

Ventura Unified School District School Plan for Student Achievement



Academy of Technology & Leadership at Saticoy (ATLAS)

56 72652 6056204

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

Fiscal Year 2020-2021

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2020-21 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Anna Winslow	X				
Diana Bullard		X			
Isabel O'Higgins		X			
T.J. Treavor		X			
Kimberly Wilkins			X		
Stephany Alfaro				X	
Robert Harrell				X	
Jaimie Hoffman				X	
Marina Porter				X	
Alex Saucedo				X	
Number of members in each category	1	3	1	5	

English Learner Advisory Committee 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	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Anna Winslow	X				
Number of members in each category	1				

(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:


ELAC

Signature of Authorized
Representative

N/A

- 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: November 10, 2020

Attested:


Anna Winslow, Principal

11/17/2020

Date


SSC Chairperson

11-24-2020

Date

District information

District Profile

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

During the 2019-20 school year, Ventura Unified School District served 16,236 students in grades TK-12 including 10.7% students with disabilities, 16.5% English learners, 55.6% socioeconomically disadvantaged, 0.4% migrant education, 1.3% homeless, and almost 0.4% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Logo

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

District Vision

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

District Mission

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

District Governing Principles

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

School Information

School Profile

During the 2019-20 school year, A.T.L.A.S. served 405 students in grades K-5. Student enrollment included 8.6% students with disabilities, 17.5% English learners, 59% socioeconomically disadvantaged, 1.2% foster youth, and 1.5% homeless.

A.T.L.A.S. School is located in East Ventura and situated at its current location for well over 100 years. Some of the buildings were constructed in 1939 by the WPA. The ethnic and racial diversity at A.T.L.A.S. very closely reflects that of the city of Ventura. A.T.L.A.S. has a long and rich history of serving the community, and many of the parents and grandparents of our students also attended this school.

A.T.L.A.S. hosts two Jump Start preschool programs as well as the VNFL (Ventura Neighborhood for Learning). These programs assist young pre-K students and their parents in developing the skills and behaviors necessary for school success.

A.T.L.A.S. is now a leadership and technology magnet school serving students in kindergarten through fifth grade. Students have access to:

- 1:1 Technology devices
- Computer programs such as:
 - Math Expressions
 - STAR Reading
 - Brain Pop
 - Zingy Learning
 - Mystery Science
 - Kidblog
 - Moby Max
 - Edmodo
 - Spelling City
 - Accelerated Reader

The staff at A.T.L.A.S. School believes its purpose is to develop independent learners who foster academic excellence, personal responsibility, respect for others, engage in critical thinking and are drug-free. These skills will lead towards increased self-esteem and challenge A.T.L.A.S. students to attain their greatest potential.

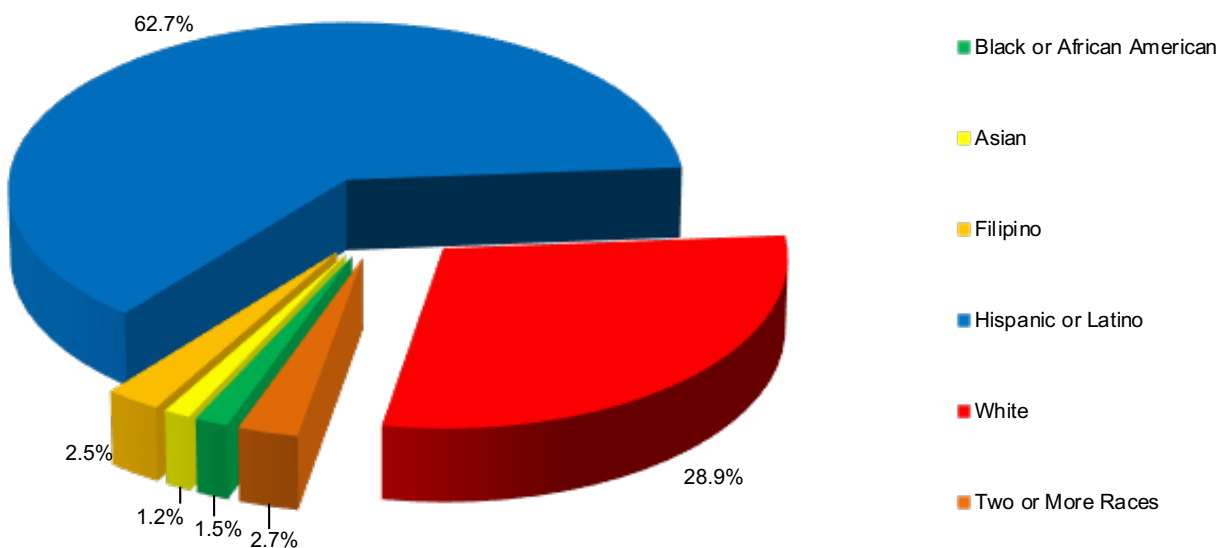
By visiting A.T.L.A.S. School, I believe you will agree that we have students who are excited about what they are doing, a staff that is dedicated to their profession and their students, and parents who are actively involved in their education. For more information about our school, visit our website: <http://www.venturausd.org/saticoy/>.

