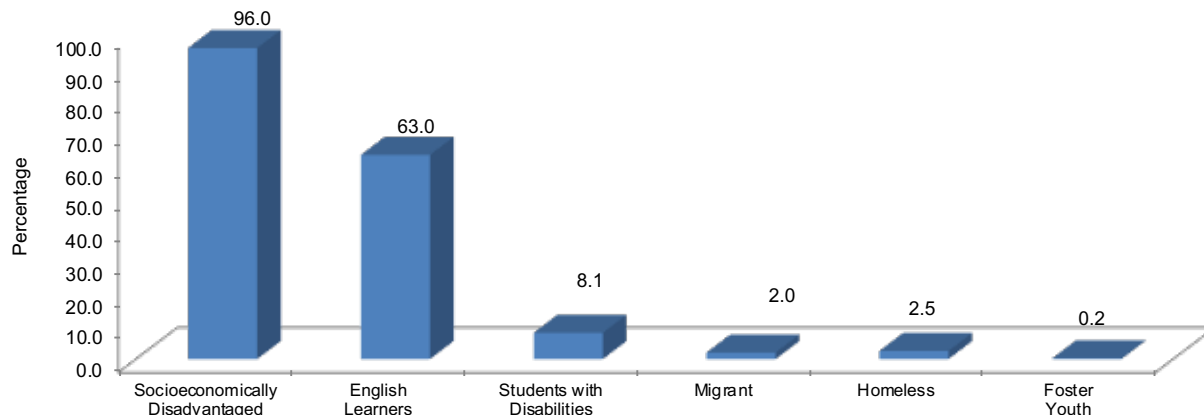
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



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

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	11/18/21	

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	10/6
English Learner Advisory Committee	9/23, 10/19,
Staff Meeting	10/13
School Site Council	9/23, 10/21 and 11/18

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 (2020-21 SY Data)	Expected Outcome
English Language Arts CAASPP 3-5 Assessment Data At or Above	3rd- 14% 4th- 24% 5th- 20%	3rd- 24% 4th- 24% 5th- 34%
Math CAASPP 3-5 Assessment Data At or Above	3rd- 19% 4th- 19% 5th- 10%	3rd- 29% 4th- 29% 5th- 29%
English Language Proficiency Assessment for California (ELPAC) K-5 Well Developed (Level 4)	K- 3% 1st- 0% 2nd-15% 3rd- 9% 4th- 30% 5th- 13%	K- 13% 1st- 13% 2nd- 10% 3rd- 25% 4th- 19% 5th- 40%

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 and after school
7. Paraeducators in Kinder and first grade to help support Tier 1 and Tier 2 classroom and DL intervention
8. Incorporate Universal Design for Learning Strategies
9. Weekly Intervention Data Team meetings to review academic progress for students on eight-week prescriptive plans

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELA Intervention with classroom teacher during Chinese Instruction - \$10,000	Supplemental
Math Intervention with Classroom Teacher during Chinese Instruction - \$3,482	Site Based
Para educator - \$10,000	Title 1

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

<ol style="list-style-type: none"> 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 in Kindergarten and first grade 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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
ELA and ELD Intervention or support with the classroom teacher during Chinese instruction - \$4,707	Supplemental
Spanish Language Arts Intervention or support during Chinese Instruction - \$10,000	Supplemental
Bilingual Para educator – \$10,000	Title 1
Bilingual Para educator – \$10,000	Title 1
Intervention Teacher- \$64,123	Title 1

Annual Review:

SPSA Year Reviewed: 2020-21

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.

Due to COVID and safety restrictions, the strategies and activities were not fully implemented, and goals were not achieved.

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

Due to COVID and safety restrictions, the strategies and activities were not fully implemented, and goals were not achieved.

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 2021-22 grade levels will meet to review and monitor metrics used to evaluate programs. Multiple indicators will be monitored to guide instruction and develop SMART goals. Targeted intervention in language arts, mathematics, and English language development will be provided as additional support for students not making adequate progress towards meeting academic goals.

