

# 2023-24 School Accountability Report Card

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

DR. CLARA GUERRERO, PRINCIPAL  
GRADES TK-5

## PRINCIPAL'S MESSAGE

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

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

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

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

## District Vision Statement

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

## District Mission Statement

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

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

Ventura Unified School District is the 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, and 5 high schools.

## Board of Education

CALVIN PETERSON

JAMES FORSYTHE

DR. JERRY DANNENBERG

SHANNON TRANI FREDERICKS

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)

**Ventura Unified**  
SCHOOL DISTRICT



## Sheridan Way Elementary School

Sheridan Way Elementary School is located in the northern region of Ventura and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2023-24 school year, 355 students were enrolled, including 13.2% in special education, 65.1% qualifying for English Language Learner support, 7% homeless, 0.6% foster youth, 1.7% migrant, and 93.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	52.7%	TK	22
Male	47.3%	Kindergarten	48
Non-Binary	0.0%	Grade 1	49
American Indian or Alaskan Native	0.0%	Grade 2	60
Asian	0.0%	Grade 3	54
Black or African American	0.0%	Grade 4	53
Filipino	0.0%	Grade 5	69
Hispanic or Latino	94.1%		
Native Hawaiian or Pacific Islander	0.6%		
Two or More Races	0.6%		
White	4.8%		
English Learners	65.1%		
Foster Youth	0.6%		
Homeless	7.0%		
Migrant	1.7%		
Socioeconomically Disadvantaged	93.5%	Total Enrollment	355
Students with Disabilities	13.2%		

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
- CABE: 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.

ELOP is offered at Sheridan Way Elementary School for students in grades TK-6. Priority is given to students who are experiencing homelessness, are in foster care, are identified as low-income, and/or who are multilingual learners. Additional students may be added if there is sufficient space and staffing after the priority students have been enrolled.

ASES programs are also open to all students in grades 1-5, and we also have an ASES program at Westpark Community Center to support our students who opt to go there

Four Jumpstart preschool classes are available on campus; one morning class and one afternoon class. 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 appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

California Physical Fitness Test Results					
2023-24					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%

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.

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

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
	22-23	23-24	22-23	23-24	22-23 23-24
Science (Grades 5, 8, & 10)	6.25	13.43	32.57	33.34	30.29 30.73

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

### Committees

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

### School Activities

- Back to School Night
- English as a Second Language Classes
- Harmony Concerts
- Health and Safety Workshops
- One School, One Book Program
- Parent Recognition Activities
- Plaza Comunitaria
- Project 2-Inspire Workshops
- Reading & Author's Fair
- 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)

2023-24					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	68	67	98.53%	1.47%	13.43%
Female	34	34	100.00%	0.00%	11.76%
Male	34	33	97.06%	2.94%	15.15%
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	64	64	100.00%	0.00%	14.06%
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners	37	37	100.00%	0.00%	0.00%
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	56	55	98.21%	1.79%	9.09%
Students Receiving Migrant Education Services					
Students with Disabilities	13	13	100.00%	0.00%	7.69%

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	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	13	15	47	47	46	47
Mathematics	16	11	36	37	34	35

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) 2023-24

	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	176	170	96.59%	3.41%	15.38%	176	172	97.73%	2.27%	11.05%
Female	92	90	97.83%	2.17%	14.44%	92	91	98.91%	1.09%	6.59%
Male	84	80	95.24%	4.76%	16.46%	84	81	96.43%	3.57%	16.05%
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	169	164	97.04%	2.96%	14.72%	169	166	98.22%	1.78%	9.64%
Native Hawaiian or Pacific Islander										
Two or More Races										
White	--	--	--	--	--	--	--	--	--	--
English Learners	103	100	97.09%	2.91%	5.00%	103	102	99.03%	0.97%	3.92%
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	146	141	96.58%	3.42%	14.29%	146	142	97.26%	2.74%	9.86%
Students Receiving Migrant Education Services										
Students with Disabilities	29	29	100.00%	0.00%	6.90%	29	29	100.00%	0.00%	10.34%

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

## SCHOOL FACILITIES & MAINTENANCE

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

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)	2 sets
Computer Lab	1
Cafeteria/Multipurpose Room	1
Library	1
Family Center	1
Staff Lounge/Teacher Work Room	1
MakerSpace	1
Wellness Center	1

