

2018-19 School Accountability Report Card

Published January 2020



ACADEMY OF TECHNOLOGY & LEADERSHIP AT SATICOY
760 JAZMIN AVENUE, VENTURA, CA 93004
(805) 672-2701

ANNA WINSLOW, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

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

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

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

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

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

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

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

Board of Education

SABRENA RODRIGUEZ
JACKIE MORAN
MATTHEW ALMARAZ
DR. JERRY DANNENBERG
VELMA LOMAX

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. DANIELLE CORTES
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

BETSY GEORGE
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

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



District Vision Statement

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

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

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

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.8%	Kindergarten	64
American Indian or Alaskan Native	0.5%	Grade 1	61
Asian	0.8%	Grade 2	67
Filipino	2.6%	Grade 3	78
Hawaiian or Pacific Islander	0.0%	Grade 4	67
Hispanic or Latino	63.4%	Grade 5	54
White	27.4%	Grade 6	0
Two or More Races	3.6%	Grade 7	0
Socioeconomically Disadvantaged	58.1%	Grade 8	0
English Learners	18.7%		
Students with Disabilities	6.9%		
Homeless	3.8%		
Foster Youth	0.0%		
		Total Enrollment	391

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

A.T.L.A.S. Elementary school serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 391 students were enrolled, including 6.9% in special education, 18.7% qualifying for English Language Learner support, 3.8% homeless youth, and 58.1% qualifying for free or reduced price lunch.

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

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

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

A.T.L.A.S. hosts two Jump Start preschool programs 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.

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 following components of this SARC address some of the priorities identified in the District's LCAP:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

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

- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).
- 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 education sequences or programs of study.
- 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 education sequences or programs of study.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

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 Edulink, the school website, the school marquee, Twitter, Remind, Facebook, Instagram, and the PTA website. Contact the school office manager at (805) 672-2701 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

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

Committees

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

School Activities

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

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

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

through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	ATLAS		VUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	ATLAS		VUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	62	55	54	55	50	50
Mathematics	48	39	42	44	38	39

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)										
2018-19										
	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	203	199	98.03%	1.97%	55.28%	203	200	98.52%	1.48%	38.50%
Male	116	114	98.28%	1.72%	50.88%	116	114	98.28%	1.72%	42.23%
Female	87	85	97.70%	2.30%	61.18%	87	86	98.85%	1.15%	34.88%
Black or African American	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	124	121	97.58%	2.42%	53.72%	124	122	98.39%	1.61%	32.79%
White	54	53	98.15%	1.85%	56.60%	54	53	98.15%	1.85%	41.51%
Two or More Races	12	12	100.00%	0.00%	58.33%	12	12	100.00%	0.00%	58.33%
Socioeconomically Disadvantaged	125	122	97.60%	2.40%	45.90%	125	123	98.40%	1.60%	28.46%
English Learners	37	34	91.89%	8.11%	55.88%	37	35	94.59%	5.41%	37.14%
Students with Disabilities	21	20	95.24%	4.76%	15.00%	21	20	95.24%	4.76%	10.00%
Foster Youth	--	--	--	--	--	--	--	--	--	--

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

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.

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.

Physical Fitness

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

California Physical Fitness Test Results 2018-19			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	20.0%	27.3%	34.5%

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

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. A.T.L.A.S. Elementary School's original facilities were built in 1939; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Campus repair and/or improvement projects for 2018-19 and 2019-20 include the following:

2018-19 Completed Projects:

- Repairs to the cafeteria ceiling
- Replacing doors where needed
- Installation of new blinds where needed for safety purposes

2019-20 Planned/in Progress Projects:

- New flooring for room 15
- Repaint Room 2
- Installation of portable A/C units for all classrooms

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to A.T.L.A.S. Elementary School. The day custodian is responsible for:

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

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

- Classrooms
- Restrooms
- Routine Maintenance

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for A.T.L.A.S. Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated and shared with school staff by December 2019.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment

are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Campus Supervision

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

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

Facilities Inspections

The district's maintenance department inspects A.T.L.A.S. Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Saticoy Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 23, 2019. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

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
Interactive Technology Lab	1