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 2020-2021	Expected Outcome
School Awards and Incentive Programs	95%	96%
Participation in extracurricular activities	20%	40%
Saturday School Program Participation	0%	23%
Suspension Summary Report	0 off-campus suspensions 0 in-house suspensions	0 off-campus suspensions 0 in-house suspensions
A2A Chronic Absenteeism Report	23.1%	13%

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 - \$2,205	Supplemental

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, PEAK
- 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 school's garden and 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: 2020-21

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.

Due to COVID and safety restrictions, the strategies and activities were not fully implemented, and goals were not achieved. The school staff continues to implement Restorative Justice practices, Lesson One, and Second STEP.

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

Due to COVID and safety restrictions, the strategies and activities were not fully implemented, and goals were not achieved.

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 2021-22, the staff will monitor students with attendance issues and will review attendance for all students biweekly. Saturday Academics, academic and attendance activities and opportunities for extracurricular activities will be provided.

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	0%	40%
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	40%

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
- 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 Cooking Night
- 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
- Weekly Coordinated Services meetings

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Family Center Admin Spec - \$49,285	Title 1
Family Liaison - \$10,484	Title 1
Child Care/ Translation- \$1,000	Title 1
Social Worker (JFS) - \$1,500	Supplemental

Annual Review:

SPSA Year Reviewed: 2020-21

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.

Due to COVID and safety restrictions, the strategies and activities were not fully implemented, and goals were not achieved.

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

Due to COVID and safety restrictions the intended implementation could not be completed.

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.

Family activities will take place through Zoom and on campus.

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 2020-21 Carryover	\$13,196.00
Title I 2021-22 Allocation	\$118,800.00
Title I 2021-22 Parent Involvement	Incl.

Subtotal of additional federal funds included for this school: **\$131,996.00**

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 2020-21 Carryover	\$10.00
Site-Based Funds 2021-22 Allocation	\$12,150.00
Supplemental Funds 2020-21 Carryover	\$12,766.00
Supplemental Funds 2021-22 Allocation	\$90,288.00

Subtotal of state or local funds included for this school: **\$115,214.00**

Total of federal, state, and/or local funds for this school: **\$247,210.00**

2021-22 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) 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. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

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

Program models offered for English 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.

Curriculum & Instruction

The Curriculum & Instruction Department 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-6) 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 – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	77	74	74	4.05%	10.81%	22.97%	62.16%
Male	37	36	36	2.78%	11.11%	19.44%	66.67%
Female	40	38	38	5.26%	10.53%	26.32%	57.89%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	75	72	72	2.78%	11.11%	22.22%	63.89%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	75	72	72	4.17%	9.72%	23.61%	62.50%
English Learners	62	60	60	3.33%	8.33%	20.00%	68.33%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 3 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	77	73	73	2.74%	16.44%	24.66%	56.16%
Male	37	35	35	0.00%	22.86%	25.71%	51.43%
Female	40	38	38	5.26%	10.53%	23.68%	60.53%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	75	71	71	1.41%	16.90%	23.94%	57.75%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	75	71	71	2.82%	15.49%	25.35%	56.34%
English Learners	62	60	60	1.67%	16.67%	25.00%	56.67%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

Sheridan Way Elementary School School Plan for Student Achievement Fiscal Year 2021-2022

CAASPP – Grade 4 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	63	62	62	11.29%	12.90%	29.03%	46.77%
Male	38	37	37	8.11%	13.51%	32.43%	45.95%
Female	25	25	25	16.00%	12.00%	24.00%	48.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	60	59	59	10.17%	13.56%	28.81%	47.46%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	59	58	58	8.62%	13.79%	31.03%	46.55%
English Learners	43	43	43	2.33%	16.28%	27.91%	53.49%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 4 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	63	62	62	3.23%	16.13%	40.32%	40.32%
Male	38	37	37	2.70%	16.22%	37.84%	43.24%
Female	25	25	25	4.00%	16.00%	44.00%	36.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	60	59	59	1.69%	16.95%	40.68%	40.68%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	59	58	58	1.72%	17.24%	41.38%	39.66%
English Learners	43	43	43	0.00%	13.95%	41.86%	44.19%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

Sheridan Way Elementary School School Plan for Student Achievement Fiscal Year 2021-2022

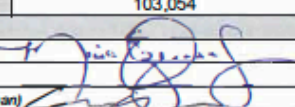
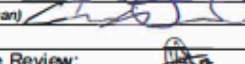

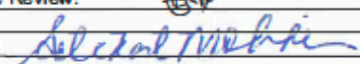
CAASPP – Grade 5 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	57	55	54	7.41%	12.96%	20.37%	59.26%
Male	27	25	25	4.00%	16.00%	12.00%	68.00%
Female	30	30	29	10.34%	10.34%	27.59%	51.72%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	54	53	52	5.77%	13.46%	19.23%	61.54%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	54	53	52	7.69%	13.46%	21.15%	57.69%
English Learners	38	37	37	0.00%	5.41%	18.92%	75.68%
Students with Disabilities	8	8	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 5 Mathematics – 2020-21

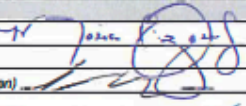
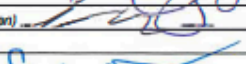

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	57	55	55	3.64%	7.27%	21.82%	67.27%
Male	27	25	25	8.00%	12.00%	12.00%	68.00%
Female	30	30	30	0.00%	3.33%	30.00%	66.67%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	54	53	53	1.89%	7.55%	20.75%	69.81%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	54	53	53	3.77%	7.55%	22.64%	66.04%
English Learners	38	37	37	2.70%	2.70%	8.11%	86.49%
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022		
PROGRAM: Supplemental		
Site: Sheridan Way	Carryover	12,766
	Allocation	90,288
Resource = 0100	Total	103,054
Object #	Classification	
Personnel Costs and Benefits		
<i>Must reflect amounts on Staffing Charts</i>		
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i> <i>Revise</i>
1101	Teacher, Contractual	24,707
1103	Teacher, Hourly	
1106	Teacher, Sub	
1107	Stipend, Certificated	
<i>Complete Time Sheet Authorization Form</i>		
1201	Psychologist, Contractual	
1301	Director	
2101	Paraed, Positional	
2103	Paraed, Hourly	
2201	Library Tech	15,000
2203	Library extra hours	
2203	Interpreting, Hourly	
<i>Complete Time Sheet Authorization Form</i>		
2401	Clerk, Positional	49,285
2403	Clerk, Hourly	2,205
2203	Child Care	
<i>Complete Time Sheet Authorization Form</i>		
2903	Other Classified, Hourly	
SUBTOTAL		91,198
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	11,857
4300	Other Supplies	
4400	Equip Not Capitalized (\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		11,857
Total:		103,054
Principals Signature for Adjustment:  Date: 11-18-21 School Site Council Approval: (Chairman)  Date: 11/18/2021 English Learner Advisory Committee Review:  Date: 11-18-2021 Director, Special Projects Approval:  Date: 11/21/21		

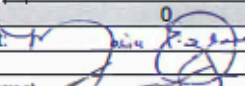
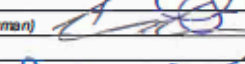

MC 11/30

2021-22 Site Based Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Site Based			
Site:	Sheridan Way	Carryover	10
		Allocation	12,150
			0
			0
Resource = 0000, Opt = 0000		Total	12,160
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual	3,482	
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Computer, Library Paraed		
2203	Library extra hours		
2203	Child Care		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
2404	School Admin Asst 1 OT		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
2903	Student Help, Hourly		
SUBTOTAL		3,482	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	7,949	
4300	Other Supplies		
4400	Equip Not Capltzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual	729	
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		8,678	0
Total:		12,160	0
Principal's Signature for Adjustment: 			
Date: 11-18-21			
School Site Council Approval: (Chairman) 			
Date: 11/18/2021			
Director, Special Projects Approval: 			
Date: 11/20/21			