School Mission

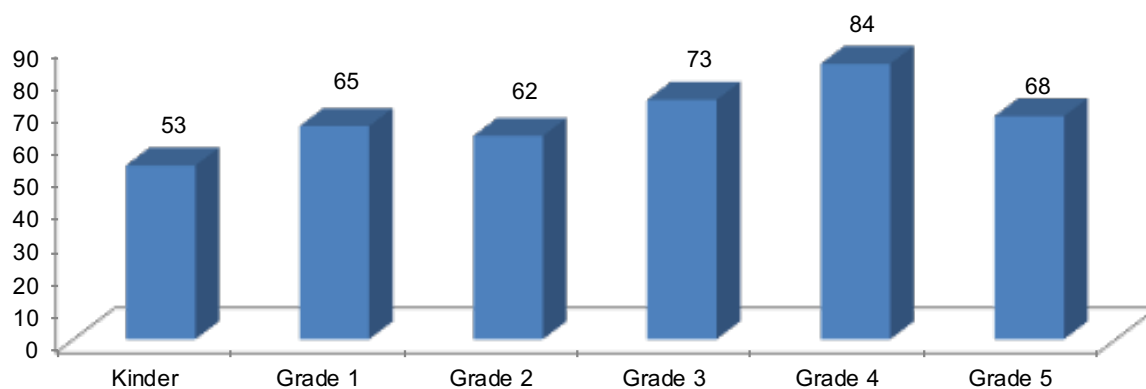
ATLAS Stars...

Achieve Academically
Track Success
Lead with Confidence
Applaud Innovation
Synergize with Purpose

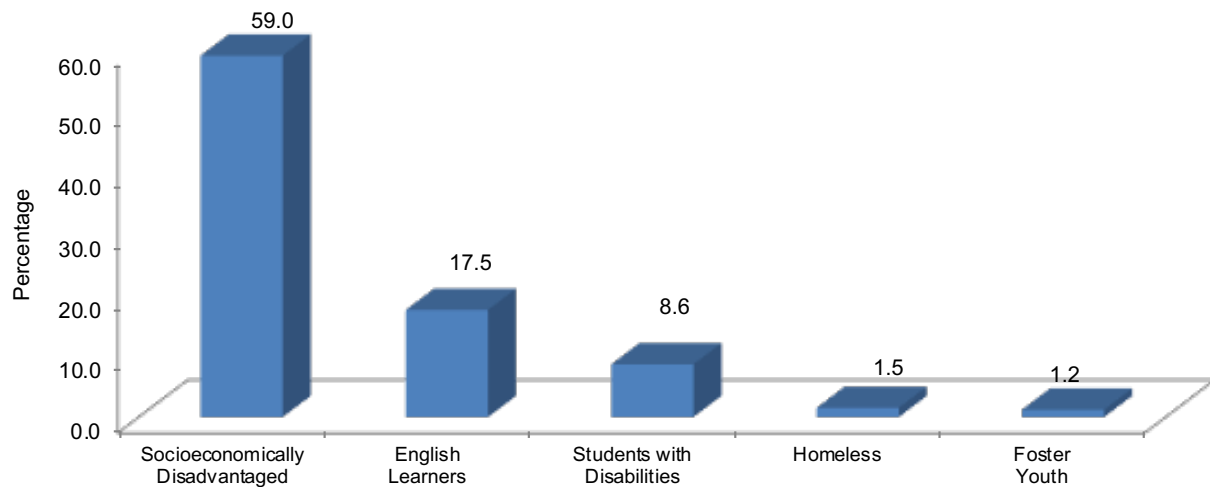
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

ATLAS 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 leadership team meetings, grade level collaboration, and staff meetings, administration and leadership team members considered the results of the following to identify areas of strength and weakness:

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

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.

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

A.T.L.A.S.'s behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. A.T.L.A.S. 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. A.T.L.A.S.'s staff follow the Seven Habits of Happy Kids program to support student instruction, professional development, and classroom management practices associated with bullying and harassment. These programs focus 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, assemblies (*Happiness is Now* and *Bucketfillers*), writing projects, Friday Flag Pledge, and morning message.

A.T.L.A.S. 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.
- **The Leader in Me** – Program that teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.
- **Digital Citizenship** – program that is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.

Community Resource Guide

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Academy of Technology & Leadership at Saticoy (A.T.L.A.S.)	56726526056204	November 10, 2020	

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)

A.T.L.A.S. Elementary School's School Plan for Student Achievement (SPSA) is a School-wide Program to increase the academic performance of all students in English Language Arts (ELA) and Math. The plan will also increase family and community involvement.

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

The school plan will address meeting the academic needs of all students by classroom teachers implementing research-based ELA and Math curriculum and instruction. With 100% distanced learning and the likely reopening in a hybrid setting due to COVID-19, the school plans to maintain the goals set in school year 2019-2020. The classroom teacher and para educator will give Tier 2 students additional supports, while Tier 3 students will receive targeted instruction by reading and math intervention teachers. A.T.L.A.S. will continue Professional Learning Communities (PLCs) and Grade Level Meeting time for teachers to develop their knowledge and skills and to also analyze student data to inform their instruction. Along with the academic supports, the Leadership In Me (LIM) Program is integrated across the curriculum and engages teachers, students, and families to prepare students to become well-rounded, confident, responsible, creative, and critical thinking leaders.

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:	Dates:
School Site Council	9/15/2020, 10/13/2020, 11/10/2020
ATLAS Staff	10/7/2020, 11/4/2020

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)**

Describe resource inequities here.

Goals, Strategies, Expenditures, and Annual Review**Goal 1:**

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

Identified Need:

65% of students will meet or exceed grade level standards in ELA based on district benchmarks and/or state tests (grades 3-5 only).

50% of students will meet or exceed grade level standards in Math based on district benchmarks and/or state tests (grades 3-5 only).

