2024-25 School Accountability

Report Card

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Academy of Technology & Leadership at Saticoy

760 Jazmin Avenue, Ventura, CA 93004

(805) 672-2701

Anna Winslow, Principal

Grades TK-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 TK-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 TK-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.

Board of Education

James Forsythe
Shannon Trani Fredericks
Sabrena Rodriguez
Dr. Jerry Dannenberg
Calvin Peterson

District Administration

Dr. Antonio Castro
Superintendent

Dr. Greg Bayless
Assistant Superintendent
Educational Services

Ms. Gina Wolowicz
Assistant Superintendent
Human Resources

Dr. Ahsan Mirza
Assistant Superintendent
Business Services

Ventura Unified School District

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Ventura Unified SCHOOL DISTRICT

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.

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. Over 14,000 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 TK-8 serves students in grades transitional kindergarten through grade six following a traditional calendar. At the beginning of the 2024-25 school year, 461 students were enrolled, including 15.2% in special education, 15.6% qualifying for English Language Learner support, 0.2% foster youth, 1.7% homeless youth, and 57.7% socioeconomically disadvantaged.

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

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

ATLAS TK-8 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.

Student Enrollment by Student Group
2024-25

Student Group	% of Total Enrollment
Female	47.5%
Male	52.5%
Non-Binary	0%
American Indian or Alaska Native	0.4%
Asian	1.3%
Black or African-American	0.7%
Filipino	0.9%
Hispanic or Latino	61.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.5%
White	31.2%
English Learners	15.6%
Foster Youth	0.2%
Homeless	1.7%
Migrant Services	0%
Socioeconomically Disadvantaged	57.7%
Students with Disabilities	15.2%

Student Enrollment by Grade Level
2024-25

Grade Level	# of Students
Transitional Kindergarten	23
Kindergarten	40
Grade 1	48
Grade 2	67
Grade 3	61
Grade 4	70
Grade 5	64
Grade 6	27
Grade 7	29
Grade 8	32
Total Enrollment	461

Local Control Accountability Plan (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and

mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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
- Valet
- Library Helper

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

School Activities
- Back to School Night
- Book Fairs
- School Dances
- Fundraising
- Family Fun Nights
- Leadership Nights

Student Achievement

Physical Fitness

In the spring of each year, ATLAS TK-8 School is required by the state to administer a physical fitness test to all students in grades five and seven. 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/.

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

California Assessment of Student Performance and Progress (CAASPP)

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

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

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	51.0	48.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	42.0	41.0	37.0	37.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	281	280	99.64	0.36	49.39
Female	136	136	100	0	50.74
Male	145	144	99.31	0.69	46.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	177	177	100	0	37.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100	0	46.15
White	82	81	98.78	1.22	73.75
English Learners	40	40	100	0	2.50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	166	166	100	0	35.76
Students with Disabilities	47	46	97.87	2.13	21.74

CAASPP Test Results in Mathematics by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	281	280	99.64	0.36	41.07
Female	136	136	100	0	33.82
Male	145	144	99.31	0.69	47.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	177	177	100	0	31.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100	0	38.46
White	82	81	98.78	1.22	65.43
English Learners	40	40	100	0	7.50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	166	166	100	0	25.30
Students with Disabilities	47	46	97.87	2.13	26.09

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students 2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	35.94	26.60	33.34	31.52	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	94	94	100	0	26.60
Female	52	52	100	0	17.31
Male	42	42	100	0	38.10
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100	0	14.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	25	100	0	52.00
English Learners	11	11	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	57	57	100	0	15.79
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 TK-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 (one full-time and one part-time) are assigned to ATLAS TK-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:

- Classrooms
- Restrooms
- Routine Maintenance

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

Campus Description	
Year Built	1939
Acreage	11.7
Square Footage	47,750
	Quantity
Permanent Classrooms	16
Portable Classrooms	4
Restrooms (Sets)	4
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Teacher Workroom	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for ATLAS TK-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 January 2026.

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.