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

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

School Facility Good Repair Status		Repair Status
Item Inspected	Good Fair Poor	Repair Needed and Action Taken or Planned
Inspection Date: September 24, 2024		
Systems	✓	
Interior Surfaces	✓	Classroom 4 - Carpet has buckled and is warped, possible trip hazard; Classroom 5 - VCT tile is lifting in multiple locations; Classroom 12 - Carpet is ripped at the VCT tile transition, ceiling tile falling above the north door; Classroom 19 - Carpet seams are ripped and frayed; Office 20B - Carpet is buckling; Classroom 21 - Excessive peeling paint in the right restroom; Classroom 22 - Left restroom window sill is water damaged; 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 33 - The countertop edge is water damaged and deteriorated
Cleanliness	✓	Classroom 1 - Termite droppings by the north door; Building F Exterior - Excessive peeling paint on the south side exterior window shades, excessive peeling paint on the south fascia; Building E Exterior - Excessive peeling paint on the south side exterior window shades at rooms 16 and 17
Electrical	✓	Classroom 28 - Electrical outlet above the sink is not a GFCI, countertop GFCI does not function
Restrooms/Fountains	✓	Building G Boy's RR - Right toilet stall is locked and may be out of order
Safety	✓	Classroom 5 - Excessive peeling paint on the walls in multiple locations; Building 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 Exterior - Excessive peeling paint on the south side exterior window shades; Office 25A - The fire extinguisher is missing from the room; Building D Exterior - Excessive peeling paint on the south exterior wall
Structural	✓	Building D Exterior - Weeds growing in the rain gutter at room 24; Building N 27/28 Exterior - Siding is rotted on the south side of room 28; 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 - Signs of foundation rot at room 32; Building O 33/34 Exterior - Signs of foundation rot/damage on the north side of room 33, the ramp at room 33 is deteriorated; Building O 35 Exterior - Signs of foundation rot/damage on the north side
External	✓	Building O 36 Exterior - Paneling is rotted and falling apart south side, signs of foundation rot; Exterior Courtyards - Contrasting stripes are missing from all the stair nosings throughout the campus
Overall Summary of School Facility Good Repair Status		
	Exemplary	Good Fair Poor
Overall Summary		✓

### Percentage Description Rating:

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.



**Chronic Absenteeism by Student Group (2023-24)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	380	370	61	16.50%
Female	201	195	23	11.80%
Male	179	175	38	21.70%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	360	350	58	16.60%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	16	2	12.50%
English Learners	247	241	37	15.40%
Foster Youth	--	--	--	--
Homeless	37	34	9	26.50%
Socioeconomically Disadvantaged	358	348	60	17.20%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	56	11	19.60%

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	0.00%	0.94%	2.37%	2.74%	3.22%	2.81%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.07%	0.08%	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 (2023-24)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.4%	0.0%
Female	1.0%	0.0%
Male	3.9%	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	2.5%	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	2.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	2.7%	0.0%
Socioeconomically Disadvantaged	2.5%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	3.6%	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.

The district's maintenance department inspects Sheridan Way Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Sheridan Way Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 24, 2024. During fiscal year 2024-25, 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 and updated in November 2024, and shared with school staff in December 2024.

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 a Positive Behavioral Interventions & Supports (PBIS) framework 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 2023-24 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				
2021-22				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0		3	
1	25.0		2	
2	19.0	2		
3	22.0		2	
4	31.0		2	
5	29.0		2	
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	
2023-24				
K	24.0		2	
1	23.0		2	
2	23.0		2	
3	23.0		2	
4	26.0		1	
5	27.0		2	

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

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

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

## CURRICULUM & INSTRUCTION

### Staff Development

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

During the 2022-23, 2023-24, and 2024-25 school years, the teachers at Sheridan Way Elementary School had the opportunity to participate in districtwide staff development training focused on:

#### 2022-23 Trainings:

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

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%

- 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)

#### 2024-25 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- District Assessments
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Family Engagement
- Multilingual Learner Liaisons Collaboration
- Strategies and Techniques to Support All Students in Reading
- K-5 English Language Development

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 2023-24 school year, Sheridan Way Elementary School's staff development activities concentrated on:

- Establishing a Multi-Tiered System of Supports (MTSS)
- Lesson One Training
- Positive Behavioral Interventions & Supports (PBIS)
- Professional Learning Communities at Work

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 September 24, 2024, 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 #24-17 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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0	1	0
Misassignments	0	0	0
Vacant Positions	0	1	0
Total Teachers Without Credentials and Misassignments	0	2	0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0	0	1
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	1

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.2	93.85	495.7	78.16	231142.4	100
Intern Credential Holders Properly Assigned	0	0	6.9	1.09	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	37.3	5.9	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	6.15	61.4	9.68	11746.9	4.23
Unknown	0	0	32.7	5.17	14303.8	5.15
Total Teaching Positions	16.2	100	634.2	100	277698	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.

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 2024-25 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

## PROFESSIONAL STAFF

### Counseling & Support Staff

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

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

Academic Counselors and Other Support Staff 2023-24		
	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

## 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.

Teacher and Administrative Salaries 2022-23		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,404	59,551
Mid-Range Teacher Salary	78,341	93,855
Highest Teacher Salary	108,510	120,219
Average Principal Salaries:		
Elementary School	138,247	151,525
Middle School	150,507	158,215
High School	156,704	171,087
Superintendent Salary	269,500	300,043
Percentage of Budget For:		
Teacher Salaries	26.7	31
Administrative Salaries	5.47	4.91

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

- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV

## 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 November 2024.

## 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: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2022-23 school year, Ventura Unified School District spent an average of \$17,067 of total general funds to educate each student (based on 2022-23 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 2022-23					
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	7,037	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,242	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,795	6,510	89.0%	10,771	60.4%
Average Teacher Salary	83,189	87,311	N/A	97,756	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 2022-23 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- Agricultural Career Technical Education Incentive
- American Rescue Plan – Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness