Ventura Unified School District

School Plan for Student Achievement

Academy of Technology & Leadership at Saticoy (ATLAS)

56 72652 6056204

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Ventura Unified SCHOOL DISTRICT

Fiscal Year 2024-2025

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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 June 25, 2024.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2023-24 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Anna Winslow	X				
Stephanie Dillon		X			
Leah Salcedo		X			
T.J. Trealor		X			
Kimberly Wilkins			X		
Catherine Keeling				X	
Marina Porter				X	
Patti Russell				X	
Tim Vreeland				X	
Vacant				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				
Lorenzo Aguilera				X	
Yanet Fuentes				X	
Liduvina Galicia				X	
Alejandra Lopez				X	
Jose Macias				X	
Hugo Rodriguez				X	
Number of members in each category	1			6	

(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

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: April 16, 2024.

Attested:

Anna Winslow, Principal — Date: 4-16-24

SSC Chairperson — Date: 4-17-24

District information

District Profile

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

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

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Vision

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

District Mission

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

District Governing Principles

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

School Information

School Profile

During the 2023-24 school year, A.T.L.A.S. served 424 students in grades K-7. Student enrollment included 12.3% students with disabilities, 16.3% English learners, 55.9% socioeconomically disadvantaged , 0.5% migrant, and 3.5% 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 seventh grade. Students have access to:

- 1:1 Technology devices
- Computer programs such as:
    - Math Expressions
    - STAR Reading
    - Brain Pop
    - Zingy Leaning
    - 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/.

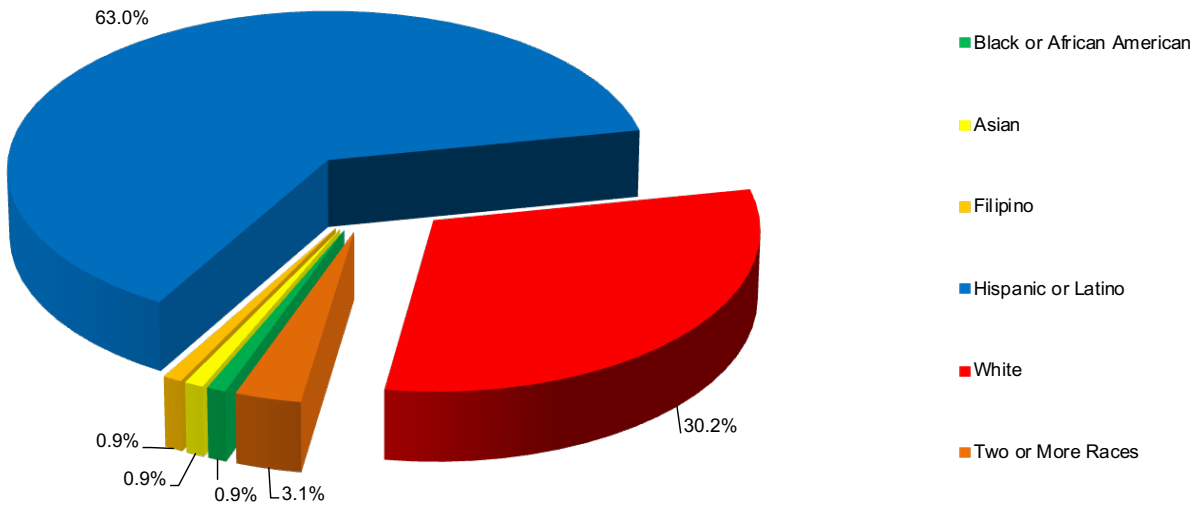
School Mission

ATLAS Stars...

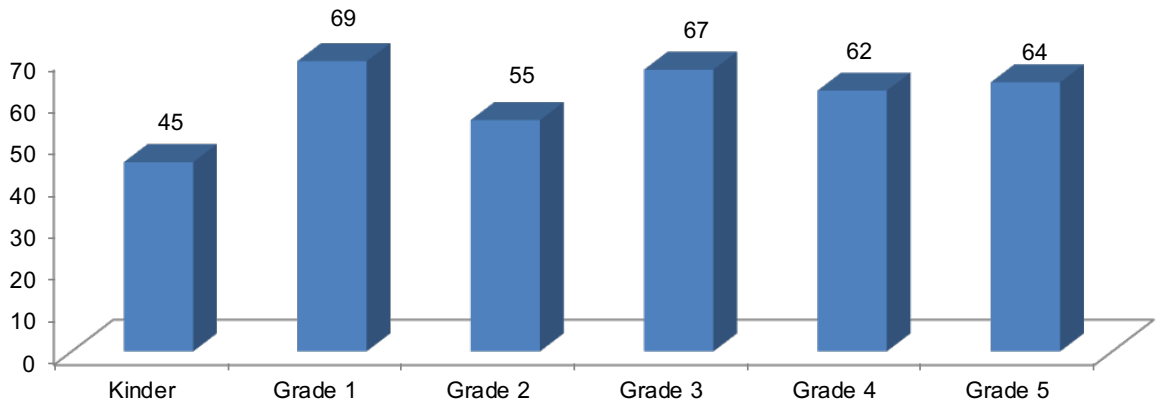
Achieve Academically
Track Success
Lead with Confidence
Applaud Innovation
Synergize with Purpose

WE are ATLAS!

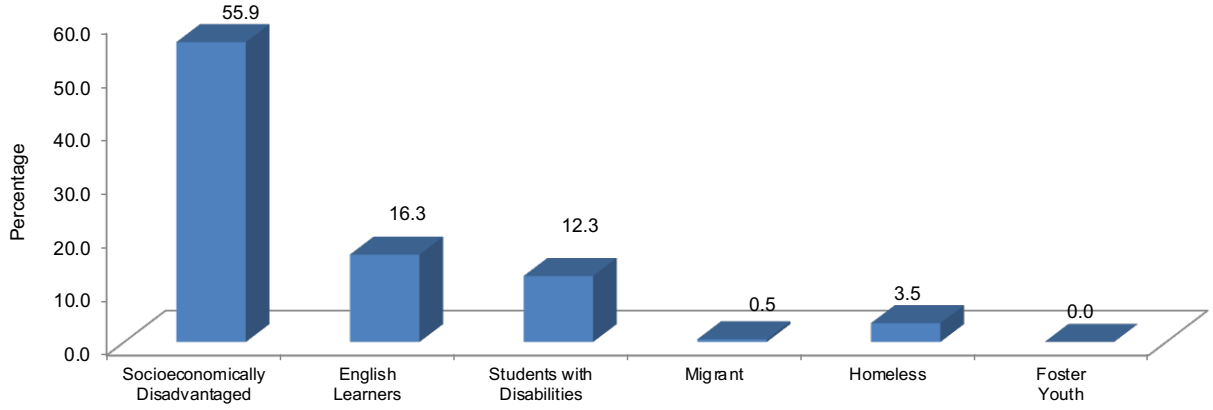
Student Enrollment by Ethnicity – 2023-24



Student Enrollment by Grade – 2023-24



Student Enrollment by Student Group – 2023-24



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
  - MAP Assessments
- ✓ California School Climate Survey (CHKS)

Conclusions from the data analysis and assessments 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 important 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
- Pacific High

- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District's Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:

  - Citrus Glen Elementary School
  - Elmhurst Elementary School
  - Junipero Serra Elementary School
  - Lemon Grove School
  - Lincoln Elementary School
  - Loma Vista Elementary School
  - Sheridan Way Elementary
  - Sunset School

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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 teachers 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:

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Academy of Technology & Leadership at Saticoy (A.T.L.A.S.)	**56726526056204**	**April 16, 2024**	

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. K-8 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 social-emotional and academic needs of all students by classroom teachers implementing research-based ELA and Math curriculum and continuing the Leader In Me (LIM) Program. The classroom teacher and paraeducator will give Tier 2 students additional supports while Tier 2 students will receive targeted instruction by reading intervention teacher and para educator. 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 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	Feb. 13, 2024: March 12, 2024, April 16, 2024
ATLAS Staff	Feb. 7, 2024; March 6, 2024; April 10, 2024

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

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:

70% of ATLAS students in grades K-5 will score in the 41st to greater than 80th percentile level (yellow, green and blue) in Reading by Spring 2025.

65% of ATLAS students in grades K-5 will score in the 41st to greater than 80th percentile level (yellow, green and blue) in Math by Spring 2025.

80% of ATLAS students in grades 6, 7, and 8 will have no D's or F's in their report cards.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 ELA District Winter Assessment (MAP Reading)	58% All K-5th grade - winter 2023 data	70% (All K-5th) will score in the yellow, green, blue levels
2023-2024 Math District Winter Assessment (MAP Math)	59% All K-5th grade - winter 2023 data)	65% (All K-5th) will score in the yellow, green, blue levels
2023-2024 6th Grade Quarterly Report Card Data	86.88% of 6th and 7th grade students did not have any D's or F's in their 2nd quarter report cards.	85% of our 6th and 7th grade students will have no D's or F's in their report cards.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All kindergarten and 1st grade students.

Strategy/Activity

Intervention teachers and paraprofessional will progress monitor (Ongoing) using BPST IV (Basic Phonics Skills Test) between the designated Trimester testing dates.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
See below in Strategy 2 Expenditure	See below in Strategy 2 Expenditure

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELA Intervention: Tier 1, Tier 2, and Tier 3

Strategy/Activity

Students will be pulled out in small group sessions (5 students) by the intervention teacher and 2 paraeducator for a total of 15 students per grade level. Using Sonday, a multi-sensory Orton-Gillingham reading intervention program (phonics instruction), the intervention team engage students who are struggling readers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
0.4 Paraeducator: $21,450	Title I
0.5 FTE Reading Intervention teacher: $44,148	Title I & Supplemental

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

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 in their leadership (Leader in Me) notebooks. Leader in Me is a Franklin Covey program that has an annual contractual cost. Goals that are set are goals that are met.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$4,845	Supplemental

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

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 and para educator.

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

Provide library services to our students to cultivate the love of reading. Paraeducator who is on the reading intervention team and who is also passionate about reading will offer set weekly times for classes to visit the school library and also have library open during select recesses.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$7,731	Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students not making growth in reading and/or math. Students having behavioral concerns.

Strategy/Activity

Provide substitute teachers to release teachers to participate in Student Study Teams (SSTs during the school day.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2,250	Site-based

Annual Review:

SPSA Year Reviewed: 2023-24
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

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

Strategy 1: Our Intervention Team consistently monitored students who needed the most support in reading. They used BPST (Basic Phonics Skills Test), ORF (Oral Reading Fluency), and HFW (High Frequency Words). Intervention Teachers used the tests provided in the CRLP(California Reading and Literacy Project) Training/Binder.

Strategy 2: Our Intervention Team provided pull-out small group instruction in 6-8 week chunks where students were clustered by ability level. Paraeducators used the Sonday program while the Intervention Teachers implemented CRLP, a new framework and initiative by our district. The data provided by our Intervention Team shows reading growth for our students. The math intervention teacher worked with 3rd-7th grade students who needed more support, and they, too, showed growth.

Strategy 3: Teachers were afforded to have PLCs 3x a month to develop grade level goals and individual classroom goals. Teachers and students tracked grade level, classroom level, and individual level growth/progress. Students tracked their goals in the leadership (Leader In Me) binders.

Strategy 4: In PLCs, teachers made informed decisions to meet students' needs in academics (curriculum, instruction, assessments), behavior (looking at referrals and behavior data), social-emotional growth, and physical growth.Teachers also planned together and shared best practices.

Strategy 5: Our paraeducator who is on the Intervention Team provided a schedule for teachers so that they could sign up their classes for weekly library time. She also had some days where the library was open during students' lunch time. Students were excited to browse and exchange books for new ones to read.

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

During the school year, LCAP funds were made available to the schools. Principals were able to make proposals to fund a strategy that supported our LCAP/School-Site goals. ATLAS Principal created a proposal that was approved to cover the annual contractual cost of being a Leader In Me School. The workbooks for K-7 students, substitutes for teachers to go to a Leader In Me training, and the cost to have a teacher trainer work with families on the 7 Habits of Effective Families were also approved.

Sonday was the program to be used, but CRLP was adopted by the district for Intervention Teachers and K-2 general education teachers to implement.

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.

1. The annual outcomes for K-5 MAP Reading and Math will increase 5 percentage points (65% to 70% for reading; 60% to 65% for Math. Also, the MAP data results will not be the spring window, but the winter window to align with the earlier SPSA submission (spring vs. fall). The middle school (6th, 7th, 8th) goal of 70% of students not having D's or F's on their report cards increased to 85%. This can be found in Goal 1, under Increase Student Achievement.
2. Instead of an hourly math intervention teacher, we will have a 0.5 FTE reading intervention teacher to offer stability/trained teacher for the CRLP initiative. We have a full-time reading intervention teacher provided by the district who will work closely with the part-time reading intervention teacher. To do this, we will go from 2 paraeducators to 1. This can be found in strategy 2 above.
3. Added strategy 6 to release teachers by paying for subs so they can participate in Student Study Teams to discuss students struggling academically and/or behaviorally and create plans to help students.

Goal 2:

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

Identified Need:

Transition ATLAS from a K-5 School to a K-8 School.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Recommendations or a report from a safety/security expert on where security cameras should be located on campus.	No security cameras on campus	Installation of interior/exterior security cameras based on the report or recommendations.
Attendance Data	As of March 25, 2024, 18% Chronic Absentee Rate (> or =10%)	Decrease Chronic Absentee Rate by 5%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, Staff, Families

Strategy/Activity

Engage a professional security company to assess where cameras should be mounted throughout the campus. Purchase and install security cameras during the school year 2024-2025.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$TBD	District Funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, Staff, Families

Strategy/Activity

Continue to have our school counselor as a full-time position so counselor can participate in SART & SARB, conduct needs assessment each trimester with staff, review report cards for Ns and Us, develop self-referral for 6th grade, 7th grade 8th grade, offer group and/or individual counseling for students, and develop school connectedness survey for staff and students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$81,416	Title I

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

Additional hours for our Campus Support Assistants to provide supervision during recesses, lunches, and dismissals.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Recess: $2,623	Site-Based

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

2nd-8th Grade Students

Strategy/Activity

Offer after school extra-curricular activities/programs to our students: Cross Country and Robotics. Staff members as coaches to work with for 3rd through 8th grade students for cross country and 2nd and up for robotics.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2,534	Site-Based

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

3rd-8th Grade Students in Cross Country

Strategy/Activity

Pay the Cross Country fee for race time for elementary and middle school students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$750	Site-Based

Annual Review:

SPSA Year Reviewed: 2023-24
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

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

Strategy 1: Again, cameras were not installed. It is in the district's Measure E plan. Within 3-5 years, the cameras should be installed.

Strategy 2: Counselor was able to complete all the objectives listed. Behavior issues have decreased compared to last school year. The goal remains the same with the addition of the 8th grade class next year.

Strategy 3: CSAs (Campus Support Assistants) were able to supervise 1st-3rd students during the last recess and/or during 1st-7th dismissals. Playground behavior and safety issues are dealt with immediately and consistently. We will continue having our CSAs at all recesses, lunches, and dismissals for student safety.

Strategy 4: We had an elementary team and a middle school team for the first time in ATLAS' history. Students were engaged as they attended practices consistently and raced against other schools.

Strategy 5: The race time fee needs to be paid for our students to participate in Cross Country.

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 are no major differences.

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.

There are no changes.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

By June 2024, we will have a minimum of 95% of parents participating in at least 1 school and/or grade level event (Zoom or in- person; e.g. School Site Council Meetings, Dining with the Stars, PTA Meetings/Events, Parent Teacher Conferences, etc.).

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in Sheets Observational Data	90% of parents attended Fall Parent Teacher Conferences 2 families were interested in the 7 Habits of Effective Families Workshops (7 different days/eventings)	95% of parents will participate in at least 1 school event At least 10 families will participate in the two Saturday 7 Habits of Effective Families Workshops

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.

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 and Families

Strategy/Activity

Hold two “7 Habits of Effective Families” Saturday mornings which is aligned with our Leader in Me Leadership Program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$633	Site-based

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

Provide additional hours for our family liaison staff member so that she is able to assist our families, especially our bilingual families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3,097	Title I

Annual Review:

SPSA Year Reviewed: 2023-24

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

ANALYSIS:

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

Strategy 1: We met our goal.

- Ninja Warrior continues to be the biggest event at ATLAS, and again our families were very involved. We had parent volunteers throughout the day; parents, grandparents, and even uncles and aunts present to cheer on our students; and our families raised $23,000 (last year raised $22,000 and met our goal; the goal was $25,000 for this year so we didn't meet it, but our PTA still rewarded our students with ice cream bars and popsicles)
- Our second annual Dia de Los Muertos was a success again. So many of our families came out that evening and celebrated.
- Awards Assemblies for K-5 made a comeback this year. Awards were tied to the 7 Habits (plus the 8th) and the 5 Core Paradigms. Families were very appreciative and enjoyed the assemblies. All K-5 students by the end of the year will receive an award to really implement the Core Paradigm #2: Everyone Has Genius.
- Dining with the Stars monthly fundraising events, the Skate Night fundraisers (3 in the year), and the Glow Dance where students' adults are required to be present were all successes!

Strategy 2: Not many families did not reach out to our teacher trainer to let her know they were interested in participating in the workshops. Only 2 reached out. We didn't meet this.

Strategy 3: Our family liaison was instrumental with our Spanish speaking families and helping the office staff.

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

Since we didn't hold any of our 7 Habits of Effective Families due to no families responding to the invitations, the allotted budget to pay for our teacher trainer was not used.

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.

One major difference is changing the number of 7 Habits of Effective Families workshops offered from 7 one hour workshops to two 3-hour workshops. We hope we have more families attend.

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 2023-24 Carryover	$0.00
Title I 2024-25 Pre-Allocation	$126,051.00
Title I 2024-25 Allocation	$4,880.00

Subtotal of additional federal funds included for this school: **$$130,931.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Site-Based Funds 2023-24 Carryover	$0.00
Site-Based Funds 2024-25 Allocation	$14,840.00
Supplemental Funds 2023-24 Carryover	$0.00
Supplemental Funds 2024-25 Allocation	$42,700.00

Subtotal of state or local funds included for this school: **$57,540.00**
Total of federal, state, and/or local funds for this school: **$188,471.00**

2024-25 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

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

Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

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

Indian Education

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

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

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

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

References

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

	English Language Arts/Literacy 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	62	61	61	11.48%	27.87%	31.15%	29.51%
Male	28	27	27	7.41%	37.04%	18.52%	37.04%
Female	34	34	34	14.71%	20.59%	41.18%	23.53%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	47	46	46	10.87%	26.09%	34.78%	28.26%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	16.67%	25.00%	16.67%	41.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	37	36	36	8.33%	19.44%	36.11%	36.11%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 3 Mathematics 2022-23

	Mathematics 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	62	61	61	9.84%	24.59%	18.03%	47.54%
Male	28	27	27	14.81%	25.93%	18.52%	40.74%
Female	34	34	34	5.88%	23.53%	17.65%	52.94%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	47	46	46	8.70%	17.39%	19.57%	54.35%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	16.67%	50.00%	8.33%	25.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	37	36	36	5.56%	11.11%	19.44%	63.89%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

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

	English Language Arts/Literacy						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	66	65	65	33.85%	20.00%	18.46%	27.69%
Male	31	31	31	25.81%	22.58%	29.03%	22.58%
Female	35	34	34	41.18%	17.65%	8.82%	32.35%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	39	39	39	20.51%	23.08%	12.82%	43.59%
Hawaiian or Pacific Islander							
White (not Hispanic)	21	21	21	61.90%	14.29%	19.05%	4.76%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	32	31	31	19.35%	25.81%	9.68%	45.16%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 4 Mathematics 2022-23

	Mathematics 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	66	65	65	27.69%	15.38%	35.38%	21.54%
Male	31	31	31	25.81%	19.35%	35.48%	19.35%
Female	35	34	34	29.41%	11.76%	35.29%	23.53%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	39	39	39	12.82%	15.38%	38.46%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	21	21	21	57.14%	19.05%	19.05%	4.76%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	32	31	31	9.68%	12.90%	48.39%	29.03%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 5 English Language Arts/Literacy 2022-23

	English Language Arts/Literacy 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	76	75	75	16.00%	33.33%	16.00%	34.67%
Male	38	37	37	10.81%	40.54%	16.22%	32.43%
Female	38	38	38	21.05%	36.32%	15.79%	36.84%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	52	52	52	11.54%	28.85%	15.38%	44.23%
Hawaiian or Pacific Islander							
White (not Hispanic)	20	19	19	31.58%	42.11%	15.79%	10.53%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	48	48	48	6.25%	29.17%	18.75%	45.83%
English Learners	14	14	14	0.00%	14.29%	14.29%	71.43%
Students with Disabilities	11	10	10	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 5 Mathematics 2022-23

	Mathematics 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	76	75	75	10.67%	21.33%	26.67%	41.33%
Male	38	37	37	2.70%	32.43%	27.03%	37.84%
Female	38	38	38	18.42%	10.53%	26.32%	44.74%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	52	52	52	1.92%	19.23%	34.62%	44.23%
Hawaiian or Pacific Islander							
White (not Hispanic)	20	19	19	36.84%	26.32%	10.53%	26.32%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	48	48	48	4.17%	14.58%	33.33%	47.92%
English Learners	14	14	14	0.00%	7.14%	42.86%	50.00%
Students with Disabilities	11	10	10	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

2024-25 Title I Funds Program Budget

2024-2025 BUDGET
School Site: **ATLAS K-8**
Program: **Title I**

2024-2025 Pre Allocation	$	126,051.00
2024-2025 Additional Allocation	$	4,880.00
Total Available Funding:	$	130,931.00

Pre-Allocated Expenditures		Budget
1000s - Certificated Salaries		
	Intervention Teacher .23 FTE	$ 16,310.00
	Counseling .6 FTE	$ 66,106.00
	Other	$ -
2000s - Classified Salaries		
	Paraed .4 FTE	$ 15,537.00
	Family Liaison .0425 FTE	$ 2,243.00
	Other	$ -
3000s - Employee Benefits		
	Certificated	$ 19,088.00
	Classified	$ 6,767.00
Total		$ 126,051.00

Additional Expenditures:		Budget
1000s - Certificated Salaries		
1103	Intervention Teacher .05 FTE	$ 3,962.00
1106	Teachers, Sub	$ -
	Other	$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	$ -
	Other	$ -
3000s - Employee Benefits		
	23.16% for Certificated	$ 918.00
	38.06% for Classified	$ -
4000s - Books and Supplies		
4200	Books Other Than Textbooks	$ -
4300	Materials and Supplies	$ -
4400	Equipment not Capitalized	$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	$ -
5600	Rentals and Repairs	$ -
5719	Transportation for field trips	$ -
5710	Graphics	$ -
5800	Contracted Services	$ -
5806	Internet Publications/Software	$ -
6000s - Capital Outlay		
6400	Capital Equipment >$5,000 ea.	$ -
Total		$ 4,880.00

Budget Balance		$ -

Principals Signature:	
Date: 4/16/24	
School Site Council Approval: (Chair)	
Date: 4/16/24	
Director, Special Projects Approval:	B Davies
Date: 4/23/24	

2024-25 Site Based Funds Program Budget

2024-2025 BUDGET
School Site: ATLAS K-8
Program: Site Based Fund

2024-2025 Allocation	$	14,840.00
Total Available Funding:	**$**	**14,840.00**

Expenditures:		**Budget**
1000s - Certificated Salaries		
1103	Teachers, Extra hours (45 hours)	$ 2,148.00
1106	Teachers, Sub - 10 days	$ 2,250.00
	Other	$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	$ -
2403	Clerical, Extra hours	$ -
	Other - CSAs (2.25 hrs/wk x 38 wks)	$ 1,900.00
3000s - Employee Benefits		
	23.16% for Certificated	$ 1,019.00
	38.06% for Classified	$ 723.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	$ -
4300	Materials and Supplies	$ 2,100.00
4400	Equipment not Capitalized	$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	$ -
5600	Rentals and Repairs	$ 1,200.00
5719	Transportation for field trips	$ -
5710	Graphics	$ 2,500.00
5800	Contracted Services - Race Time (X-Count	$ 750.00
5806	Internet Publications/Software	$ -
5900	Communications	$ 250.00
6000s - Capital Outlay		
6400	Capital Equipment >$5,000 ea.	$ -
Total		**$ 14,840.00**

Budget Balance		**$ -**

Principals Signature:
Date: 4/16/24
School Site Council Approval: *(Chair)*
Date: 4/16/24
Director, Special Projects Approval:
Date: 6/3/24

2024-25 Supplemental Funds Program Budget

2024-2025 BUDGET
School Site: **ATLAS K-8**
Program: **Supplemental**

2024-2025 Allocation	$	42,700.00
Total Available Funding:	$	**42,700.00**

Expenditures:			**Budget**
1000s - Certificated Salaries			
1103	Intervention Teacher .22 FTE	$	15,573.60
1106	Teachers, Sub	$	-
	Other	$	-
2000s - Classified Salaries			
2103	Paraed, Extra hours (8 hrs/wk x 35 wks)	$	7,731.00
2403	Clerical, Extra hours	$	-
	Other	$	-
3000s - Employee Benefits			
	23.16% for Certificated	$	3,607.00
	38.06% for Classified	$	2,942.00
4000s - Books and Supplies			
4200	Books Other Than Textbooks	$	-
4300	Materials and Supplies	$	8,001.40
4400	Equipment not Capitalized	$	-
5000s - Services & Other Operating Expenses			
5202	Conferences/Travel	$	-
5600	Rentals and Repairs	$	-
5719	Transportation for field trips	$	-
5710	Graphics	$	-
5800	Contracted Services - LIM	$	4,845.00
5806	Internet Publications/Software	$	-
6000s - Capital Outlay			
6400	Capital Equipment >$5,000 ea.	$	-
Total		**$**	**42,700.00**

Budget Balance		$	-

Principals Signature:
Date: 4/16/24
School Site Council Approval: *(Chair)*
Date: 4/16/24
English Learner Advisory Committee Review: Lidobina Garcia
Date: 4/16/24
Director, Special Projects Approval: B Powell
Date: 6/3/24

School-Parent/Home Compact

ATLAS K-8 SCHOOL-FAMILY COMPACT 2024-2025

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 K-8 & 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, email, letters) that I receive from the school.
- I will review the Student Handbook with my child especially the behavior expectations/student discipline.
- 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: _____

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

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

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy
If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools
The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

VUSD Board Policy 6020, USC Title 20

A.T.L.A.S. School Plan for Student Achievement
Fiscal Year 2024-25
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 lo plan, review and improve planning and policy documents, such as:
    - 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)
    - Parent involvement policy
    - Title I program description
    - School-Parent Compact, a written agreement of what schools and parents are each supposed to do to help students achieve
    - Plans for training school staff on how to strengthen ties between home and school
- Shall provide parents of participating students with
    - Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children If parents express an Interest in doing so
    - Timely responses to suggestions
    - Description and explanation of curriculum to be used
    - The forms of academic assessment used to measure student progress
    - Proficiency levels that students are expected to meet
    - Materials and tralnlng on how to improve their child's achievement
    - 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.

2024-2025 ATLAS PARENT INVOLVEMENT CALENDAR

August • Kindergarten Parent Orientation • New Students in 1st-8th Student & Parent Orientation • Kleenex & Coffee for Kindergarten Parents (First day of school) • Back to School Night • Teacher Welcome Luncheon • Book Fair	February • PTA General Meeting • SSC Meeting • ELAC Meeting • Love-Friendship Grams • Glow Dance • Dining with the Stars Fundraiser
September • PTA General Meeting • SSC Meeting • ELAC Meeting • VPD Coffee & Chat • Ninja Warrior Color Run Assembly • 7 Habits of Highly Effective Families Workshop • Dining with the Stars Fundraiser	March • Kinder Registration • Student Led/Parent Conferences • Read-A-Thon Fundraiser • PTA General Meeting • SSC Meeting • ELAC Meeting • T2 Awards Assemblies for K-5 • Dining with the Stars Fundraiser
October • PTA General Meeting • SSC Meeting • ELAC Meeting • Middle School Q1 Awards Assembly • Ninja Warrior Color Run Event/Fundraiser • 7 Habits of Highly Effective Families Workshop • Dining with the Stars Fundraiser	April • PTA General Meeting • SSC Meeting • ELAC Meeting • Middle School Q3 Awards Assembly • Leadership Night • Dining with the Stars Fundraiser
November/December • PTA General Meeting • Parent Conferences • SSC Meeting • ELAC Meeting • Dining with the Stars Fundraiser • Dia De Los Muertos Event • Cheers For Children & Food Donation • Skating Plus Fundraiser • School of Choice Information Night (District Event) • T1 Awards Assemblies for K-5 • School of Choice Night • School Tours	May • Teacher and Staff Appreciation Week • PTA General Meeting • T3 Awards Assemblies for K-5 • Skating Plus Fundraiser • Middle School Dance
January • PTA General Meeting • ELAC Meeting • Middle School Q2 Awards Assembly • School-wide Spelling Bee • Dining with the Stars Fundraiser	June • PTA General Meeting • Kindergarten Promotion • 5th Grade Promotion • 8th Grade Promotion

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 2024-25 school year, teachers at A.T.L.A.S. will focus on the following trainings:

- Leader in Me / 7 Habits of Highly Effective People
- Focus 5: Acting Right

School Accountability Report Card

2022-23 School Accountability

Report Card

Published January 2024

Academy of Technology & Leadership at Saticoy

760 Jazmin Avenue, Ventura, CA 93004
(805) 672-2701

Anna Winslow, Principal
Grades K-8

Principal's Message

Welcome to The Academy of Technology & Leadership at Saticoy's (ATLAS) 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 ATLAS. 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 ATLAS K-8 School that students can and will excel in an environment that is tailored to their evolving needs. Here at ATLAS, 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 ATLAS. K-8 School change with the times and maintain flexibility in this and future generations.

ATLAS Mission Statement

ATLAS Stars...