Facilities Inspections

The district's maintenance department inspects ATLAS TK-8 School on an annual basis in accordance with Education Code §17592.72(c)(1). ATLAS TK-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 December 4, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	**Repair Status**			
Inspection Date: December 4, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces		X		Cafeteria - Water damaged ceiling tiles throughout the room; Classroom 9 - Ceiling tiles are falling above the duct work and at the center of the room; Classroom 11 - Cabinet doors are missing in multiple locations; Classroom 12 - Cracks far corner, carpet trip hazard; Classroom 20 - Secure or remove two storage containers; Playground Boys' RR - Floor tile base missing in multiple areas, ADA toilet staff partition wall is not secured to the floor; Classroom 38 - Water damaged and missing ceiling tiles throughout the room
Cleanliness	X			
Electrical	X			Cafeteria - Replace internet computer connection box cover; Classroom 29 - Wire mold end cap is missing on the east wall; Classroom 31 - Electrical outlet cover plate on the north wall is broken; Building H Girls' RR - Sink outlet is not GFCI protected; Building H Boys' RR - Sink GFCI does not function when tested
Restrooms/Fountains	X			Buiding I Girls' RR - The right sink is cracked; Classroom 22 - Drinking fountain has low flow and needs to be adjusted to work properly; Kindergarten Playground - Fill holes in dirt, tripping hazard
Safety		X		Admin, Kitchen, Classroom 1, Classroom 2, Classroom 3, Classroom 5, Classroom 9, Classroom 10, Classrom 11, Classroom 14, Classroom 15, Classroom 17, Classroom 22, Classroom 20, Classroom 18, Classroom K1, Classroom K2, Teacher's Lounge, Classroom 24, Classroom 27, Classroom 28, Classroom 29, Classroom 30, Classroom 31, Classroom 32 , EIC Office 33/34, Classroom 35 - Fire extinguisher service tag has not been date punched and is not code compliant; Cafeteria - Fire extinguisher service tag has not been date punched and is not code compliant, post staff only sign right side of stage; Building H Exterior - Excessive peeling paint on the south side above the windows; Classroom 14, Classroom 15 - Excessive peeling paint at the north window sills; Building G Boys' RR - Excessive peeling paint at multiple locations; Classroom 17 - Excessive peeling paint at the north window sills and east wall; Building 23-26 - Excessive peeling paint on the north and south roof eaves
Structural	X			Building I Exterior - Rain gutter downspout is missing at Room 4 north side; Building 27 Exterior - Excessive rot at the building west foundation, north roof rain gutters are rusted out; Building 28 Exterior - North and south roof rain gutters are rusted out; Building 29 Exterior - South roof rain gutter is rusted out; Building 30 Exterior - Excessive rust at the rain gutters on the south side, south ramp surface is deteriorated and has holes in it; Building 32 Exterior - Excessive rust at the ramp landing, holes in the landing; EIC Exterior - Excessive rot at the buildings south foundation, excessive rust at west eaves; Building 35 Exterior - Signs of foundation rot on the east and west side fo the building, ramp surface is deteriorated; Building 36/37 Exterior - Signs of foundation rot on the building
External	X			Cafeteria Exterior - Organize outside storage by bike rack; Classroom 10 - Both door does not close properly, closer needs adjustment, must be forced open and closed; Classroom 16 - Secure the door and label the staff only; Building 30 Exterior - ADA ramp is blocked by child gates that are not ADA compliant; Building 40 Exterior - Ramp surface deteriorated; Field Outer - Grade dirt, many trip hazards, repair fence (back stop fencing) lower corner and upper corner of the field

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		X		

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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 campus support assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and three campus support assistants monitor student behavior to ensure a safe and orderly departure.

ATLAS TK-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.

Classroom Environment

Discipline & Climate for Learning

ATLAS TK-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 TK-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.

Suspensions and Expulsions by Student Group 2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	1.68	0.00
Female	0.00	0.00
Male	3.19	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.04	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	1.79	0.00
Students with Disabilities	3.53	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions & Expulsions

	22-23	23-24	24-25
	School		
% Students Suspended	2.04	3.14	1.68
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

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	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
	2022-23			
K	22		3	
1	22		2	
2	22		2	
3	25		2	
4	22	1	2	
Other	24		3	
	2023-24			
K	23		2	
1	27		2	
2	27		1	
3	28		2	
4	31		2	
5	23	1	2	
Other	26		3	
	2024-25			
K	25		1	
1	26		1	
2	27		2	
3	25		2	
4	29		2	
5	24	1	2	
6	24	1	6	
Other	30		3	2

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

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

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	476	471	69	14.6
Female	225	225	34	15.1
Male	251	246	35	14.2
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	292	289	44	15.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	2	11.8
White	147	145	18	12.4
English Learners	75	74	9	12.2
Foster Youth	--	--	--	--
Homeless	11	11	2	18.2
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	280	279	52	18.6
Students with Disabilities	85	85	14	16.5
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for ATLAS TK-8 School for the 2024-25 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."

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 2023-24, 2024-25, and 2025-26 school years, the teachers at ATLAS TK-8 School had the opportunity to participate in districtwide staff development training focused on:

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

2024-25 Trainings:
- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- District Assessments
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Family Engagement
- Multilingual Learner Liaisons Collaboration
- Strategies and Techniques to Support All Students in Reading
- K-5 English Language Development

2025-26 Trainings:
- Step Up to Writing / Handwriting Without Tears (New Curriculum)
- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- RAZ Kids (Online Materials for Upper Elementary Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Elementary Collaborations (Structured Literacy, Math Framework, ML Progress Monitoring and Strategies)
- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/ Progress Monitoring English Learners with Disabilities
- Structured Literacy
- Ed Tech Trainings (Canvas, etc.)
- Designed ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation
- SPARKS
- COGAT Identification Protocols for GATE Identification

During early release days, we held staff meetings to review student data to inform decisions on instructional practices, student placements in intervention groups, etc. ATLAS TK-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.

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 both TK and 9-12 are aligned to state standards and approved by the district's board of education.

On September 23, 2025, 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 #25-22 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 2025-26 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

Teacher Preparation and Credential

The charts in this report identify the number of teachers at ATLAS TK-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 TK-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.

Textbooks

Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2016	Benchmark Education Company: *Benchmark Advanced*	Yes	0%
History-Social Science			
2022	Savvas: *myWorld Interactive*	Yes	0%
Mathematics			
2017	Houghton Mifflin: *Math Expressions*	Yes	0%
Science			
2021	McGraw Hill: *California Inspire Science*	Yes	0%

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	15.2	0.0	0.0	0.2	0.0	15.5
School %	98.39	0.0	0.0	1.61	0.0	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	17.6	0.0	0.0	0.0	0.0	17.6
School %	100	0.0	0.0	0.0	0.0	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	15.5	0.0	1.0	0.0	0.0	16.5
School %	93.94	0.0	6.06	0.0	0.0	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	1.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	0.0	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.2
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.2

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0
Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.			

Counseling & Support Staff

ATLAS TK-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 TK-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 & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	0	0.0
Psychologist	1	0.8
School Nurse	1	0.2
Health Technician	1	0.7
School Counselor	1	1.0
Note: 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.		

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$57,712	$62,783
Mid-Range Teacher Salary	$83,105	$97,783
Highest Teacher Salary	$115,107	$128,020
Superintendent Salary	$283,083	$313,465
Average Principal Salaries:		
Elementary School	$144,454	$160,224
Middle School	$158,093	$166,992
High School	$164,183	$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.		

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$6,734	N/A	N/A	N/A	N/A
Restricted	$3,307	N/A	N/A	N/A	N/A
Unrestricted	$3,427	$6,125	56.0%	$11,146	30.7%
Avg Teacher Salary	$93,092	$92,704	100.4%	$103,743	89.7%
Note: Cells with N/A values do not require data.					

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of $19,098 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- 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 TK-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 November 2025.