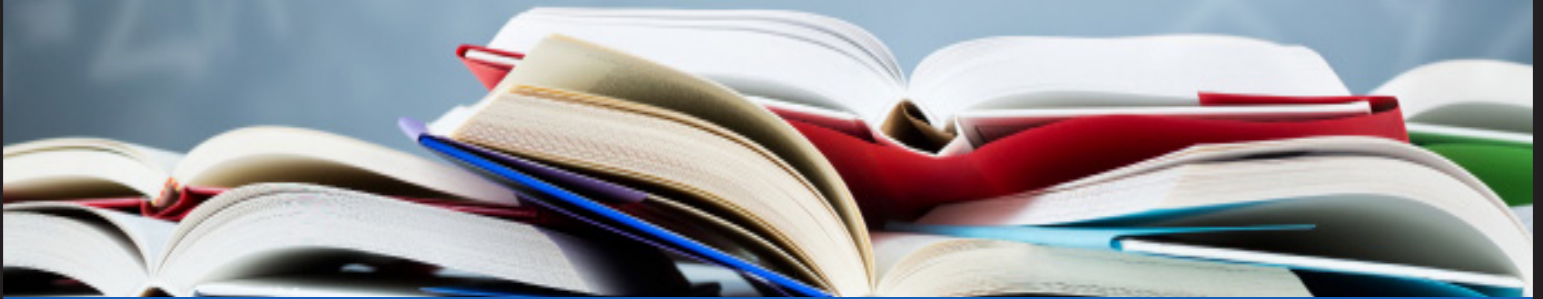


# Ventura Unified School District School Plan for Student Achievement



## Sheridan Way Elementary School

52 72652 6056212

### Contact Information:

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**573 Sheridan Way**

**Ventura, CA 93001**

**(805) 641-5491**



# Fiscal Year 2024-2025

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<b>Sheridan Way Elementary School</b>	<b>School Plan for Student Achievement Fiscal Year 2024-2025</b>
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<b>The School Plan for Student Achievement .....</b>	<b>1</b>
<b>School Site Council Membership .....</b>	<b>2</b>
<b>English Language Advisory Council (ELAC) Membership .....</b>	<b>3</b>
<b>Recommendations and Assurances .....</b>	<b>4</b>
<b>District information .....</b>	<b>5</b>
District Profile .....	5
District Promise .....	5
District Pillars .....	5
District Vision .....	6
District Mission .....	6
District Governing Principles .....	6
<b>School Information .....</b>	<b>7</b>
School Profile .....	7
School Vision .....	7
School Mission .....	7
Student Enrollment by Ethnicity – 2023-24 .....	8
Student Enrollment by Grade – 2023-24 .....	8
Student Enrollment by Student Group – 2023-24 .....	9
Comprehensive Needs Assessment .....	9
Transition from Preschool to Kindergarten .....	9
Bully Prevention, Violence Prevention, and Substance Abuse Curricula .....	10
Community Resource Guide .....	11
<b>School Plan for Student Achievement .....</b>	<b>12</b>
<b>Goals, Strategies, Expenditures, and Annual Review .....</b>	<b>13</b>
<b>Goal 1:</b> .....	13
<b>Goal 2:</b> .....	18
<b>Goal 3:</b> .....	23
<b>Budget .....</b>	<b>26</b>
<b>2024-25 Centralized Support for Planned Improvements in Student Performance .....</b>	<b>27</b>
VUSD - Program Support Goals .....	27
<b>References .....</b>	<b>29</b>
CAASPP – Grade 3 English Language Arts/Literacy – 2022-23 .....	29
CAASPP – Grade 3 Mathematics – 2022-23 .....	30
CAASPP – Grade 4 English Language Arts/Literacy – 2022-23 .....	31
CAASPP – Grade 4 Mathematics – 2022-23 .....	32
CAASPP – Grade 5 English Language Arts/Literacy – 2022-23 .....	33
CAASPP – Grade 5 Mathematics – 2022-23 .....	34
2024-25 Supplemental Funds Program Budget .....	35
2024-25 Site Based Funds Program Budget .....	36
2024-25 Title I Program Budget .....	37

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Sheridan Way Elementary School

School Plan for Student Achievement  
Fiscal Year 2024-2025

School-Parent/Home Compact .....	38
VUSD - Parent Involvement Policy .....	39
Sheridan Way Elementary - Parent Involvement Policy .....	41
Parent Involvement Calendar .....	42
Professional Development Plan .....	43
School Accountability Report Card .....	44
School Site Council Bylaws .....	52

## The School Plan for Student Achievement

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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](mailto:clara.guerrero@venturausd.org)

The district's Governing Board approved this revision of the school plan on June 25, 2024.

### **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 2023-24 School Site Council consists of the following members:

<b>Name of Members</b>	<b>Principal</b>	<b>Certificated Staff</b>	<b>Other Staff</b>	<b>Parent or Community Member</b>	<b>Student</b>
Dr. Clara M. Guerrero	X				
Craig Michels		X			
Susana Patricio		X			
Irasema Jimenez		X			
Rosa Alcantar			X		
Patricia Finseca				X	
Stacy Mendez				X	
Martha Corona				X	
Felix Rodriguez				X	
Sara Cruz				X	
Number of members in each category	1	3	1	5	

### English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Dr. Clara M. Guerrero	X				
Jhudyana Aguirre		X			
Maria Corza				X	
Maria Elena Lopez				X	
Carolin Pareja				X	
Number of members in each category	1	1		3	

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

☐ The ELAC has voted to give governance to the SSC on this date: \_\_\_\_\_

☐ The name of the parent ELAC representative to SSC is: \_\_\_\_\_

## Recommendations and Assurances

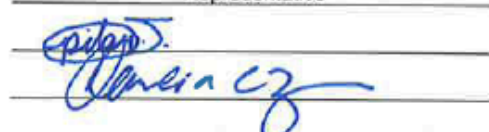
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

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

English Learner Advisory Committee


Leadership Team

Signature of Authorized  
Representative



- 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: May 7, 2024

Attested:

  
Dr. Clara Guerrero, Principal  
SSC Chairperson, Craig Michels

May 7, 2024

Date

5/7/2024

Date



## District information

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### District Profile

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

During the 2023-24 school year, Ventura Unified School District served 14,672 students in grades TK-12 including 14.3% students with disabilities, 14.6% English learners, 56.2% socioeconomically disadvantaged, 0.3% migrant education, 3.8% homeless, and 0.2% identified as foster youth.

### District Promise

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

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

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

### District Pillars

We are committed to providing:

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

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

**For the future of every student.**

### District Vision

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

### District Mission

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

### District Governing Principles

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

## School Information

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### School Profile

During the 2023-24 school year, Sheridan Way School served 355 students in grades TK-5. Student enrollment included 13.2% students with disabilities, 65.1% English learners, 93.5% socioeconomically disadvantaged, 1.7% migrant, 0.6% foster youth, and 7% homeless. Sheridan Way School receives Schoolwide Title 1 program support and services.