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 ELA SBAC	55.27% (grades 3-5 only)	65% (grades 3-5 only)
2020-2021 Math SBAC	38.50% (grades 3-5 only)	50% (grades 3-5 only)
2020-2021 ELA District Assessment	67.98% (all grades)	70% (all grades)
2020-2021 Math District Assessment	67.88% (all grades)	70% (all grades)

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

ELA and Math: Universal screenings and progress monitoring 3 times per year for all students (Trimester 1, Trimester 2, and Trimester 3)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	N/A

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All ELA Tier 2 and Tier 3 Students.

Strategy/Activity

Teachers and/or para professionals will progress monitor (Ongoing) using BPST II (Basic Phonics Skills Test) and ORF (Oral Reading Fluency) between the designated Trimester testing dates.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ELA Intervention: Tier 2 and Tier 3 Students who qualify in grades K-5

Math Intervention: Tier 3 Students who qualify in grades 4 and 5

Strategy/Activity

In concert with the classroom teacher, the para educator (with the guidance and expertise of the classroom teacher) will administer the additional instructional supports for ELA Tier 2 students through small group instruction.

With the collaboration of classroom teachers, the reading intervention teacher and math intervention teacher will either push in or pull out students for additional instructional supports for Tier 3 students based on their needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Para educators: \$33,433	Title I
Reading intervention teacher: \$35,011	Supplemental & Title I Intervention
Math intervention teacher: \$4,000	LPSBG

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

Teachers develop grade level goals and individual classroom goals in PLCs. Students with teacher support create individual student goals for reading and math. Classroom teachers and students track classroom and individual student progress/success at least monthly. Goals that are set are goals that are met.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	N/A

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

In PLCs and Grade Level Meetings, teachers will share ELA and Math assessment data to make informed decisions regarding curriculum and instruction to meet student needs (e.g. UDL, differentiating instruction), share best practices, etc. Teachers will share meeting notes and also document student performance/grades on a Google sheet to be shared with Principal and Intervention Teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	N/A

Annual Review:**SPSA Year Reviewed: 2019-20**

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

ANALYSIS:

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

Due to the COVID-19 school closure and unavailable student achievement data because no state testing and end of year district assessments were administered, we have no data to analyze the effectiveness of the strategies/activities to achieve our goal.

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

Distance learning that occurred in March was a major difference that thwarted our intended implementation. The Canvas learning management system and video conferencing was new for all our teachers and staff. Our intervention teachers and para professionals did not meet with their students from March 13, 2020 through the end of the school year. All intervention teachers in the district became substitute teachers for this time period.

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.

Due to the COVID-19 school closure, and 100% distance learning being implemented until January 2021 or as early as November 30th, there will be no changes to our goal. Maintaining our 2018-2019 state testing assessment results would be satisfactory with having no in-person school occurring. The action plan can be strengthened by providing more small group learning opportunities especially for our struggling learners and focusing on ELA and Math power standards (depth not breadth). The action plan can also be strengthened by engaging students with being on time for their live Zoom sessions, by having students actively participating during the Zooms, and motivating students to complete/submit their work on time.

Goal 2:

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

Identified Need:

90% of students will be picked up at their designated curb pick up times.

100% of staff and students will follow all social distancing protocols when school reopens for in-school learning (e.g. hybrid).

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff feedback and observation	75% of students picked up at designated time based on observation	90% of students will be picked up at designated curb pick up times
Staff feedback and observation	90% of staff consistently wearing masks; students are not on campus so there is no baseline for them	100% of staff and students will follow all social distancing protocols (e.g. wearing masks and 6ft between individuals)

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

Continue implementing an improved dismissal/vehicle pick up plan and communication plan (Principal led).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$600	Site

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students and Staff

Strategy/Activity

Follow the district's policy on social distancing, create procedures for ingress and egress, recess, bathroom, how often to disinfect, etc. and teaching/reminding all to follow policy and procedures for everyone's health and safety. Posting flyers/posters and placing stickers on the ground (6 ft. social distancing) to help remind everyone what they need to do (e.g. wear a mask, wash hands, use sanitizer, keep 6ft distance, etc.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	District Facilities Funding

Annual Review:**SPSA Year Reviewed: 2019-20**

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.

- The principal communicated via Edulink (district and school-wide communication platform), via Class Dojo (teacher/staff and school-wide communication application), and via letters/flyers the drop off and pick up procedures.
- Due to the COVID-19 school closure, there is not enough data to ascertain if 90% of students were picked up at their designated curb pick up times.
- 100% of classroom and office doors/entries were secured and/or sealed. Teachers and staff communicated to the principal which doors/entries needed repairing or replacement. Principal communicated the needs to the assistant superintendent of business services, explaining some of the requests for repair were submitted 3 years ago. During the school closure and summer, facilities repaired and/or replaced doors, door jams, etc.

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

- There were no major differences except there was no curb side pick of students due to the school closure. There were no budget expenditure except for the paper and copier costs to run the flyers/letters that went home to families.
- The repair and replacement of the doors/door jams did not come out of the school budget.

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.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

By June 2021, we will have a minimum of 50% of parents participating in at least 1 school event.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in Sheets Climate Survey Observational Data	NA	50% of parents will participate in at least 1 school event

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

Sign in sheets (e.g. parent teacher conferences) and observational data (e.g. pictures) will be tracked to measure the effectiveness of family and community involvement.

A climate survey will be created and administered to staff, parents, and 3rd-5th grade students by April 2021.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	N/A

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

Hold a minimum of 1 "7 Habits" Family Night which is aligned with our Leader in Me Leadership Magnet Program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Not to exceed \$1,000	Title I Parent Involvement

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

Offer parent volunteer training for all interested parents.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Not to exceed \$1,000	District Funded Title I Parent Involvement Fund

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

Participate in the annual Principal for a Day partnership with the Chamber of Commerce if it were to be offered again.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	N/A

Annual Review:**SPSA Year Reviewed: 2019-20**

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.

ATLAS met our goal. The principal hosted a "Principal for the Day" which is a partnership with the Ventura Chamber of Commerce. The principal offered parent volunteer training for 24 interested parents on Feb. 19, 2020, and 17 completed their Armatus training. The Ninja Warrior Race, Parent Teacher Conferences, and Winter Wonderland were 3 events that had at least 75% parent/community participation. Parent Teachers Conferences had 93.9% of parents attending. When students are at the heart of the activity, parents are engaged and will attend events.

Due to the COVID-19 school closure, we were not able to hold a "7 Habits Family Night or create/administer a climate survey for the end 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.

Most of the budget went towards child-care for our PTA monthly meetings. One of our student supervisors provided in school child-care for parents and teachers so they could attend the evening meetings.

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.

No changes will be made to this goal.

Budget**Other Federal, State and Local Funds**

The School Site Council intends for A.T.L.A.S. School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2019-20 Carryover	\$6,885.00
Title I 2020-21 Allocation	\$33,460.00
Title I 2020-21 Parent Involvement	\$789.00

Subtotal of additional federal funds included for this school: **\$41,134.00**

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 2019-20 Carryover	\$2,346.00
Site-Based Funds 2020-21 Allocation	\$15,289.00
Supplemental Funds 2019-20 Carryover	\$6,447.00
Supplemental Funds 2020-21 Allocation	\$31,600.00

Subtotal of state or local funds included for this school: **\$55,682.00**

Total of federal, state, and/or local funds for this school: **\$96,816.00**

2020-21 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support

and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

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

Elementary grade students (K-6) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

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

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

References

CAASPP – Grade 3 English Language Arts/Literacy 2018-19

	English Language Arts/Literacy						
	2018-19						
	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	79	77	77	31.17%	23.38%	20.78%	24.68%
Male	28	27	27	37.04%	22.22%	14.81%	25.93%
Female	51	50	50	28.00%	24.00%	24.00%	24.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	4	4	4	*	*	*	*
Hispanic or Latino	48	46	46	17.39%	32.61%	21.74%	28.26%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	19	19	52.63%	10.53%	15.79%	21.05%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	48	47	47	21.28%	31.91%	23.40%	23.40%
English Learners	11	10	10	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	4	4	4	*	*	*	*

CAASPP – Grade 3 Mathematics 2018-19

	Mathematics						
	2018-19						
	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	79	77	77	20.78%	24.68%	25.97%	28.57%
Male	51	50	50	20.00%	28.00%	28.00%	24.00%
Female	28	27	27	22.22%	18.52%	22.22%	37.04%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	4	4	4	*	*	*	*
Hispanic or Latino	48	46	46	10.87%	28.26%	30.43%	30.43%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	19	19	26.32%	21.05%	26.32%	26.32%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	48	47	47	14.89%	27.66%	27.66%	29.79%
English Learners	11	10	10	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	4	4	4	*	*	*	*

CAASPP – Grade 4 English Language Arts/Literacy 2018-19

	English Language Arts/Literacy						
	2018-19						
	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	69	67	67	28.36%	26.87%	20.90%	23.88%
Male	31	30	30	36.67%	30.00%	16.67%	16.67%
Female	38	37	37	21.62%	24.32%	24.32%	29.73%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	42	41	41	29.27%	24.39%	19.51%	26.83%
Hawaiian or Pacific Islander							
White (not Hispanic)	21	20	20	25.00%	30.00%	25.00%	20.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	46	44	44	15.91%	27.27%	27.27%	29.55%
English Learners	12	10	10	*	*	*	*
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless	6	5	5	*	*	*	*

CAASPP – Grade 4 Mathematics 2018-19

	Mathematics						
	2018-19						
	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	69	68	68	1.47%	33.82%	35.29%	29.41%
Male	38	37	37	0.00%	32.43%	35.14%	32.43%
Female	31	31	31	3.23%	35.48%	35.48%	25.81%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	42	42	42	0.00%	30.95%	33.33%	35.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	21	20	20	5.00%	35.00%	40.00%	20.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	46	45	45	0.00%	24.44%	37.78%	37.78%
English Learners	12	11	11	0.00%	18.18%	9.09%	72.73%
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless	6	5	5	*	*	*	*

CAASPP – Grade 5 English Language Arts/Literacy 2018-19

	English Language Arts/Literacy						
	2018-19						
	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	55	55	55	25.45%	30.91%	25.45%	18.18%
Male	28	28	28	25.00%	32.14%	28.57%	14.29%
Female	27	27	27	25.93%	29.63%	22.22%	22.22%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	34	34	34	26.47%	32.35%	20.59%	20.59%
Hawaiian or Pacific Islander							
White (not Hispanic)	14	14	14	21.43%	28.57%	35.71%	14.29%
Two or More Races	6	6	6	*	*	*	*
Socioeconomically Disadvantaged	31	31	31	9.68%	29.03%	35.48%	25.81%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 Mathematics 2018-19

	Mathematics						
	2018-19						
	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	55	55	55	10.91%	21.82%	30.91%	36.36%
Male	27	27	27	11.11%	29.63%	22.22%	37.04%
Female	28	28	28	10.71%	14.29%	39.29%	35.71%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	34	34	34	5.88%	20.59%	32.35%	41.18%
Hawaiian or Pacific Islander							
White (not Hispanic)	14	14	14	28.57%	7.14%	35.71%	28.57%
Two or More Races	6	6	6	*	*	*	*
Socioeconomically Disadvantaged	31	31	31	0.00%	12.90%	32.26%	54.84%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