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

ATLAS Vision Statement

Through living our core values of LOVE, LEARN, LEAD, we at ATLAS strive to empower our students with the tools and knowledge that will guide them through the journey of life and pursuit of happiness.

District & School Description

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.

Board of Education

Dr. Jerry Dannenberg
Calvin Peterson
James Forsythe
Alicia LaVere
Sabrena Rodriguez

District Administration

Dr. Antonio Castro
Superintendent

Dr. Greg Bayless
Assistant Superintendent
Educational Services

Ms. Gina Wolowicz
Assistant Superintendent
Human Resources

Ahsan Mirza
Assistant Superintendent

Ventura Unified School District

255 West Stanley Avenue, Suite 100
Ventura, California 93001
(805) 641-5000
www.venturausd.org

Ventura Unified SCHOOL DISTRICT

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.

Ventura Unified School District

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

Academy of Technology & Leadership at Saticoy (ATLAS)

ATLAS K-8 serves students in grades kindergarten through grade six following a traditional calendar. At the beginning of the 2022-23 school year, 422 students were enrolled, including 12.3% in special education, 16.6% qualifying for English Language Learner support, 0.2% foster youth, 2.4% homeless youth, 0.7% migrant, and 56.6% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level
2022-23

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.7%	Kindergarten	67
Male	48.3%	Grade 1	57
Non-Binary	0.0%	Grade 2	64
American Indian or Alaskan Native	0.7%	Grade 3	61
Asian	0.2%	Grade 4	66
Black or African American	0.9%	Grade 5	74
Filipino	0.9%	Grade 6	33
Hispanic or Latino	65.6%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	4.0%		
White	27.3%		
English Learners	16.6%		
Foster Youth	0.2%		
Homeless	2.4%		
Migrant	0.7%		
Socioeconomically Disadvantaged	56.6%	Total Enrollment	
Students with Disabilities	12.3%	422	

Many of ATLAS K-8 School'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. ATLAS K-8 School offers a wide range of at-risk and intervention programs to accommodate the educational needs of its students.

ATLAS K-8 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.

ATLAS K-8 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, ATLAS K-8 provides opportunities for special needs students to integrate with general education students, which is a mutually beneficial exchange.

ATLAS hosts one Jump Start preschool programs. This program assists 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 appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

California Physical Fitness Test Results
2022-23

	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	93.0%	93.0%	93.0%	93.0%	96.0%

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

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

California Assessment of Student Performance and Progress Test Results in Science
All Students
Percentage of Students Meeting or Exceeding the State Standards

	ATLAS		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	31.94	24	32.31	32.57	29.47	30.29

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

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

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

- 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, Facebook, 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

Student Achievement

Physical Fitness

In the spring of each year, ATLAS K-8 School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

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

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/

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)
2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	76	75	98.68	1.32	24
Female	38	38	100	0	26.32
Male	38	37	97.37	2.63	21.62
American Indian or Alaskan Native					
Asian					
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100	0	13.46
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	20	19	95	5	47.37
English Learners	14	14	100	0	0
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100	0	11.43
Students Receiving Migrant Education Services					
Students with Disabilities	11	10	90.91	9.09	--

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

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

Percentage of Students Meeting or Exceeding the State Standards

	ATLAS		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	47	50	47	47	47	46
Mathematics	37	38	35	36	33	34

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

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

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

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	235	232	98.72	1.28	50.43	235	232	98.72	1.28	38.36
Female	127	126	99.21	0.79	50.79	127	126	99.21	0.79	35.71
Male	108	106	98.15	1.85	50	108	106	98.15	1.85	41.51
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian										
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	157	156	99.36	0.64	42.31	157	156	99.36	0.64	26.92
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	63	62	98.41	1.59	70.97	63	62	98.41	1.59	67.74
English Learners	39	39	100	0	10.26	39	39	100	0	5.13
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	99	97	97.98	2.02	38.14	99	97	97.98	2.02	18.56
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	26	23	88.46	11.54	21.74	26	23	88.46	11.54	8.7

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

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

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

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/.

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. ATLAS K-8 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.

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 ATLAS K-8 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:

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

- Classrooms
- Restrooms
- Routine Maintenance

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

Facilities Inspections

The district's maintenance department inspects ATLAS K-8 School on an annual basis in accordance with Education Code §17592.72(c)(1). ATLAS K-8 School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 20, 2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for ATLAS K-8 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 October 2023.

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, one teacher, and campus support assistants are strategically located at designated entrance areas and on the playground. During recess, four campus support assistants monitor playground activity. Four yard duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and four campus support assistants monitor student behavior to ensure a safe and orderly departure.

ATLAS K-8 School is a closed campus. During school hours, all gates and entrances are locked for safety. All visitors must sign in at the school's office and wear identification badges while on school grounds.

School Facility Good Repair Status

Item Inspected	Repair Status			
Inspection Date: August 20, 2023	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Classroom 14, 15, 17 - Excessive peeling paint at the north window sills; Building G Boys RR - Excessive peeling paint at the south wall and skylight; Classroom 18 - Water damaged and missing ceiling tiles in the northeast corner; Playground Boys RR - Floor tile base missing in multiple areas; Classroom 38, 40 - Water damaged ceiling tiles throughout the room
Cleanliness	✓			Building H Exterior - Excessive peeling paint on the south side above the windows; Building K Exterior - Excessive peeling paint on the room K2 south side eaves; Building 23-26 - Excessive peeling paint on the north and south roof eaves
Electrical	✓			Classroom 16 - Wiremold end cap is missing at southeast corner; Classroom 21 - Electrical outlet is falling out of wiremold on the north wall
Restrooms/Fountains	✓			Building I Girls RR - The right sink faucet is loose and needs to be secured
Safety	✓			
Structural	✓			Building I Exterior - Rain gutter downspout is missing at room 3 north side; Building 27 Exterior - Excessive rot at the building west foundation; Building 28 Exterior - South roof gutter is rusted out; Building 30 Exterior - Excessive rust at the rain gutters on the south side; Playground RR Exterior - Siding is rotted south side; Building 32 Exterior - Excessive rust at the ramp landing; EIC Exterior - Excessive rot at the buildings south foundation
External	✓			

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	441	436	128	29.4
Female	225	223	65	29.1
Male	216	213	63	29.6
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	288	285	89	31.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	5	29.4
White	120	118	30	25.4
English Learners	75	74	16	21.6
Foster Youth	--	--	--	--
Homeless	12	12	8	66.7
Socioeconomically Disadvantaged	255	250	84	33.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	65	26	40

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

Suspensions and Expulsions

	ATLAS			VUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	0.00%	2.04%	0.17%	2.74%	3.22%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%	0.08%

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

Suspensions & Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.0%	0.0%
Female	0.9%	0.0%
Male	3.2%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	2.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	1.7%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	8.3%	0.0%
Socioeconomically Disadvantaged	2.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	4.6%	0.0%

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

Classroom Environment

Discipline & Climate for Learning

ATLAS K-8 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. ATLAS K-8 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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for ATLAS K-8 School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Class Size

The Average Class Size and Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution

Grade Level	Average Class Size	Number of Classes* 1-20	21-32	33+
2020-21				
K	24.0		2	
1	24.0		2	
2	26.0		2	
3	26.0		2	
4	24.0	1	2	
5	27.0	1	2	
Other**	36.0		3	1
2021-22				
K	19.0	1	2	
1	38.0		1	1
2	25.0		2	
3	23.0		3	
4	21.0	1	2	
Other**	25.0		2	
2022-23				
K	22.0		3	
1	22.0		2	
2	22.0		2	
3	25.0		2	
4	22.0	1	2	
5	25.0	1	2	
Other**	24.0		3	

**Number of classes indicates how many classes fall into each size category (a range of total students per class).*
*** "Other" category is for multi-grade level classes.*
The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

Curriculum & Instruction

Staff Development

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

During the 2021-22, 2022-23, and 2023-24 school years, the teachers at ATLAS K-8 School had the opportunity to participate in districtwide staff development training focused on:

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

2022-23 Trainings:
- Active Assailant
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement

- Digital Platforms (Let's Take a Tech Trip)
- Ellevation Training
- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

2023-24 Trainings:
- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual learner Liaisons Collaboration
- English Language Development (K-5)

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2022-23 school year, ATLAS K-8 School's staff development activities were focused around the Leader in Me program.

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

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

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: *Benchmark Advanced*	0%
Math			
2017	Yes	Houghton Mifflin: *Math Expressions*	0%
Science			
2021	Yes	McGraw Hill: *California Inspire Science*	0%
Social Science			
2022	Yes	Savvas: *myWorld Interactive*	0%

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

Instructional Materials

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

On October 10, 2023, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #23-33 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

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

Professional Staff

Counseling & Support Staff

ATLAS K-8 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 ATLAS K-8 School's students.

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

Academic Counselors and Other Support Staff 2022-23	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.6
Psychologist	1	0.3
School Nurse	1	0.2
School Counselor	1	0.5

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

Teacher Preparation and Credential

The charts in this report identify the number of teachers at ATLAS K-8 School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report ATLAS K-8 School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

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

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

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

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.3	98.66	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	65.1	10.03	12115.8	4.41
Unknown	0.2	1.34	29.7	4.57	18854.3	6.86
Total Teaching Positions	18.6	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	93.94	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	6.06	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	66	10.09	11953.1	4.28
Unknown	0	0	43.2	6.6	15831.9	5.67
Total Teaching Positions	16.5	100	654.7	100	279044.8	100

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

District Expenditures

Salary & Budget Comparison

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

Teacher and Administrative Salaries
2021-22

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

Expenditures Per Student

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

Expenditures Per Pupil and School Site Teachers Salaries
2021-22

	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	7,358	N/A	N/A	N/A	N/A
Restricted (Supplemental)	935	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,423	6,550	98.1%	7,607	86.1%
Average Teacher Salary	74,506	79,491	N/A	90,632	N/A

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

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

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

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 ATLAS K-8 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.

Internet

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

Disclosure

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

School Site Council Bylaw

School Site Council
Bylaws
ATLAS K-8 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/community/student 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

Approved 2023-2024 school year

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.

Approved 2023-2024 school year

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 venue: school marquee.

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.

Approved 2023-2024 school year