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

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

### School Vision

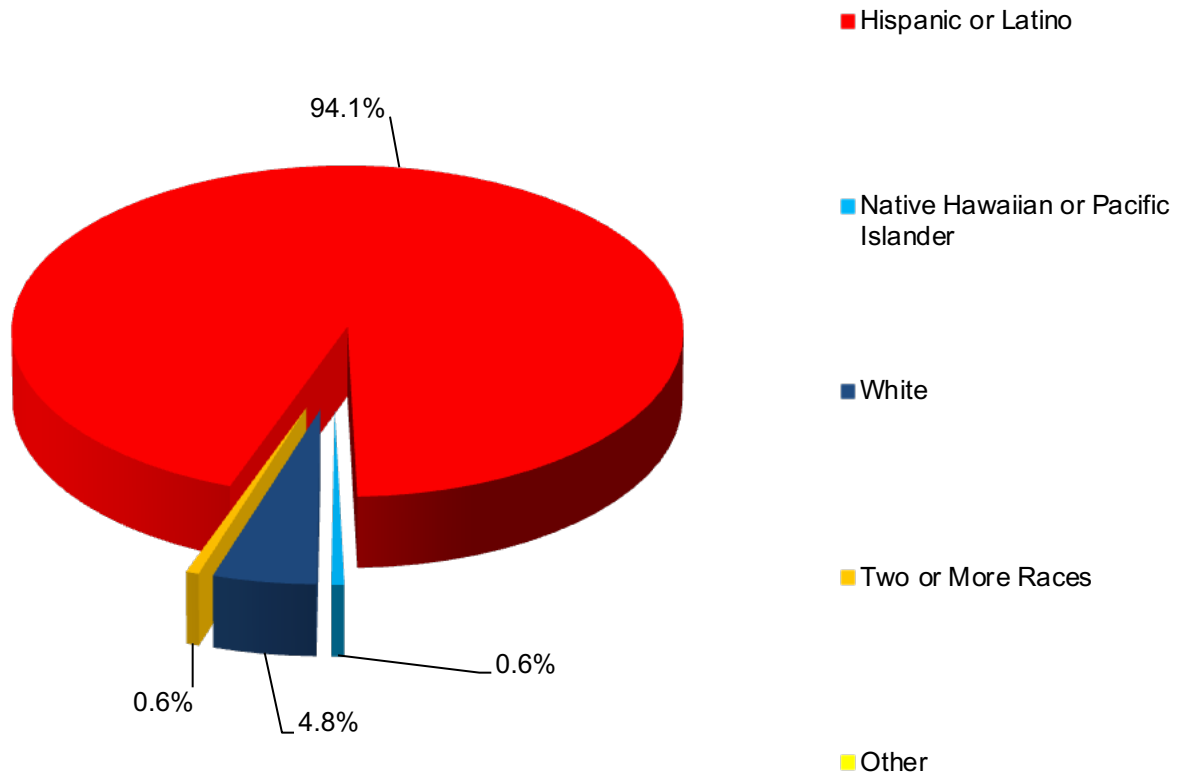
At Sheridan Way Elementary School, all students will receive an exemplary multilingual and multicultural education with linguistic and literacy proficiency in three languages; English, Spanish, and Mandarin Chinese, promoting a global perspective. We are progressive and prepare our students for a rapidly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

### School Mission

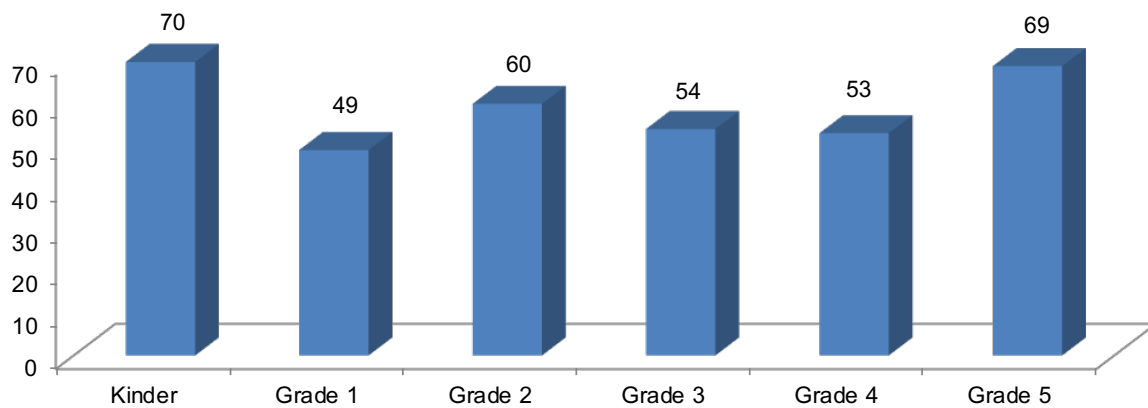
#### We will:

- Place** academic achievement at the forefront of all decisions
- Demand** excellence of ourselves and our students
- Provide** a safe and secure environment
- Encourage** our students to be lifelong learners
- Empower** our students' education with multilingualism
- Inspire** our students to be cognizant of cultural diversity
- Lead** our students to be caring and compassionate global citizens
- Teach** competence in technology
- Collaborate** as a professional learning community
- Build** and value partnerships with our community and parents

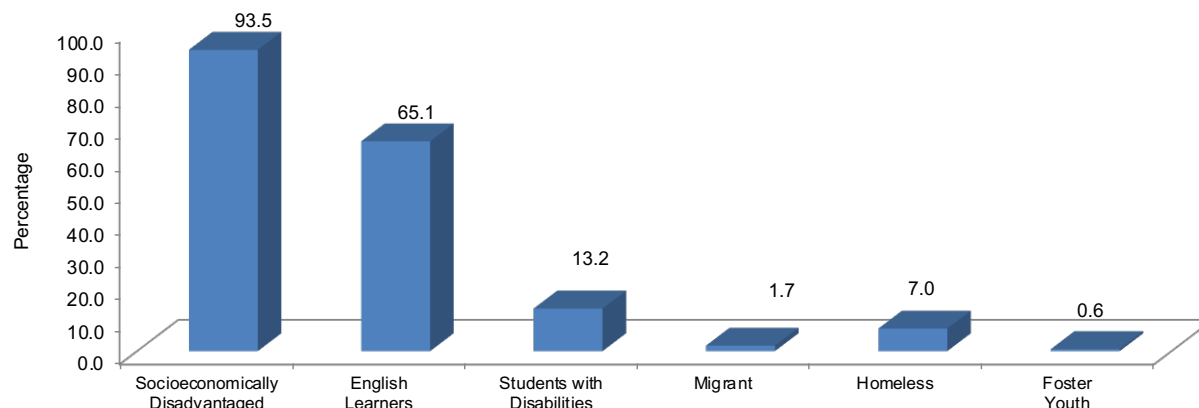
Student Enrollment by Ethnicity – 2023-24



Student Enrollment by Grade – 2023-24



## Student Enrollment by Student Group – 2023-24



## 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
  - Pacific High
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District’s Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
    - Citrus Glen Elementary School
    - Elmhurst Elementary School
    - Junipero Serra Elementary School
    - Lemon Grove School
    - Lincoln Elementary School
    - Loma Vista Elementary School
    - Sheridan Way Elementary
    - Sunset School

### Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

School administration and teaching staff are qualified to recognize, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Sheridan Way Elementary School's staff incorporate *Lesson One* philosophies to support student instruction, professional development, and classroom management practices associated with bullying and harassment. *Lesson One* focuses on building a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. Students are engaged in activities targeting bully prevention strategies through: classroom discussion, counselor presentations, and assemblies.

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

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship** – Curriculum that provides Internet Safety instruction for all grade levels each year which is accomplished through teachers who are responsible for teaching the lessons by the end of September each year.
- **Lesson One** – The use of Lesson One topics are reviewed at bi-monthly assemblies with the school counselor to aide in peer conflict, bullying, and the acceptance of a diverse culture.
- **Schoolwide Assemblies aimed at bully prevention**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children. The program will be implemented during the 2021-22 school year at Sheridan Way Elementary School.

### Community Resource Guide

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

- 24 Hour Hotline Numbers
- After School Childcare & Activities
- Alcohol, Tobacco, Other Drugs
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Educational Resources
- Family Support
- Health Notifications
- Healthcare
- Homeless Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention Information
- Low or No-Cost Health Insurance for Children
- Student Assistance/Support
- Teen Services
- 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	05/07/24	

## 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 family engagement.

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, increasing student connections to school, and increasing family engagement. The goals and activities align to the Ventura Unified School District's 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	March 5, 2024
English Learner Advisory Committee	March 21, 2024; April 11, 2024,
Staff Meeting	March 13, 2024
School Site Council	April 16, 2024; May 7, 2024

## 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:

We will continue to fund a certificated intervention teacher to provide support for students not making adequate academic progress in English Language Arts. We will also provide classified paraeducators to provide additional intervention support in the regular classroom setting and the intervention classroom setting.  
An hourly intervention teacher will be funded this school year to provide support in the area of Mathematics for students not making adequate academic progress.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome																																											
<b>CAASPP English Language Arts</b>  3-5 Assessment Data At or Above Grade Level	<b>2022-2023</b> 3rd- 11% 4th- 8% 5th- 17%		Each cohort will Increase by 5% on <i>ELA CAASPP* Meeting/Exceeding</i>  <i>Expected Outcome:</i> 3rd- 11% 4th-16% 5th-13%																																											
<b>Math CAASPP</b>  3-5 Assessment Data At or Above Grade Level	<b>2022-2023</b> 3rd- 30% (+14% gain) 4th- 12% (+1% gain) 5th- 10%		Each cohort will Increase by 5% on <i>MATH CAASPP* Meeting/Exceeding</i>  <i>Expected Outcome:</i> 3rd- 30% 4th- 35% 5th- 17%																																											
<b>English Language Proficiency Assessment for California (ELPAC)</b>  K-5 Well Developed (Level 3 & 4)	<b>2022-2023</b>  <table><tr><td></td><td><b>Level 3</b></td><td><b>Level 4</b></td></tr><tr><td>K-</td><td>33%</td><td>2%</td></tr><tr><td>1st-</td><td>28%</td><td>0%</td></tr><tr><td>2nd-</td><td>49%</td><td>5%</td></tr><tr><td>3rd-</td><td>32%</td><td>9%</td></tr><tr><td>4th-</td><td>48%</td><td>8%</td></tr><tr><td>5th-</td><td>42%</td><td>10%</td></tr></table>		<b>Level 3</b>	<b>Level 4</b>	K-	33%	2%	1st-	28%	0%	2nd-	49%	5%	3rd-	32%	9%	4th-	48%	8%	5th-	42%	10%		Each cohort will increase by 5% on ELPAC in grades K-5 Levels 3 and 4  <i>Expected Outcome:</i> <table><tr><td></td><td><b>Level 3</b></td><td><b>Level 4</b></td></tr><tr><td>K-</td><td>33%</td><td>2%</td></tr><tr><td>1st-</td><td>38%</td><td>7%</td></tr><tr><td>2nd-</td><td>33%</td><td>5%</td></tr><tr><td>3rd-</td><td>54%</td><td>10%</td></tr><tr><td>4th-</td><td>37%</td><td>14%</td></tr><tr><td>5th-</td><td>53%</td><td>13%</td></tr></table>			<b>Level 3</b>	<b>Level 4</b>	K-	33%	2%	1st-	38%	7%	2nd-	33%	5%	3rd-	54%	10%	4th-	37%	14%	5th-	53%	13%
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<b>NWEA MAP Proficiency DATA</b>	<b>MAP Spring 2023 Results At or Above 61st Percentile</b>  <b>Math</b> K-16% 1st- 12% 2nd- 25% 3rd- 21% 4th- 25% 5th- 14%  <b>Spanish Language Arts</b> K- 31% 1st- 26% 2nd- 33% 3rd- No Scores 4th- No Scores 5th- No Scores		Increase by 5% NWEA MAP At or Above 61st Percentile  <i>Expected Outcome:</i> <b>Math</b> K-16% 1st- 21% 2nd- 17% 3rd- 30% 4th- 26% 5th- 30%  <b>Spanish Language Arts</b> K- 31% 1st- 36% 2nd- 31% 3rd- 38%																																											

	English Language Arts	English Language Arts
	K- No Scores	K-
	1st- 18%	1st- 18%
	2nd-15%	2nd-23%
	3rd- 20%	3rd- 20%
	4th- 14%	4th- 25%
	5th- 8%	5th- 19%

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students and LTELs

#### Strategy/Activity

Bilingual Intervention Teacher and intervention paraeducators will provide small group instruction to students who are not meeting grade level expectations in the area of Language Arts (Grades 1st-5th) in the intervention classroom.

Additional Classroom Paraeducators will provide academic intervention support in classrooms (K-5) in the form of small group instruction and one to one interventions. Bilingual paraeducators will provide small group or one to one intervention support for English Language Learners who are at risk of becoming Long Term English Learners.

Hourly Math Intervention Teacher will provide small group instruction to students who are not meeting grade level expectations in math.

Purchase materials, supplies, books, and other textbooks to support student learning.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Full Time Bilingual Intervention Teacher	LCAP Funded -District Funded)
Intervention Paraeducators \$73,769	Title 1/LCAP Funded
Intervention Paraeducators \$80,895	Title 1 - Preallocated
Hourly Math Intervention Teacher \$35,000	Title 1
Paraeducator Extra Hours \$7,900	Site/Supplemental/Title 1
Materials and Supplies- \$1,500	Title 1
Books and Other Textbooks	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**

Collaboration time will be provided during Banking Days for each grade level to set SMART goals, align teaching materials, plan intervention/enrichment plans, and for Data analysis and progress monitoring. Progress monitoring tools to be used: Oral Reading Fluency (ORF); Basic Phonics Skills Test (BPST); ESGI; Writing Samples; High Frequency Words (HFW); NWEA MAP Assessments

Professional Development and conferences that address areas of high need.

The district will provide professional development to all teachers to analyze MAP assessment data to help inform daily instruction and be able to tailor instruction to students' needs.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Substitute	Title 1
Conferences and Travel \$150	Title 1
Materials and Supplies \$1,000	Title 1

## Annual Review:

### SPSA Year Reviewed: 2023-24

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.

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

We were able to implement each of the strategies/activities as planned.

One of our biggest accomplishments was seeing the results of our MAP Assessments in winter compared to the same period last school year. Most grade levels exceeded or nearly met their projected targeted goals. We attribute this success to the implementation of the strategies and activities we planned, our ongoing communication, and most of all our Teamwork.

Our teachers provided supplementary activities within each classroom to promote Reading and Math instruction. Each month we had dedicated time to review and analyze data, identify student needs, and to plan instruction. We were able to identify students with the greatest needs to receive additional support within the classroom with the teacher, a paraeducator, as well as those who would receive Tier 2 and Tier 3 support with our Language Arts Intervention Teacher and later in the year with our Math Intervention Teacher.

Having one of our experienced Certificated Bilingual Teachers move into the Intervention Teaching position has yielded positive academic results for all of our students. In addition to having an experienced bilingual intervention teacher, we have two intervention paraeducators who also provide intervention support to students in grades First (1st) to Fifth (5th).

This school year we spent a lot of time at the beginning of the school year discussing what our Tiered Systems of Support would look like for our students. As a TEAM we decided the criteria and the tools we would use to identify students who would receive pull out intervention services and which would receive intervention from our classroom teacher and in-classroom paraeducators. We also set the criteria and frequency for progress monitoring and decided the steps we would take to ensure the fluidity of intervention. With this in place we were able to move kids in and out of intervention as needed. This year, nearly 70 students received pull-out intervention support at one time or another. Some students demonstrated progress in as little as one or two months, with several improving 2 to 3 reading levels within that time. Our intervention teacher promoted several students to Tier 1 classroom support. Our intervention teacher and intervention paraeducators used the Sonday System, which is our district's adopted intervention curriculum, to provide multisensory reading instruction. He also used Estrellita, Lunita and Benchmark curriculum in addition to Sonday. They used several hands-on tools to help students manipulate language. Student growth was monitored using the Sonday System as well as administering Oral Reading Fluency Assessments to measure students' growth in phonics, word attack skills, high frequency word knowledge, reading accuracy and fluency, and reading comprehension. Although we did have a few instances where we asked the intervention teacher to cover a class, this did not occur as often as it did in the past.

In addition to Tier 1 instruction, most teachers provided additional support in small groups and in one to one settings within their classrooms. We hired six (6) part time paraeducators this school year. They provide anywhere from 45 minutes to 1.75 hours of classroom academic support. At the beginning of the school year we discussed the use of paraeducators to ensure that they worked exclusively providing academic support to students, and not for clerical or one to one support. Teachers developed their own intervention support lesson plans and shared them with their assigned paraeducator. The paraeducators execute the plan which may include- one to one support, small group support, administering ongoing progress monitoring assessments (i.e. letter names, letter sounds, reading fluency, etc.).

Our school counselor provided students with social emotional support and positive behavior intervention support throughout the school year. She delivered monthly Franchised Lessons in classrooms that covered topics that

ranged from building student's self esteem, to teaching calming down strategies, motivating students to do their best, positive behaviors, bullying prevention, among other relevant subjects. Our counselor also provided individual students and small group counseling that focused on students social emotional, behavior, social skills, and other needs. We worked together with our psychologist, social worker, teachers, and other support groups (general education behavior team) to provide the support and build the relationships that some children needed in order to focus on the demands of school. In April, we opened the Dolphin Cove Wellness Center and Ms. Casillas has been providing additional counseling services within that space.

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

Our original plan did not include hiring a Math Intervention Teacher, but after analyzing our data we saw there was a need. When this need was shared with the Leadership Team, Staff, ELAC, and our School Site Council our School Site Council moved to approve the relocation of funds to hire an hourly Math Intervention Teacher. Our hourly Math Intervention teacher began providing support to students in January. We decided to take a similar approach to the one we follow for language arts- identify the tools and criteria to determine which students would benefit the most from receiving intervention support; the assessment monitoring tools and how often it is administered; ongoing progress monitoring; and having fluidity to allow student to exit the program once they reach their goals and to allow other students to enter if there's a need.

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.

We will continue to implement the same strategies/activities for Goal One since we saw positive results. However, we will have \$6,000 less money to fund our Math Intervention Teacher.

## Goal 2:

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

### Identified Need:

We would like to increase attendance for all students and focus on making the 97% district goal to optimize student connections to school. However, with COVID guidelines and protocols still in place which mandate students to quarantine at times, it is almost impossible to create student attendance goals. We are working together to increase awareness and improve attendance rates. We will focus on individual goals as well as class goals. We plan to have activities and incentives for students with perfect attendance. We will monitor and share weekly attendance data by grade level and school-wide. The grade levels with 97% or better attendance will receive a golden star each week they meet the target goal. Individual classrooms will receive a letter for the word **Delfin** or **Dolphin** each week with 97% attendance until they spell the word at the time they will receive a small incentive for the class.

Monitor chronic attendance concerns through parent meetings and the SART/SARB process

Plan activities/assemblies/field trips where attendance has historically been an area of concern.

Monthly Assemblies to highlight student achievement, Social Emotional Learning and build community.

Monitor behavior referrals and use restorative practices to help/guide students in resolving issues.

Ensure safety of all students and families by providing additional support during peak hours of the day (drop off and pick up) and special activities.

### Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome 2022-2023	Expected Outcome
Attendance Data	94%	97% District-wide Goal
Monitor Behavior Referrals	Establish Baseline in 2023-2024	
Sense of Belonging and Wellbeing	Establish baseline in 2023-2024	

## 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

To increase and Maintain Student Attendance we will implement the following:

- Hold Attendance Celebrations and Special Events
- Give special recognitions/incentives to students with perfect attendance
- Plan activities/assemblies/field trips on dates where attendance has historically been an area of concern
- Weekly and Monthly attendance monitoring- share information with staff and families
- Hold conferences with families of students with chronic absences (SARB/SART)
- Refer and provide outside resources for families of students with chronic absenteeism
- Monthly Saturday School
- Establish Student Committees and/or other groups to help increase sense of connectedness (Lunch Bunch with the Counselor; Yearbook Committee; Big Buddy/Little Buddy)
- Clerical support to make phone calls and send Saturday School reminders

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
Clerical Hours - \$1,000	Supplemental (LCAP)
Field Trips/Outdoor Learning/Extra Curricular- \$20,000	Supplemental (LCAP)
Student Activities/Material/Supplies- \$2,500	Supplemental
Equipment Not Capitalized- \$3,000	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**

To Help Increase Student Connectedness, Social Emotional Wellbeing, and to Decrease Behavior Referrals we will implement the following:

- Establish school-wide behavior expectations and rules. Share expectations/rules with students/families
- Implement Social Emotional Learning Lessons and Positive Behavior Support through SecondSTEP, and Restorative Practices
- Use positive incentives/rewards (Caught Doing Good!- green tickets). hold weekly prize raffles
- Monitor Behavior Referrals throughout the school year and share data with staff
- Whole Group, Small Group and One-to-One Focused Counseling Lessons
- Additional Social Worker Hours for students with higher need
- Establish a Positive School Climate Committee

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
Substitute- \$3,000	Title 1
Counseling - \$47,775	Title 1- Pre-allocated
Positive School Climate - \$2,000	Supplemental
Materials and Supplies- \$2,500	Title 1/Site Based
Books Other Than Text- \$2,000	Supplemental
Social Worker	LCAP District Funded
Graphics - \$2,500	Title 1

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

Ensure safety of all students and families by providing additional support during peak hours of the day (drop off and pick up) and special activities.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
Additional Support- \$9,023	Site-Based (LCAP) and Supplemental
Additional Campus Support Assistant Support	LCAP District Funded

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

All students.

##### Strategy/Activity

Professional Development for staff in the areas of SEL, PBIS, and other research based strategies/programs to improve students' social skills, behavior outcomes, and social emotional well-being.

##### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Professional Development /Contracted Services- \$3,972.24	Title 1/Supplemental
Social Worker Repeat Expense See Activity 3	LCAP-District Funded
Counseling - Repeat Expense See Activity 2	Title 1

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

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

All students.

##### Strategy/Activity

Establish a Wellness Center with the goal of helping students achieve emotional regulation. The wellness room will be used by students with the support of their teacher, counselor, social worker or another adult staff member to take a break, practice self-care for a short period of time. Students will return to their regular learning setting once emotionally regulated.

##### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Wellness Center Materials/Tools/Furniture	LCAP- District Funded
Classified Support to set up wellness center	LCAP-District Funded
Counseling - Repeat Expense See Activity 2	Title 1
Social Worker Support	LCAP District Funded
Materials and Supplies- \$1,800	Site Based



## Annual Review:

### SPSA Year Reviewed: 2023-24

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.

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

We were able to implement most strategies and activities as planned, and made a few adjustments to the plan as needed in order to meet the intended goal.

### Attendance:

We held several Perfect Attendance Lunch with the Principal Celebrations a few times this school year. Students with perfect attendance received special invitations and a baggie with incentives. The cafeteria was decorated in festive color and we played music. Students with perfect attendance during each trimester were recognized at the Trimester Wards Assemblies where they received an award and a small incentive. Our family Liaison made daily phone calls home to check on students and families. We met with parents of students with chronic absenteeism to go over the importance of attendance, how absences negatively impact learning, and to formulate a plan to help improve attendance. We continued to hold monthly Saturday School to help students make-up absences. We noted a decrease in Saturday School attendance, which we can possibly attribute to two things: less students being absent or the suspension of handing out prizes to students who attend Saturday school to make-up an absence.

This year we planned activities on dates where attendance has historically been an area of concern, before a holiday break, long weekend, Fridays, and Mondays. The dates when events included student performances and/or field trips, seemed to have made a positive impact on attendance. We advertised these activities by including them in the morning announcements, the bulletin, flyers, and monthly calendar.

Overall, we found that students seemed more connected to school. Students looked forward to participating in school-wide activities, being in classrooms. Having a full time bilingual counselor has helped students make connections to the school community and with peers. Having Social Worker hours also helped our neediest students find ways to cope with trauma

A year to year comparison shows a slight increase in the overall Attendance Rate of our students. The attendance rate for the end of April in 2023 was 94%, and this year it is 95%. Almost every grade level cohort increased their attendance rate by a fraction of a percentage and some increased by 1.5%. The only exception is seen when comparing our current Kindergarten students to last year's PK, where we see a decrease of about 3%. This however might be due to inconsistent attendance reporting. Overall, it seems that the activities we planned had a positive impact on student attendance.