2020-21 Title I Funds Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Title I			
Site: ATLAS		Carryover	6,885
		Allocation	33,460
		Parent Involvement	789
		Total Allocation	41,134
		Less Central Direct Svc	
Resource = 3010		Total Site Budget	41,134
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub	3,167	
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	33,433	
2101	Paraed, Hourly - Comp Lab		
2106	Paraed, Hourly		
2106	Paraed, Sub		
2203	Translations		
2203	Child Care hrly	334	
Complete Time Sheet Authorization Form			
2401	Family Liaison, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		36,934	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	3,475	
4300	Other Supplies		
4300	Supplies, Parent Involvement	455	
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5806	Internet Publications/Software	270	
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		4,200	0
Total:		41,134	0
Principals Signature for Adjustment: <i>[Signature]</i>			
Date: 11-12-2020			
School Site Council Approval: (Chairman) <i>[Signature]</i>			
Date: 11-12-2020			
Director, Special Projects Approval: <i>[Signature]</i>			
Date: 12/10/2020			

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2020-21 Site Based Funds Program Budget

VUSD BUDGET: 2020/2021		
PROGRAM: Site Based		
Site: ATLAS	Carryover	2,346
	Allocation	15,289
		0
		0
Resource = 0000, Option 0000	Total	17,635
Object #	Classification	
Personnel Costs and Benefits		
Must reflect amounts on Staffing Charts		
		Current
		Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	1,515
1107	Stipend, Certificated	
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	
2103	Paraed, Hourly	
2203	Child Care /Translation, Hourly	
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	7,327
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2901	Other Classified, Positional	
2103/2403	Library training	
SUBTOTAL		8,842
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	7,996
4300	Other Supplies	
4400	Equip Not Capltzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	797
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5806	Internet Publications/Software	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		8,793
Total:		17,635
Principals Signature for Adjustment: <i>[Signature]</i>		
Date: 11-12-2020		
School Site Council Approval: (Chairman) <i>Robert S. Harrell</i>		
Date: 11-12-2020		
Director, Special Projects Approval: <i>[Signature]</i>		
Date: 11/30/20		

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2020-21 Supplemental Funds Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Supplemental		Carryover Allocation	
Site: ATLAS		6,447	
Resource = 0100		31,800	
		0	
		Total: 38,047	
Object #	Classification	Must reflect amounts on Staffing Charts	
Personnel Costs and Benefits		Current	Revised
Must reflect amounts on Staffing Charts			
1101	Teacher, Contractual		
1103	Teacher, Hourly	19,134	
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Family Liaison	2,117	
2203	Translation	1,548	
2206	Family Liaison Sub		
Complete Time Sheet Authorization Form			
2401	Family Liaison, Positional		
2403	Clerk, Hourly	308	
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		23,107	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	14,940	
4300	Other Supplies		
4400	Equip Not Captizd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5806	Internet Publications/Software		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect	14,940	0
SUBTOTAL		38,047	0
Total:			

Principals Signature for Adjustment: <i>[Signature]</i>	
Date:	11/12/2020
School Site Council Approval: (Chairman) <i>Robert S. Harrell</i>	
Date:	11-12-2020
English Learner Advisory Committee Review: <i>Maria L. Cardona</i>	
Date:	12-11-2020
Director, Special Projects Approval: <i>[Signature]</i>	
Date:	12/10/2020

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School-Parent/Home Compact

ATLAS Elementary SCHOOL-FAMILY COMPACT 2020-2021

Student Name: _____ Grade _____

"Education of our children takes everyone." – The following agreements between the home and school defines the expectations and shared responsibilities of ATLAS Elementary & Parents as equal partners for student learning.

STUDENT AGREEMENT:

It is important that I work to the best of my ability. I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities:

- ❖ I will attend school* and be on time daily unless I am ill.
- ❖ I will have my supplies at all times.
- ❖ I will complete my schoolwork/homework and turn it in on time.
- ❖ I will be responsible for my own behavior at school*.
- ❖ I will ask for help when needed.
- ❖ I will show respect to all students, staff, and property.
- ❖ I will practice positive digital citizenship.

Student Signature: _____ Date: _____

PARENT/GUARDIAN AGREEMENT:

I realize that my child's school years are very important, and I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities:

- ❖ I will make sure my child gets adequate sleep, attends school*, and is on time daily.
- ❖ I will provide a quiet place for my child to study and encourage completion of schoolwork/homework.
- ❖ I will see that my child reads a minimum of 20 minutes a day.
- ❖ I will review all information (Parent Square, Class Dojo, email, letters) that I receive from the school.
- ❖ I will stay involved and informed in my child's school activities.
- ❖ I will respect my child and encourage him/her to respect others.
- ❖ I will encourage my child to engage in positive digital citizenship

Parent Signature: _____ Date: _____

SCHOOL:

I understand the importance of a good school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities:

- ❖ I will have high expectations for students, families, and staff.
- ❖ I will provide a safe and caring environment that promotes learning and respects cultural differences.
- ❖ I will provide a high quality curriculum with standards-based instruction that enables students to meet district/state standards & 21st Century Learning Skills.
- ❖ I will strive to be aware of the individual needs of your child.
- ❖ I will promote good citizenship and positive behavior.
- ❖ I will model respect as I hold students accountable for their behavior.
- ❖ I will communicate and work with families to support their child's learning.
- ❖ I will strive to continue to develop my pedagogy in technology, curriculum development, and collaboration.