WC 11/30

2021-22 Title I Program Budget

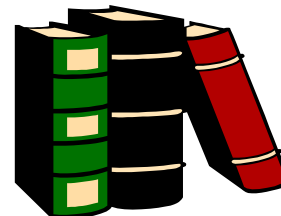
VUSD BUDGET: 2021/2022		
PROGRAM: Title I		
Site: Sheridan Way	Resource = 3010	Carryover 13,196 Allocation 118,800 Parent Involvement <i>Incl. in allocation</i> Total 131,996
Object #	Classification	
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>
<i>Must reflect amounts on Staffing Charts</i>		<div>Current</div> <div>Revise</div>
1101	Teacher, Contractual	64,123
1103	Teacher, Hourly	430
1106	Teacher, Sub	3,000
1107	Stipend, Certificated	5,000
<i>Complete Time Sheet Authorization Form</i>		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	32,063
2103	Paraed, Hourly	
2201	Family Liaison	10,484
2201	Library Tech	
2203	Library extra hours	
2203	Child Care/translation - Parent Inv	1,000
<i>Complete Time Sheet Authorization Form</i>		
2401	Clerk, Positional	
2403	Clerk, Hourly	
<i>Complete Time Sheet Authorization Form</i>		
2903	Other Classified, Hourly	
SUBTOTAL		116,100 0
Discretionary Funds		
4200	Other Books	1,500
4300	Instructional Supplies	10,396
4300	Other Supplies	
4300	Parent Involvement	500
4400	Equip Not Capttd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	2,000
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	1,500
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		15,896 0
Total:		131,996 0
Balance		0
Principals Signature for Adjustment:  Date: 11-18-21 School Site Council Approval: (Chairman)  Date: 11/19/2021 Director, Special Projects Approval:  Date: 11/20/21		

MC 11/30

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 9/20/21

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)

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

Support for programs that reach parents/guardians and family members at home, in the community, and at school

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

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

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

Sheridan Way School will follow the guidelines developed with parent input as listed below in accordance with the no Child Left Behind Act of 2001. 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
 - 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
 - Monthly calendars
 - 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 9/20/21

Parent Involvement Calendar

<p style="text-align: center;"><u>July</u></p> <p>July 5-17 Harmony Summer Program</p>	<p style="text-align: center;"><u>January</u></p> <p>1/13 DELAC 1/20 SCC 1/20 ELAC PAC CHDP Clinic 1/22 Saturday Academy</p> <p>PTA School Tours International Day</p>
<p style="text-align: center;"><u>August</u></p> <p>8/9- 8/25 PEAK-Afterschool Program Registration 8/23 District English Learner Advisory Committee</p>	<p style="text-align: center;"><u>February</u></p> <p>2/9 Family Cooking Night 2/10 DELAC 2/26 Saturday Academy 2/24 SSC</p> <p>PAC</p>
<p style="text-align: center;"><u>September</u></p> <p>9/3 Harmony Project Meeting 9/9 Harmony Project Meeting 9/9 DELAC Meeting 9/15 Virtual Back to School Night 9/23 School Site Council Meeting 9/23 English Learner Advisory Committee Meeting 9/27 Zoom PTA Meeting</p>	<p style="text-align: center;"><u>March</u></p> <p>3/1 Read- a-thon 3/10 DELAC 3/17 ELAC 3/17 SSC CHDP Clinic, Family Center 3/17-22 Parent-Teacher Conferences 3/19 Saturday Academy PTA 3/24 Grade 1 Awards 3/25 Grade 2 Awards 3/29 Grade 5 Awards 3/31 Grade 3 Awards</p> <p>PAC Kinder Registration</p>
<p style="text-align: center;"><u>October</u></p> <p>10/7 DELAC 10/16 Saturday Academy 10/21 SSC 10/19 ELAC 10/21 SOC Informational Night ESL/ Math Intervention Classes</p> <p>PTA Meeting PAC Meeting</p>	<p style="text-align: center;"><u>April</u></p> <p>4/1 Grade 4 Awards 4/14 DELAC 4/21 ELAC PAC 4/23 Saturday Academy</p> <p>PTA</p>
<p style="text-align: center;"><u>November</u></p> <p>11/4 DELAC 11/18 ELAC 11/18 SSC 11/20 Saturday Academy 11/17-23 Parent Conferences ESL/Math Intervention Classes 11/30 Grade 1 Awards</p> <p>PTA meeting Big Smiles Clinic PAC</p>	<p style="text-align: center;"><u>May</u></p> <p>PAC 5/19 SSC 5/21 Saturday Academy PTA</p>
<p style="text-align: center;"><u>December</u></p> <p>12/2 Grade 2 Awards 12/3 Grade 5 Awards 12/7 Grade 3 Awards 12/9 Grade 4 Awards 12/9 DELAC 12/11 Saturday Academy 12/16 ELAC 12/16 SSC Parent Advisory Committee (PAC)</p> <p>Harmony Concerts PTA Meeting</p>	<p style="text-align: center;"><u>June</u></p> <p>6/2 Grade 1 Awards 6/3 Grade 2 Awards 6/4 Saturday Academy 6/7 Grade 5 Awards 6/9 ELAC/ Reclassification 6/9 Grade 3 Awards 6/10 Grade 4 Awards 6/14 Fifth Grade Promotion 6/14 Kinder Promotion Harmony Concert 6/3 ELAC/ RFEP Recognition</p> <p>Volunteer Tea 5th Grade Science Fair</p>