### **Student Connectedness, Social Emotional Wellbeing, and Decrease Behavior Referrals**

Our focus this school year has been on defining our school's Multi-Tiered Systems of Support (MTSS) Process. Our leadership team and staff overall have engaged in activities to help define behavior expectations. Early in the year after analyzing behavior data, we came to realize that we needed to all be on the same page. We collected office behavior referral data and shared it with staff- we had more than 240 referrals in a one month that ranged in severity with most taking place either in the classroom or out on the playground. At this time, we decided that it would be equally important to also look for the positive and implement the "Green Caught Doing Good Tickets." Our office receives nearly 100 tickets every week. A raffle is held at the end of the week and winners are announced over the intercom.

As a Team we developed posters that clearly define the expectations for different areas of the school, including the classrooms, the hallways, cafeteria, playground, restroom, office and other common areas. We held an

assembly to present the expectations and some of the posters were hung in these areas. Based on this input, a matrix was developed which we can use as reference.

In March, we began working with the Director of Comprehensive Health and Prevention at VCOE on implementing a PBIS Process at Sheridan Way. One of the first activities included completing the SWPBIS Tiered Fidelity Inventory. This activity gave us insight to what we had to do as a Team in order to set school-wide processes and expectations to help our students and the adults around them succeed. We started by organizing as a leadership team- setting monthly meeting dates, having a note taker and a timekeeper. We also decided that the leadership team would become our Positive School Climate Committee and they would be the ones that present the process to the staff. Because some of the school staff had been previously trained in Lesson 1: ABCs of Life Training and some of the kids were exposed to the skills and the Pledge for Success we decided to go through the training as a refresher. Our work with the author of the Lesson 1 Process began in April 2024.

In April, we opened our doors to the Dolphin Cove Wellness Center, the first elementary Wellness Center in Ventura Unified School District. The goal of the center is to provide a safe space to help students achieve emotional regulation and calmness. The Dolphin Cove is used by students with the support of our counselor. It is a place where students can find calmness, can take a short break, or practice self-care for a short period of time. Our counselor also offers yoga and mindfulness activities on a weekly basis. Students who visit the center complete a check-in and a check-out google form. The data we collect will help us determine how the center is working and will inform us of any changes that need to be made. Students who have visited the center have shared a feeling of peace as soon as they enter and when they leave. Students have provided feedback on the tools they've used and how it makes them feel afterwards. Our counselor has reported that she has been able to connect to more students since opening the Dolphin Cove. Students who were hesitant to receive counseling are now visiting the center and requesting appointments to visit.

#### **Dismissal/Arrival**

We were able to add campus support assistant help during arrival and dismissal times. The drop off and pick up lines run smoother since making the change. Which has resulted in a much more efficient process.

#### **Extra Help- Recess & Lunch**

In March, we made minor changes to our supervision schedule and added additional support out on the playground during morning recess and lunch recess. Overall, we have seen behavior referrals decreased since the beginning of the school year.

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

At the beginning of the school year, we had not planned to go through Lesson1 Training, but as a team felt that it was necessary in order to have a school-wide system for setting expectations, procedures, and for responding to incidents that arise. We began the Lesson 1 process in April.

In order to help students feel more connected to the school and their cultural traditions and costumes, our school is offering a Mariachi and Folklorico Program. We felt that the addition of this program connected well with the school's Dual Immersion Program Goals. The program began in April, but plans for a culminating presentation at the end of the school year are underway. Each of the six classes is learning a regional dance from Mexico including the states of Veracruz, Jalisco, and Nuevo Leon. Students in Mariachi are learning about the history of Mariachi, the songs, how to read notes, etc. Instruments arrived this week and students began their hands-on learning lessons.

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.

We plan to continue the implementation of the identified strategies or activities for Goal 2 in the new school year. We determined that we needed to make changes to our current recess and lunch schedules to make it safer for students. For the 2024-2025 school year we will be implementing a new Bell Schedule. Our hope is that staggering recess and lunch will help alleviate the number of incidents during each recess and during lunch, which in turn will make it safer.

**Goal 3:**

**Family Involvement** - Increase parent and community involvement.

Identified Need:

Increase parent and family involvement.

Annual Measurable Outcomes:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome 2022-2023</b>	<b>Expected Outcome</b>
Parent Participation and attendance at school events	Establish baseline by using volunteer sign in logs and event participation	Establish baseline in 2023-2024
Parent participation at Family Center programs, events and workshops	Establish baseline by using volunteer sign in logs and event participation	Establish baseline in 2023-2024
Continue to work with partners to provide additional services/programs	Establish baseline by using volunteer sign in logs and event participation	Establish baseline in 2023-2024

**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**

To Help Increase Family Engagement we will implement the following:

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

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
Family Center Admin Spec - \$62,075.18	Supplemental (LCAP)
Family Liaison - \$27,412	Title 1-District Funded
Project 2 Inspire Parent Workshops	District Funded
Child Care/ Translation	District Funded
Materials and Supplies	District Funded
Materials and Supplies- \$1,000	Title 1

## Annual Review:

### SPSA Year Reviewed: 2023-24

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.

### **Family Involvement** - Increase parent and community involvement.

We were able to implement most activities/strategies as planned. We held traditional parent engagement events such as Back to School Night, Parent Teacher Conferences, Classroom Volunteers opportunities, and invitations to participate in field trips. We are holding our annual Family Picnic in May as well as kindergarten and fifth grade promotions.

#### **This school year we added a few new events**

- Coffee and Tears in August
- Saturday School Beautification September to December
- Pumpkin Patch in October
- Noche de Familia and Student Showcase in November
- Winter Wonderland Festival and Winter Concert in December
- Dia de Niño in April
- Folklorico and Mariachi Performances in June

Most of the events were planned with the idea of bringing families to the school and to showcase students and the great work they are doing, rather than them being fundraising events. Each event was well attended. Some events like the Noche de Familia and the Winter Concert brought in crowds of about 400 family members.

### **Communication**

This year we created a Monthly Calendar of Events to keep parents informed about major events taking place at Sheridan Way. The calendar was shared as a GIF and a PDF attachment in Parent Square Posts. In addition to that a paper copy was also sent home with students. Flyers, phone calls, in person invitations, and text alerts were also used to invite parents to attend the school for special events and to remind them of important items.

### **Community Partners/Family Liaison**

Parents continue to respond well to our Family Liaison. They reach out to her for help with filling out forms, to seek support from outside partner agencies, and to connect with school personnel. She also worked on reaching out to parents of students when they were absent to check if the student was Ok and to see if they needed support in any way.

Our Family Center has offered events throughout the school year, including:

- Annual Update Workshops to help parents complete VUSD's annual update documents online
- Flu Clinic
- Dental Clinic
- Nutrition Classes
- Parent Workshops- Project 2 Inspire 12 classes on Empowerment, Educational System, Social Emotional Learning and Wellbeing, College Bound, Bullying, etc.

We offered CABE's Project 2 Inspire workshops. We started the school year holding classes in the morning, but we did not have the response we expected despite advertising and making personal invitations to families. The first couple of meetings were attended by 6-9 parents, and for the rest of the meetings we counted with one parent in attendance. In order to increase attendance in workshops, we decided to move the workshops to Monday evenings. This had a positive outcome with about 25 parents who attend each workshop on a regular basis. Parents in attendance will receive a Project 2 Inspire certificate verifying their attendance.

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

We moved parent classes to evening to give access to more parents and to improve attendance. This resulted in needing to provide child care and dinner to all families in attendance.

One area that we plan to work on next year is updating our school website and posting more photos of school events and daily happenings on ParentSquare. We will begin by identifying school personnel and having them receive training.

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.

None

## 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 2023-24 Carryover	\$0.00
Title I 2024-25 Pre-Allocation	\$203,349.00
Title I 2024-25 Allocation	\$47,320.00

Subtotal of additional federal funds included for this school: **\$250,669.00**

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 2023-24 Carryover	\$0.00
Site-Based Funds 2024-25 Allocation	\$12,425.00
Supplemental Funds 2023-24 Carryover	\$0.00
Supplemental Funds 2024-25 Allocation	\$59,150.00

Subtotal of state or local funds included for this school: **\$71,575.00**

Total of federal, state, and/or local funds for this school: **\$322,244.00**

## **2024-25 Centralized Support for Planned Improvements in Student Performance**

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### **VUSD - Program Support Goals**

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

#### **Multilingual/Multicultural Education**

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

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

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

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

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

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

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

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

#### **Curriculum & Instruction**

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

#### **Gifted and Talented Education**

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



#### **Migrant Education**

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

#### **Indian Education**

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

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

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

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



## References

CAASPP – Grade 3 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	54	54	54	0.00%	11.11%	27.78%	61.11%
Male	24	24	24	0.00%	8.33%	33.33%	58.33%
Female	30	30	30	0.00%	13.33%	23.33%	63.33%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	53	53	53	0.00%	11.32%	26.42%	62.26%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	53	53	53	0.00%	11.32%	26.42%	62.26%
English Learners	32	32	32	0.00%	9.38%	28.13%	62.50%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 3 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	54	54	54	11.11%	18.52%	22.22%	48.15%
Male	24	24	24	16.67%	16.67%	8.33%	58.33%
Female	30	30	30	6.67%	20.00%	33.33%	40.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	53	53	53	9.43%	18.87%	22.64%	49.06%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	53	53	53	11.32%	16.98%	22.64%	49.06%
English Learners	32	32	32	6.25%	18.75%	31.25%	43.75%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless							

# Sheridan Way Elementary School      School Plan for Student Achievement Fiscal Year 2024-2025

## CAASPP – Grade 4 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	67	67	67	4.48%	4.48%	22.39%	68.66%
Male	33	33	33	3.03%	6.06%	24.24%	66.67%
Female	34	34	34	5.88%	2.94%	20.59%	70.59%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	64	64	64	4.69%	4.69%	23.44%	67.19%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	64	64	64	4.69%	4.69%	20.31%	70.31%
English Learners	40	40	40	0.00%	0.00%	22.50%	77.50%
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 4 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	67	67	67	2.99%	8.96%	25.37%	62.69%
Male	33	33	33	3.03%	12.12%	36.36%	48.48%
Female	34	34	34	2.94%	5.88%	14.71%	76.47%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	64	64	64	3.13%	9.38%	23.44%	64.06%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	64	64	64	3.13%	9.38%	26.56%	60.94%
English Learners	40	40	40	0.00%	2.50%	20.00%	77.50%
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education							
Homeless							

<b>Sheridan Way Elementary School</b>	<b>School Plan for Student Achievement Fiscal Year 2024-2025</b>
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CAASPP – Grade 5 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	81	79	79	1.27%	16.46%	17.72%	64.56%
All Students Tested	39	37	37	0.00%	10.81%	21.62%	67.57%
Female	42	42	42	2.38%	21.43%	14.29%	61.90%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	78	76	76	1.32%	14.47%	17.11%	67.11%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	80	78	78	1.28%	16.67%	16.67%	65.38%
English Learners	52	51	51	0.00%	7.84%	7.84%	84.31%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 5 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	81	79	79	2.53%	7.59%	22.78%	67.09%
Male	39	37	37	2.70%	2.70%	27.03%	67.57%
Female	42	42	42	2.38%	11.90%	19.05%	66.67%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	78	76	76	1.32%	7.89%	22.37%	68.42%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	80	78	78	2.56%	7.69%	21.79%	67.95%
English Learners	52	51	51	1.96%	1.96%	11.76%	84.31%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless							

2024-25 Supplemental Funds Program Budget

**2024-2025 BUDGET**

School Site:

Sheridan Way Elementary

Program:

Supplemental

2024-2025 Allocation	\$	59,150.00
Total Available Funding:	\$	59,150.00

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	
1106	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
2401	ESSA pos 3458 .032 FTE - Elizabeth Smith	\$ 1,532.00
2401	ESSA pos 4416 .5 FTE - VACANT	\$ 23,544.00
	Other - CSA/Para Extra Hours	\$ 4,000.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	38.06% for Classified	\$ 11,066.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	
4300	Materials and Supplies	\$ 6,008.00
4400	Equipment not Capitalized	
5000s - Services & Other Operating Expenses		
	Student Learning Experiences- Field	
5202	Trips/Assemblies	\$ 13,000.00
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 59,150.00</b>
Budget Balance		
		\$ -

Principals Signature:	
Date:	5-8-24
School Site Council Approval: (Chair)	
Date:	5-10-24
English Learner Advisory Committee Review:	
Date:	5-10-24
Director, Special Projects Approval:	
Date:	6/12/24

2024-25 Site Based Funds Program Budget

**2024-2025 BUDGET**

**School Site:**

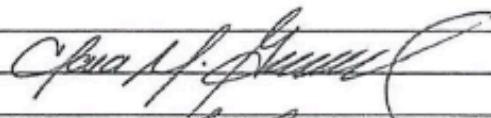

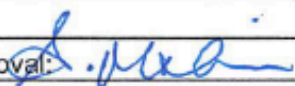
Sheridan Way Elementary

**Program:**

Site Based Fund

2024-2025 Allocation	\$	12,425.00
Total Available Funding:	\$	12,425.00

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ -
1106	Teachers, Sub	
	Other	\$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	\$ 2,400.00
2403	Clerical, Extra hours	\$ -
	Other - Extra Hours CSAs (Safety)	\$ 4,000.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	38.06% for Classified	\$ 2,436.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ 3,000.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ -
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ 500.00
5900	Communications	\$ 89.00
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 12,425.00</b>
<b>Budget Balance</b>		
		\$ -

Principals Signature:	
Date:	5-8-24
School Site Council Approval: (Chair)	
Date:	5-10-24
Director, Special Projects Approval:	
Date:	6/12/24



2024-25 Title I Program Budget

**2024-2025 BUDGET**

School Site:

Sheridan Way Elementary

Program:

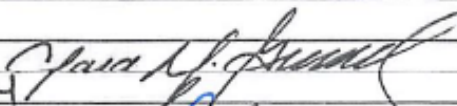

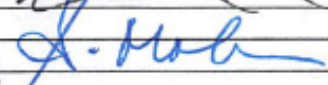
Title I

2024-2025 Pre Allocation	\$	203,349.00
2024-2025 Additional Allocation	\$	47,320.00
Total Available Funding:	\$	250,669.00

		Budget
<b>Pre-Allocated Expenditures</b>		
1000s - Certificated Salaries		
	Intervention Teacher	\$ -
	Counseling .75 FTE	\$ 50,970.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed 2.56 FTE	\$ 80,895.00
	Family Liaison .5 FTE	\$ 27,412.00
	Other	\$ -
3000s - Employee Benefits		
	Certificated	\$ 11,652.00
	Classified	\$ 32,420.00
<b>Total</b>		<b>\$ 203,349.00</b>

		Budget
<b>Additional Expenditures:</b>		
1000s - Certificated Salaries		
	1103 Teachers, Extra hours	\$ -
	1106 Teachers, Sub	
	Other- Hourly Math Intervention	\$ 35,000.00
2000s - Classified Salaries		
	2103 Paraed, Extra hours	\$ 1,500.00
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 8,106.00
	38.06% for Classified	\$ 571.00
4000s - Books and Supplies		
	4200 Books Other Than Textbooks	\$ -
	4300 Materials and Supplies	\$ -
	4400 Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	5202 Conferences/Travel	\$ 150.00
	5600 Rentals and Repairs	\$ -
	5719 Transportation for field trips	\$ -
	5710 Graphics	\$ -
	5800 Contracted Services	\$ 1,993.00
	5806 Internet Publications/Software	\$ -
6000s - Capital Outlay		
	6400 Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 47,320.00</b>

Budget Balance	\$	-
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Principals Signature:	
Date:	5-8-24
School Site Council Approval: (Chair)	
Date:	5-10-24
Director, Special Projects Approval:	
Date:	6/12/24

School-Parent/Home Compact



## School-Parent Compact 2024-2025

### 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: 05/21/2024*

## 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

## School Parent Involvement Policy

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

### Policy Guidelines

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

Approved: 11/07/23



Parent Involvement Calendar



# SHERIDAN WAY ELEMENTARY

## FAMILY ENGAGEMENT CALENDAR- CALENDARIO DE COMPROMISO FAMILIAR 2024-2025

JULY		AUGUST	
Harmony Summer Program Summer School Program		ELO-P After School Program Registration TK/K Orientation	
SEPTEMBER		OCTOBER	
Harmony Project Meeting Dual Language Academy Parent Meeting Back to School Night and Dinner Social	Parent Advisory Committee (PAC)	SSC Meeting ELAC Meeting Parent Advisory Committee (PAC) Coffee & Chat with VPD	Project 2 Inspire DELAC FALL BREAK Characters on Parade
NOVEMBER		DECEMBER	
Noche de Familia and Student Showcase ELAC Fall Festival SSC Meeting	Project 2 Inspire Parent Conferences T1 Awards Assembly DELAC Saturday Academy	T1 Awards Assembly Parent Advisory Committee (PAC)	Project 2 Inspire DELAC Winter Concert Harmony Concert Winter Break
JANUARY		FEBRUARY	
Winter Break School Resumes Parent Advisory Committee (PAC) DELAC Meeting	School Tours New Families Project 2 Inspire Dual Language Program & Information Night	ELAC Meeting Parent Advisory Committee (PAC) Friendship Dance BMX Assembly	No School Lincoln's B-day No School Presidents' Day Project 2 Inspire DELAC Meeting Saturday Academy Skating Plus Night
MARCH		APRIL	
Parent Advisory Committee (PAC) Read-A-Thon Author Visit SSC Meeting ELAC Meeting	Parent Conferences Project 2 Inspire Kindergarten Registration DELAC Meeting Trimester 2 Awards	Spring Break Return from Break ELAC Meeting Parent Advisory Committee (PAC) SSC Meeting	DELAC Meeting Saturday Academy Project 2 Inspire One School, One Book Family Movie Night Spring Carnival (April or May)
MAY		JUNE	
Parent Advisory Committee (PAC) SSC Meeting	24- Family Picnic 29- Volunteer Tea DELAC Meeting	PTA Meeting T3 & Reclassification Awards Assembly	K Promotion 10:40am 5th Grade Promotion 5pm Harmony Concert

### 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 2024-25 school year, teachers at Sheridan Way Elementary School will focus on the following trainings:

- Tier 1 Behavioral, Social Emotional Learning and Creating a Culture of Caring
  - PBIS
  - Lesson 1: The ABC's of Life Hands-on Training
  - SEL – Strategies to Use Within the Classroom
  - Positive Behavior Strategies
  - Positive Behavior Intervention and Support (tentative)
  - Wellness Center
- Language Arts and ELD
  - Differentiated Learning
  - Small Group Interventions
  - Depth of Knowledge (DOK)
  - Designated ELD
- Mathematics
  - CGI Math (new)
- Professional Learning Communities (Leadership Team)
  - Working as a Guiding Coalition

# 2022-23 School Accountability Report Card

Published January 2024



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

DR. CLARA GUERRERO, PRINCIPAL  
GRADES TK-5

## PRINCIPAL'S MESSAGE

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

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

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

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

## District Vision Statement

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

## District Mission Statement

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

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than approximately 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

## Board of Education

DR. JERRY DANNENBERG  
CALVIN PETERSON  
JAMES FORSYTHE  
ALICIA LAVERE  
SABRENA RODRIGUEZ

## District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

AHSAN MIRZA  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100  
VENTURA, CALIFORNIA 93001  
(805) 641-5000  
[www.venturausd.org](http://www.venturausd.org)





### 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 2022-23 school year, 393 students were enrolled, including 8.1% in special education, 65.9% qualifying for English Language Learner support, 5.3% homeless, 0.3% foster youth, 0.5% migrant, and 93.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	52.7%	Kindergarten	77
Male	47.3%	Grade 1	61
Non-Binary	0.0%	Grade 2	58
American Indian or Alaskan Native	0.0%	Grade 3	52
Asian	0.0%	Grade 4	64
Black or African American	0.5%	Grade 5	81
Filipino	0.0%		
Hispanic or Latino	93.4%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.8%		
White	5.3%		
English Learners	65.9%		
Foster Youth	0.3%		
Homeless	5.3%		
Migrant	0.5%		
Socioeconomically Disadvantaged	93.9%		
Students with Disabilities	8.1%	Total Enrollment	393

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

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

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

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

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

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

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

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

### California Physical Fitness Test Results

2022-23

% of Students Tested

	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	99.0%	99.0%	99.0%	99.0%	99.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

### California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Sheridan Way		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	16.67	6.25	32.31	32.57	29.47	30.29

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

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

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

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 Academics
- Garden Maintenance
- Office Helper
- Chaperone Field Trips
- Fundraisers

### Committees

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

### School Activities

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

## 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

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

	2022-23				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	81	81	100	0	6.25
Female	42	42	100	0	7.14
Male	39	39	100	0	5.26
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	78	78	100	0	5.19
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	52	52	100	0	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	68	68	100	0	5.97
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

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

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

	Percentage of Students Meeting or Exceeding the State Standards					
	Sheridan Way		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	18	13	47	47	47	46
Mathematics	16	16	35	36	33	34

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

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

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

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	202	200	99.01	0.99	13	202	200	99.01	0.99	16
Female	106	106	100	0	16.04	106	106	100	0	16.04
Male	96	94	97.92	2.08	9.57	96	94	97.92	2.08	15.96
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	195	193	98.97	1.03	12.44	196	193	98.97	1.03	15.54
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	124	123	99.19	0.81	8.89	124	123	99.19	0.81	8.94
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless										
Military										
Socioeconomically Disadvantaged	165	163	98.79	1.21	11.04	165	163	98.79	1.21	11.66
Students Receiving Migrant Education Services										
Students with Disabilities	24	24	100	0	12.5	24	24	100	0	4.17

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

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

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



California'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/](http://www.cde.ca.gov/ta/tg/ca/).

### Physical Fitness

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

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

## SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Sheridan Way Elementary School's original facilities were built in 1950; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the

school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the 2022-23 school year, the following campus improvements were scheduled to occur:

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

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: August 17, 2023	Good	Fair	Poor	
Systems	✓			
Interior Surfaces		✓		Classroom 1 - Ceiling tiles falling at the center of the room; Classroom 4 - Carpet has buckled and is warped, possible trip hazard; uilding H Exterior - Excessive peeling paint on the south side exterior window shades, excessive peeling paint on the bottom of the stucco north side; Building G Girls RR, Building G Boys RR - Water damaged ceiling tiles in multiple locations; Classroom 12 - Carpet is ripped at the VCT tile transition, ceiling tile falling above the north door, the wall surface is deteriorated and falling apart around the sink drain; Classroom 17 - Ceiling tile falling at the center of the room; Classroom 21 - Excessive peeling paint in the right restroom; Classroom 23 - Countertop laminate at the sink edge is peeling away, water damaged ceiling tiles along the west wall; Classroom 24 - Countertop laminate at the sink edge is peeling away, water damaged ceiling tiles in multiple locations; Classroom 31 - Water damaged ceiling tiles above the sink, window sill trim surface is peeling; Classroom 32, 35 - Water damaged ceiling tiles in multiple locations; Classroom 33 - The countertop edge is water damaged and deteriorated, carpet to VCT transition is missing
Cleanliness		✓		Classroom 1 - Termite droppings by the north door; Classroom 7 Library - Trail of ants present at the south door; Classroom 8 - Ants present at sink at time of inspection; Building G Exterior, Building F Exterior - Excessive peeling paint on the south side exterior window shades; Buildin F Exterior - Excessive peeling paint on the south fascia; Building E Exterior - Excessive peeling paint on the south side exterior window shades at room 16 and 17; Building D Exterior - Excessive peeling paint on the south exterior wall, holes in the stucco of the south exterior wall
Electrical		✓		Cafeteria - Wiremold end cap is missing on the east wall; Classroom 17 - Electrical outlet if falling out (live wires) of the wiremold and end cap missing on the northwest corner; Office 20A - Electrical outlet on the north wall does not function; Classroom 23 - Electrical box cover plate is broken by the south door; Classroom 36 - Electrical outlet cover plate is broken on the west wall
Restrooms/Fountains		✓		Building K Girls RR - Third toilet from left does not flush properly, left sink does not function; Building K Boys RR - Center right sink faucet does not function
Safety		✓		
Structural		✓		Building N 27/28 Exterior - Siding is rotted on the south side of the room 28; Classroom 30 - Hole in the floor at the southwest corner of the room; Classroom 31 - Floor slopes radically from the center of the room to the outside walls, recommend structural engineer evaluation of foundations; Building O 31/32 Exterior - Holes in the ramp surface of room 32, holes in the ramp of room 31 at the asphalt transition, ramp skirting is damaged at room 32; Bilding O 33/34 Exterior - Signs of foundation rot/damage on the north side of room 33; Building O 35 Exterior - Signs of foundation rot/damage on the north side; Upper Grades Playground - Holes in the pour in place fall surface (old playground)
External		✓		Building O 36 Exterior - Paneling is rotted and falling apart south side, weeds growing over south ramp
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

#### Percentage Description Rating:

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

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

Chronic Absenteeism by Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	426	419	93	22.2
Female	216	215	40	18.6
Male	210	204	53	26
American Indian or Alaska Native				
Asian				
Black or African American	--	--	--	--
Filipino				
Hispanic or Latino	399	393	83	21.1
Native Hawaiian or Pacific Islander				
Two or More Races	--	--	--	--
White	22	21	9	42.9
English Learners	273	271	49	18.1
Foster Youth	--	--	--	--
Homeless	31	31	7	22.6
Socioeconomically Disadvantaged	402	395	85	21.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	50	13	26

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

Suspensions and Expulsions								
	Sheridan Way			VUSD			CA	
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22
Suspensions	0.00%	0.00%	0.94%	0.17%	2.74%	3.22%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%

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

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.9%	0.0%
Female	0.5%	0.0%
Male	1.4%	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	1.0%	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	1.1%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	1.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	6.0%	0.0%

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

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

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

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

### Facilities Inspections

The district's maintenance department inspects Sheridan Way Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Sheridan Way Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 17, 2023. During fiscal year 2023-24, 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 2023.

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

occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, teachers, support staff and campus safety assistants are strategically assigned to designated entrance areas, the breakfast area and the playground. During recess, the principal, teachers, support staff, and campus safety assistants monitor playground activity. The principal and campus safety assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, support staff and teachers monitor student behavior to ensure a safe and orderly departure.

Sheridan Way Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

## CLASSROOM ENVIRONMENT

### Discipline & Climate for Learning

Sheridan Way Elementary School's discipline policies are based upon a schoolwide discipline plan and Lesson One, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. At the beginning of the school year and throughout the year as needed, the principal visits the classrooms and leads an assembly to reinforce the importance of following school rules and making responsible, respectful choices in behavior, and positive behavior expectations are outlined in morning announcements. Sheridan Way Elementary School employs CHAMPS, a positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity. Sheridan Way has added Lesson One, a program to help reduce suspensions, office referrals and bullying.

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Sheridan Way Elementary School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."



## 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				
2020-21				
Grade Level	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	
2021-22				
K	24.0		3	
1	25.0		2	
2	19.0	2		
3	22.0		2	
4	31.0		2	
5	29.0		2	
2022-23				
K	24.0		3	
1	24.0		2	
2	24.0		2	
3	19.0	2		
4	31.0		1	
5	33.0		1	

\*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 2021-22, 2022-23, and 2023-24 school years, the teachers at Sheridan Way Elementary School had the opportunity to participate in districtwide staff development training focused on:

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

- 2022-23 Trainings:
  - Active Assailant
  - Behavior Management Strategies
  - Bully Prevention

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			
2022	Yes	Savvas: <i>myWorld Interactive</i>	0%

- CHAMPS Overview
- Digital Creations for the Classroom - Using • Google Apps and Extensions to Enhance Student Engagement
- Digital Platforms (Let's Take a Tech Trip)
- Elevation Training
- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

#### 2023-24 Trainings:

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2022-23 school year, Sheridan Way Elementary School's staff development activities concentrated on:

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

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development

days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

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

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

### Instructional Materials

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

On October 10, 2023, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #23-33 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a

textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	1
Misassignments	0	0
Vacant Positions	0	1
Total Teachers Without Credentials and Misassignments	0	2

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

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

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

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

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.5	87.88	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2	12.12	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	66	10.09	11953.1	4.28
Unknown	0	0	43.2	6.6	15831.9	5.67
Total Teaching Positions	16.5	100	654.7	100	279044.8	100

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

## 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 2022-23		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.8
Psychologist	1	0.4
School Nurse	1	0.2
Library Technician	1	0.1
Computer Technician	1	0.1
Social Worker (Contracted Service)	1	0.8
Social/Emotional Counselor	1	1.0
Student Assistance Program Counselor	As needed	

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

### Teacher Preparation and Credentials

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

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



## DISTRICT EXPENDITURES

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2021-22 school year, Ventura Unified School District spent an average of \$15,181 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
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	7,771	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,230	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,542	6,550	99.9%	7,607	86.1%
Average Teacher Salary	69,322	79,491	N/A	90,632	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

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

Teacher and Administrative Salaries 2021-22		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,487	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

## SARC DATA & INTERNET ACCESS

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Sheridan Way Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

### California School Dashboard

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

### Internet

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

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2023.

School Site Council Bylaws



# **SHERIDAN WAY 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





## SHERIDAN WAY SCHOOL SITE COUNCIL BYLAWS

### 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/October. 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.

*Approved: 11/07/23*



## SHERIDAN WAY SCHOOL SITE COUNCIL BYLAWS

### 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 2 consecutive meetings.

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

### 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.

*Approved: 11/07/23*



## SHERIDAN WAY SCHOOL SITE COUNCIL BYLAWS

### 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

*Approved: 11/07/23*



## SHERIDAN WAY SCHOOL SITE COUNCIL BYLAWS

### Article V- Committees

#### Section 1: Standing and Special Committees

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

The purpose of these committees is to:

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

#### Section 2: Standing and Special Committee Membership

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

#### Section 3: Standing and Special Committee Term of Office

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

#### Section 4: Standing and Special Committee Rules

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

### Article VI- Meetings of the School Site Council

#### Section 1: Meetings

The Council shall hold its regular meetings at 3:00 pm on the first or third Tuesday of the month.

*Approved: 11/07/23*



## SHERIDAN WAY SCHOOL SITE COUNCIL BYLAWS

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 or by Zoom, 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 including ParentSquare. 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 48 hours, and no more than 5 days in advance of the meeting, personally, by mail, by email, or electronically posted on ParentSquare.

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.)

*Approved: 11/07/23*



## SHERIDAN WAY SCHOOL SITE COUNCIL BYLAWS

### **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 adoption 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 comes 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).

*Approved: 11/07/23*

7





## SHERIDAN WAY SCHOOL SITE COUNCIL BYLAWS

### **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: 11/07/23*