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

*100% Distance Learning, 100% Brick and Mortar, or Hybrid Model (combination of distance/brick & mortar)

AW 09/16/2020

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; 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 Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 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

A.T.L.A.S. - Parent Involvement Policy

A.T.L.A.S. - Parent Involvement Policy

A.T.L.A.S. - Parent Involvement Policy

A.T.L.A.S. will follow the guidelines developed with parent input as listed below in accordance with the Every Student Succeeds Act. This policy will be distributed to parents of students participating in the Title I program and will be updated periodically.

Policy Guidelines

- Shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parent 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.
- 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:
 - o School plan for student achievement (NOTE : The school will submit any parent comments on the plan when the school makes the plan available to the LEA)
 - o Parent involvement policy
 - o Title I program description
 - o School-Parent Compact, a written agreement of what schools and parents are each supposed to do to help students achieve
 - o Plans for training school staff on how to strengthen ties between home and school
- Shall provide parents of participating students with
 - o 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
 - o Timely responses to suggestions
 - o Description and explanation of curriculum to be used
 - o The forms of academic assessment used to measure student progress
 - o Proficiency levels that students are expected to meet
 - o Materials and training on how to improve their child's achievement
 - o Information sent home in a language and format parents can understand
- Coordinate and integrate, as appropriate, parent involvement with Head Start, Even Start and other public preschool programs
- Develop appropriate roles for community-based organizations and businesses and encourage partnerships with elementary, middle and high schools
- Offer a flexible schedule of meetings that is convenient to parents
- Provide other reasonable support for parental involvement at parents' request

Parent Involvement Calendar

Individual classes and grade levels have parent meetings and send home class newsletters on a regular basis. There are also many activities within classes and grade levels in which parent participation is sought. Parent involvement at all levels is an essential component of the culture of A.T.L.A.S.

February - June Events may not be virtual if we return to brick and mortar schedule.

<u>July</u>	<u>January</u> Virtual General PTA Meeting Virtual SSC/ELAC Meeting Virtual Awards Assembly Virtual Leadership Night
<u>August</u> Kinder Parent Meeting 1st-5th Drive-Thru Meet and Greet	<u>February</u> General PTA Meeting
<u>September</u> Virtual Back to School Night Virtual PTA General Meeting Virtual SSC/ELAC Meeting	<u>March</u> Kinder Registration Parent Conferences General PTA Meeting SSC/ELAC Meeting Awards Assembly
<u>October</u> Virtual SSC Meeting Virtual PTA General Meeting	<u>April</u> General PTA Meeting
<u>November</u> Virtual PTA General Meeting Virtual Parent Conferences Virtual Awards Assembly Virtual SSC/ELAC Meeting	<u>May</u> General PTA Meeting Spring Fling (will not happen if we are still in distance learning)
<u>December</u> Cheers For Children & Food Donation Virtual PTA General Meeting Virtual SSC/ELAC Meeting	<u>June</u> Kindergarten Promotion 5 th Grade Promotion PTA General Meeting

Professional Development Plan

A.T.L.A.S. 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 2020-21 school year, teachers at A.T.L.A.S. will focus on the following trainings:

- Leader in Me / 7 Habits of Highly Effective People
- Zoom, Canvas & SeeSaw Best Practices
- Technology
- Growth Mindset

2019-20 School Accountability Report Card

Published January 2021



ACADEMY OF TECHNOLOGY & LEADERSHIP AT SATICOY

760 JAZMIN AVENUE, VENTURA, CA 93004

(805) 672-2701

ANNA WINSLOW, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

Welcome to The Academy of Technology & Leadership at Saticoy's (A.T.L.A.S.) Annual School Accountability Report Card, and thank you for taking the time to learn about us. "The Academy of Technology and Leadership at Saticoy is a safe and nurturing environment where student leaders are developed. In partnership with parents and our community, students gain confidence, responsibility, and critical thinking skills in preparation for life-long learning in a technological, global society." As principal, I am very proud of my A.T.L.A.S. family: the teachers, staff, students, and families who strive together to make our school better each year. I am also honored to have the opportunity to share the basis for such pride with you. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component that every school in California must issue.

It is the belief of A.T.L.A.S. Elementary School that students can and will excel in an environment that is tailored to their evolving needs. Here at A.T.L.A.S., we combine the traditional values of a personalized, well-rounded education with the skills necessary to compete in the 21st century. By equipping our students with leadership and technology skills, our students will be prepared to be successful in middle school, high school, college, and beyond.

The hard working staff are both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district and myself in particular that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping A.T.L.A.S. Elementary School change with the times and maintain flexibility in this and future generations.

A.T.L.A.S. Mission Statement

A.T.L.A.S. Stars...

Achieve Academically
Track Success
Lead with Confidence
Applaud Innovation
Synergize with Purpose

Board of Education

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

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. GREG BAYLESS
DIRECTOR OF SECONDARY EDUCATION

GINA WOLOWICZ
DIRECTOR OF ELEMENTARY EDUCATION

DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

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

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100

VENTURA, CALIFORNIA 93001

(805) 641-5000

www.venturausd.org



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.

Student Enrollment by Student Group and Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.5%	Kindergarten	53
American Indian or Alaskan Native	0.5%	Grade 1	65
Asian	1.2%	Grade 2	62
Filipino	2.5%	Grade 3	73
Hawaiian or Pacific Islander	0.0%	Grade 4	84
Hispanic or Latino	62.7%	Grade 5	68
White	28.9%	Grade 6	0
Two or More Races	2.7%	Grade 7	0
Socioeconomically Disadvantaged	59.0%	Grade 8	0
English Learners	17.5%		
Students with Disabilities	8.6%		
Homeless	1.5%		
Foster Youth	1.2%		
		Total Enrollment	405

DISTRICT & SCHOOL DESCRIPTION**Ventura Unified School District**

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Academy of Technology & Leadership at Satcoy (A.T.L.A.S.)

A.T.L.A.S. Elementary school serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2019-20 school year, 405 students were enrolled, including 8.6% in special education, 17.5% qualifying for English Language Learner support, 1.2% foster youth, 1.5% homeless youth, and 59% qualifying for free or reduced price lunch.

Many of A.T.L.A.S. Elementary's students are second generation students. The campus is located near the county's rich agricultural area. The principal and teaching staff work together to meet the needs of every student and provide a safe and supportive learning environment. A.T.L.A.S. Elementary offers a wide range of at-risk and intervention programs to accommodate the educational needs of its students.

A.T.L.A.S. Elementary School is a technology and leadership magnet school, being recognized as a Franklin Covey Lighthouse School, which puts them in the top 10% of all Leader In Me Schools in the world.

A.T.L.A.S. Elementary School is home to the district's Early Intervention Center which hosts language-based play groups for children with mild to moderate delays in the areas of communication, sensory/movement, self-help, social/emotional, and/or pre-academic skills. As close neighbors to the county special education program at Penfield, A.T.L.A.S. Elementary provides opportunities for special needs students to integrate with general education students, which is a mutually beneficial exchange.

A.T.L.A.S. hosts two Jump Start preschool programs. These programs assist young pre-K students and their parents in developing the skills and behaviors necessary for school success.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, joining the PTA, 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, the school marquee, Twitter, Facebook, Instagram, and the PTA website. Contact the school office manager at (805) 672-2701 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Office Helper
- Leadtime
- Valet
- Library Helper

Committees

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

School Activities

- Back to School Night
- Book Fairs
- School Dances
- Fundraising
- Family Fun Nights
- Leadership Nights
- Parent Volunteer Training
- Spring Fling

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for

students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/literacy and mathematics utilizing computer-adaptive tests and performance

tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	ATLAS		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	35	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight

Percentage of Students Meeting or Exceeding the State Standards

	ATLAS		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English Language Arts/Literacy	55	N/A	55	N/A	48	N/A
Mathematics	39	N/A	44	N/A	37	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2019-20

	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Physical Fitness

In the spring of each year, A.T.L.A.S. Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2019-20			
% of Standards Met:			
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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. A.T.L.A.S. Elementary School's original facilities were built in 1939; 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. Campus repair and/or improvement projects for include the following:

2019-20 Campus Improvements:

- New flooring for room 15
- Repaint Room 2

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 evening custodians are assigned to A.T.L.A.S. Elementary School. The day custodian is responsible for:

- Restrooms
- Cafeteria Setup/Cleanup
- General Cleaning and Custodial Functions

Restrooms are checked twice a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Restrooms
- Routine Maintenance

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

Campus Description	
Year Built	1939
Acreage	11.7
Bldg. Square Footage	47750
	Quantity
# of Permanent Classrooms	16
# of Portable Classrooms	4
# of Restrooms (student use)	4 sets
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Computer Lab	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for A.T.L.A.S. 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 by December 2020.

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, assigned teachers and morning supervisors are strategically located at designated entrance areas and on the playground. During recess, three yard duty supervisors monitor playground activity. Three noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, two teachers and three yard duty supervisors monitor student behavior to ensure a safe and orderly departure.

A.T.L.A.S. Elementary School is a closed campus. During school hours, all gates are locked except the entrance. All visitors must sign in at the school's office and wear identification badges while on school grounds.

Facilities Inspections

The district's maintenance department inspects A.T.L.A.S. Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). A.T.L.A.S. Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 20, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT**Discipline & Climate for Learning**

A.T.L.A.S. Elementary School's discipline policies are based upon a school-wide discipline plan, which is used as a guide 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. The mission statement is posted in each classroom as well as behavioral goals for all students based on the Leader in Me program. A.T.L.A.S. Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 20, 2020	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Room K1 - Missing Williams posting; Room K2 - Missing Williams poster; Room 36 - No Williams poster; Room 39 - Exterior drain needs to be covered by additional asphalt to make a more level surface
Cleanliness	✓			Room K2 - Exterior south wall, door frame and overhang has peeling paint, pepper tree out front needs trimming; Room 39 - Deficiency noted
Electrical	✓			
Restrooms/Fountains	✓			Wing 18-22Boys RR - Drain cover under water fountain is missing; Room 28 - Low sink/faucet flow
Safety	✓			Room 2 - Paint peeling on exterior metal blinds and south exterior wall and unsecured overhead storage; Room 3, 15 - Unsecured overhead storage; Room 4 - Deficiency noted; Room 5 - Paint peeling on exterior metal blinds and south exterior wall; Room 37 - Weeds behind the buildings
Structural	✓			
External		✓		Room 4 - Deficiency noted; Room 5 - Damage to water heater closet door; Upper Playground - Low sand level; Lower Playground - Low sand level and grass in the sand; Room 15 - Door frame needs painting; Room 17, 21 - Tree outside front door needs trimming; Room 29 - Tree above storage shed barn and on playground need trimming; EIC Office - Weeds behind office need to be removed; EIC Playground - Low sand level, grass in the sand under the tire swing
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.

Suspensions and Expulsions									
	ATLAS			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	1.40%	1.00%	0.74%	3.00%	2.70%	2.54%	3.50%	3.60%	
Expulsions (%)	0.00%	0.00%	0.00%	0.15%	0.05%	0.10%	0.08%	0.09%	

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

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.