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 2021-22 school year, teachers at Sheridan Way Elementary School will focus on the following trainings:

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

2020-21 School Accountability Report Card

Published January 2022



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

MARIA ELIZARRARAS, PRINCIPAL
 GRADES TK-5

PRINCIPAL'S MESSAGE

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.

Parents and community play an essential role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

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.

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.

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 2020-21 school year, 405 students were enrolled, including 8.1% in special education, 63% qualifying for English Language Learner support, 2.5% homeless, 0.2% foster youth, 2% migrant, and 96% qualifying for free or reduced price lunch.

Board of Education

MATTHEW ALMARAZ
 SABRENA RODRIGUEZ
 AMY (YAMAMOTO) CALLAHAN
 DR. JERRY DANNENBERG
 VELMA LOMAX

District Administration

DR. ROGER RICE
 SUPERINTENDENT

DR. ANTONIO CASTRO
 ASSISTANT SUPERINTENDENT
 EDUCATIONAL SERVICES

MR. BRETT TAYLOR
 ASSISTANT SUPERINTENDENT
 HUMAN RESOURCES

DR. REBECCA CHANDLER
 ASSISTANT SUPERINTENDENT
 BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

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



Ventura Unified
SCHOOL DISTRICT

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.1%	Kindergarten	79
Male	49.9%	Grade 1	58
Non-Binary	0.0%	Grade 2	67
American Indian or Alaskan Native	0.0%	Grade 3	79
Asian	0.0%	Grade 4	66
Black or African American	0.0%	Grade 5	56
Pacific Islander	0.0%		
Hispanic or Latino	95.6%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	1.0%		
White	3.5%		
English Learners	63.0%		
Foster Youth	0.2%		
Homeless	2.5%		
Migrant	2.0%		
Socioeconomically Disadvantaged	96.0%		
Students with Disabilities	8.1%		
		Total Enrollment	405

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
- 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
- Triple P Parenting Class
- 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 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
- ESL Math Program (Parent/Student Program)
- Harmony Concerts
- 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

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 measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

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 measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." 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 2020-21 school year, the following campus improvements were completed:

- New student desk and chairs for all classrooms
- New outdoor furniture

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	12.73	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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

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	
	19-20	20-21	19-20	20-21	19-20	20-21
English Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

**Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.*

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.

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

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	57	55	96.49	3.51	12.73
Female	30	30	100	0	6.67
Male	27	25	92.59	7.41	20
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	54	53	98.15	1.85	11.32
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	37	97.37	2.63	2.7
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	36	35	97.22	2.78	11.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

2020-21

	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	197	191	96.95	3.05	19.47	197	190	96.45	3.55	16.84
Female	95	93	97.89	2.11	20.65	95	93	97.89	2.11	12.9
Male	102	98	96.08	3.92	18.37	102	97	95.1	4.9	20.62
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	189	184	97.35	2.65	18.58	189	183	96.83	3.17	15.85
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	143	140	97.9	2.1	12.14	143	140	97.9	2.1	13.57
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	129	124	96.12	3.88	17.07	129	123	95.35	4.65	13.01
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	18	18	100	0	0	18	18	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 in ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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

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 July 14, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

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 noon supervisors are strategically assigned to designated entrance areas, the breakfast area and the playground. During recess, the principal, teachers, support staff, and noon supervisors monitor playground activity. The principal and noon supervisors 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.

Suspensions and Expulsions									
	Sheridan Way			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	0.00%	0.00%	0.00%	2.70%	2.54%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.10%	0.01%	0.09%	0.00%	0.00%

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 Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: July 14, 2021	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			Classroom 9 - Chipped paint on the south wall; Classroom 34 - Ceiling stains
Cleanliness		✓		Classroom 1 - Fence rail needs repair, overhead paint peeling; Classroom 9, Classroom 8 - Wood exterior window shades need painting; Classroom 14 - Peeling paint, exterior walkway covering; Classroom 17 - Paint chips at exterior north side; Classroom 16 - Paint chips on exterior, north side and rear exterior window shades need painting; Classroom 21 - Paint chips of outside of doors and windows; Classroom 22 - Paint peeling on south exterior wall, fascia and door, hole in stucco; Classroom 36 - Paneling and ramp skirting is rotted and falling apart south side, missing vent covers, weeds growing over ramp; Classroom 34, Classroom 33, Classroom 32, Classroom 31 - Gutter needs cleaning; Classroom 32 - Exterior ramp skirting damaged; Classroom 29 - Weeds in the front of room
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External			✓	Classroom 1, Classroom 2, Classroom 3, Classroom 4, Classroom 5 - Exterior door needs painting; Classroom 6 - Garden trees need maintenance; Classroom 7 - Top rail of fence to the west needs to be repaired; Classroom 12, Classroom 13, Classroom 14, Classroom 15 - Exterior blinds to the south of this wing need painting; Classroom 13 - Paint on the north side is peeling; K Playground - Weeds throughout; Upper Grades Playground - Holes in the pour in place fall surface (old playground), grasslike surface damaged on newer playground
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

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 (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	421	416	121	29.1
Female	215	210	54	25.7
Male	206	206	67	32.5
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino	401	397	114	28.7
Native Hawaiian or Pacific Islander				
Two or More Races	4	4	2	50
White	16	15	5	33.3
English Learners	286	284	77	27.1
Foster Youth	1	1	1	100
Homeless	14	14	8	57.1
Socioeconomically Disadvantaged	399	396	114	28.8
Students Receiving Migrant Education Services	8	8	1	12.5
Students with Disabilities	40	39	15	38.5

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. On the first Monday of every month, the principal discusses various topics which may include reminders regarding behavior expectations. 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 the Lesson One, a program to help reduce suspensions, office referrals and bullying.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Sheridan Way Elementary School for the 2020-21 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."

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	2018-19			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	23.0		5	
1	25.0		3	
2	19.0	3		
3	21.0	1	2	
4	31.0		2	
5	31.0		2	
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	
Grade Level	2020-21			
	Average Class Size	Number of Classes*		
		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	

*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.

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 2019-20, 2020-21, and 2021-22 school years, the teachers at Sheridan Way Elementary School had the opportunity to participate in districtwide staff development training focused on:

- 2019-20 Trainings:
- History-Social Science
 - Multi-Tiered Systems of Support (MTSS)
 - Next Generation Science Standards
 - School Safety
 - Social Emotional Learning (SEL)
 - Special Education
 - Strategies for Formative Assessments
 - Technology Training
 - Universal Design for Learning

- 2020-21 Trainings:
- Behavior Team's Role during Distance Learning (Special Education)
 - Canvas Basics & Gradebook
 - Distance Learning Plans
 - Elementary Resource

Suspensions & Expulsions by Student Group (2020-21)		
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%

- English Learner Support and Review and EL PAC
- 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

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 2020-21 school year, Sheridan Way Elementary School's staff development activities concentrated on:

- Dual Language
- ELA Benchmarks
- Math
- Next Generation Science Standards (NGSS)
- Performance Based Assessments
- Professional Learning Communities
- Second Step Program
- Social Emotional Learning (SEL)
- Technology Training
- Theme-Based Training
- Writing Benchmarks
- Multi-Tier System of Supports (MTSS)

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.

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%

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 2021-22 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 September 21, 2021, 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 #21-25 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 2021-22 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 2020-21		
	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.

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.

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 was acquired in October 2021 and the school facilities section was acquired in November 2021.

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)

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2019-20

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,283	137,852
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20

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	7,072	N/A	N/A	N/A	N/A
Restricted (Supplemental)	951	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,222	6,041	103.0%	8,444	71.5%
Average Teacher Salary	54,185	79,453	N/A	86,376	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 2019-20 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
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

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 determined 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 2:45 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 filing 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: 9/20/21