CURRICULUM & INSTRUCTION

Instructional Materials

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

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials. History-Social Science curriculum is scheduled to be piloted in the 2020-2021 year with

Average Class Size and Class Size Distribution				
2017-18				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0	1	2	
1	24.0		3	
2	25.0		3	
3	21.0	1	2	
4	32.0		2	
5	24.0		2	
2018-19				
K	21.0	1	2	
1	20.0	1	2	
2	22.0		3	
3	26.0		3	
4	34.0			2
5	27.0		2	
Other**	21.0		1	
2019-20				
K	27.0		2	
1	22.0		3	
2	21.0	1	2	
3	24.0		3	
4	22.0		1	
5	29.0		2	
Other**	28.0		2	

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

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

adoption and implementation for the 2021-2022 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 22, 2020, 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 #20-24 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 2020-21 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.

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 2018-19, 2019-20, and 2020-21 school years, the teachers at A.T.L.A.S. Elementary School had the opportunity to participate in districtwide staff development training focused on:

- 2018-19 and 2019-20 Trainings:
- History-Social Science
 - Next Generation Science Standards
 - School Safety
 - Special Education
 - Strategies for Formative Assessments
 - Technology Training
 - Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning

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%
2018	Yes	<i>My Big Day</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	<i>My Big Day</i>	0%
Science			
2008	Yes	Pearson-Scott Foresman: <i>California Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%

- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Sonday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

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 2019-20 school year, A.T.L.A.S. Elementary School's staff development activities concentrated on:

- Growth Mindset
- Leader in Me / 7 Habits of Highly Effective People
- Technology

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.

Professional Development Days Three-Year Trend		
2018-19	2019-20	2020-21
2	2	3

PROFESSIONAL STAFF

Teacher Assignment

During the 2019-20 school year, A.T.L.A.S. Elementary School had 26 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	ATLAS			VUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	26	26	25	721	713	694
Teachers with Full Credential	26	26	25	690	678	664
Teachers without Full Credential	0	0	0	31	35	0
Teaching Outside Subject Area (with full credential)	0	0	0	105	89	89
Misassignments of Teachers of English Learners	0	0	0	0	1	0
Total Teacher Misassignments*	0	0	0	1	2	0
Teacher Vacancies	0	0	0	3	4	3

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.*

Counseling & Support Staff

A.T.L.A.S. 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 A.T.L.A.S. 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 2019-20		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.6
Psychologist	1	0.3
School Nurse	1	0.2
School Counselor	1	0.5
Average Number of Students per Academic Counselor		405

**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.*

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 A.T.L.A.S. 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) <https://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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in November 2020 and the school facilities section was acquired in December 2020.

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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2018-19 school year, Ventura Unified School District spent an average of \$11,502 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted

(supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2018-19		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	47,778	52,484
Mid-Range Teacher Salary	68,801	81,939
Highest Teacher Salary	95,296	102,383
Average Principal Salaries:		
Elementary School	117,542	129,392
Middle School	120,713	136,831
High School	135,503	147,493
Superintendent Salary	227,500	254,706
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2018-19					
Dollars Spent Per Student					
Expenditures Per Pupil	ATLAS	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,007	N/A	N/A	N/A	N/A
Restricted (Supplemental)	532	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,474	6,501	99.6%	13,080	49.5%
Average Teacher Salary	74,220	77,464	95.8%	81,939	90.6%

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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- Classified School Employee Professional Development Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education

School Site Council Bylaws

**School Site Council
Bylaws
ATLAS Elementary School**

Article 1

Duties of the School Site Council

The School Site Council of ATLAS Elementary School, hereinafter referred to as SSC, shall carry out the following duties:

- Obtain recommendations for, and review the proposed School Plan for Student Achievement from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- Make notifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the district governing board and by state law.

**Article 2
Members**

Section A: Composition

The council shall be composed of 10 members, selected by their peers, as follows:

- 3 classroom teachers
- 1 other school staff member
- 5 parents or community members
- The school principal shall be an ex officio member of the council

Council members chosen to represent parents may be employees of the school district so long as they are not employed by this school.

Section B: Term of Office

SSC members shall be elected for 2 year terms. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted. Email votes will be allowed when necessary.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his/her membership by submitting a written letter of resignation to the council chairperson.

Section E: Transfer of Membership

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Membership on the council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by appointment of the council for the period of time until the next regular election.

**Article 3
Officers**

Section A: Officers

The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.

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*
- *Have other such duties as are prescribed by the SSC*

The vice-chairperson shall:

- *Represent the chairperson in assigned duties*
- *Substitute for the chairperson in his/her absence*

The secretary shall:

- *Keep minutes of all regular and special meetings of the SSC*
- *Transmit true and correct copies of the minutes of such meetings to members of the council and to appropriate downtown personnel*
- *Provide all notices in accordance with these bylaws*
- *Be custodian of the records of the SSC*
- *Keep a register of the names, addresses and telephone numbers of each member of the council, the chairpersons of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons*
- *Perform other such duties as are assigned by the chairperson or the council*

Section B: Election and Terms of Office

The officers shall be elected annually, at the 1st meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

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

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

Article 4 Committees

Section A: 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 B: 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 C: 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 D: 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 5 Meetings of the School Site Council

Section A: Meetings

The Council shall hold five meetings a

year.

Section B: Place of Meetings

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

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 48 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: school marquee, PTA display case.

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All required notices shall be delivered to SSC and committee members no less than forty-eight hours, and no more than 5 days in advance of the meeting, personally or by mail or by e-mail.

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by Education Code Section 3147-c, and with Robert's Rules of Order or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Section G: 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.

Section H: 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 6
Amendments**

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the numbers present. Written notice of the proposed amendment must be submitted to SSC members at least 2 days prior to the meeting at which the amendment is to be considered for adoption.

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