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: July 23, 2019	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces	✓		Classroom 22 - Classroom and west wall need painting; Classroom 38 - Interior ceiling stains
Cleanliness	✓		Classroom K2 - Exterior south wall paint peeling, pepper tree out front needs trimming; Classroom 39 - Exterior drain needs to be covered by additional asphalt to make a more level surface
Electrical	✓		
Restrooms/Fountains	✓		Wing 18-22 Boy's RR - Drain cover under water fountain is missing; Classroom 28 - Low sink faucet flow
Safety	✓		Classroom 2 & Classroom 5 - Paint peeling on exterior metal blinds and south exterior wall
Structural	✓		Classroom 35 - Rust under the metal framing of the front roof, gutter is rusted through; Classroom 36 - Rust under the metal framing of the front roof; Classroom 37 - Rust under the metal framing of the front and rear roof, weeds behind building need to be removed
External		✓	Classroom 5 - Damage to water closet door; Upper Playground - Basketball baskets need new nets, low and level, grass in sand; Lower Playground - Low sand level, grass in sand; Classroom 15 - Paint peeling on door frame; Classroom 16 - Door frame is rotted, tree out front needs trimming; Classroom 17 - Rear door needs new bottom trim; Kindergarten Playground - Grass in sand, gophers in grass area; Classroom 29 - Tree above storage shed needs trimming, plastic play structures are located within the sand fall zone and need to be removed; EIC Office - Weeds behind office need to be removed; EIC Playground - Low sand level, grass in the sand under the tire swing
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
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.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

A.T.L.A.S. Elementary School's discipline policies are based upon a school-wide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The mission statement is posted in each classroom as well as behavioral goals for all students based on the Leader in Me program. A.T.L.A.S. Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions and Expulsions									
	ATLAS			VUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	2.00%	1.40%	1.00%	5.00%	3.00%	2.70%	3.60%	3.50%	3.60%
Expulsions (%)	0.00%	0.00%	0.00%	0.02%	0.15%	0.05%	0.09%	0.08%	0.09%

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0		3	
1	26.0		2	
2	25.0		3	
3	27.0		2	
4	27.0		2	
5	30.0		2	
2017-18				
K	21.0	1	2	
1	24.0		3	
2	25.0		3	
3	21.0	1	2	
4	32.0		2	
5	24.0		2	
2018-19				
K	21.0	1	2	
1	20.0	1	2	
2	22.0		3	
3	26.0		3	
4	34.0			2
5	27.0		2	
Other**	21.0		1	

*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.

CURRICULUM & INSTRUCTION

Instructional Materials

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

The Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with additional materials. The District is also currently using supplemental materials to meet State requirements for the History/Social Science curriculum until textbooks can be piloted and adopted.

On October 8, 2019, 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 #19-24 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Staff Development

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

During the 2017-18, 2018-19 and 2019-20 school years, A.T.L.A.S. Elementary School staff had the opportunity to participate in districtwide staff development training focused on:

Textbooks				Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Year Adopted	From Most Recent State Adoption?	Publisher and Series		
Reading/Language Arts				
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>		0%
2018	Yes	My Big Day		0%
Math				
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>		0%
2018	Yes	My Big Day		0%
Science				
2008	No	Pearson-Scott Foresman: <i>California Science</i>		0%
Social Science				
2007	No	Pearson-Scott Foresman: <i>Our Communities</i>		0%

- History-Social Science
- Next Generation Science Standards
- School Safety
- Special Education
- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

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 2018-19 school year, A.T.L.A.S. Elementary School's staff development activities concentrated on:

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

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

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on

Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

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

Professional Development Days Three-Year Trend		
2017-18	2018-19	2019-20
2	2	2

PROFESSIONAL STAFF

Teacher Assignment

During the 2018-19 school year, A.T.L.A.S. Elementary School had 26 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	ATLAS			VUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	18	26	26	753	721	713
Teachers with Full Credential	18	26	26	753	690	678
Teachers without Full Credential	0	0	0	0	31	0
Teaching Outside Subject Area (with full credential)	1	0	0	111	105	89
Misassignments of Teachers of English Learners	0	0	0	1	0	1
Total Teacher Misassignments*	0	0	0	1	1	2
Teacher Vacancies	1	0	0	4	3	4

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

Counseling & Support Staff

A.T.L.A.S. Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to A.T.L.A.S. Elementary School's students.

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

Academic Counselors and Other Support Staff		
2018-19		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.6
Psychologist	1	0.3
School Nurse	1	0.2
School Counselor	1	0.5
Average Number of Students per Academic Counselor		391

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

SARC DATA & INTERNET ACCESS

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about A.T.L.A.S. Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access A.T.L.A.S. Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to A.T.L.A.S. Elementary school is the Saticoy Library, a branch of Ventura County Library.

Address: 11426 Violeta St., Ventura
 Phone Number: (805) 647-5736
 Website: www.vencolibrary.org
 Number of Computers Available: 6

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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2017-18 school year, Ventura Unified School District spent an average of \$10,967 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,841	51,374
Mid-Range Teacher Salary	67,452	80,151
Highest Teacher Salary	93,427	100,143
Average Principal Salaries:		
Elementary School	114,918	126,896
Middle School	120,595	133,668
High School	136,796	143,746
Superintendent Salary	222,000	245,810
Percentage of Budget For:		
Teacher Salaries	33	35
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
Expenditures Per Pupil	Dollars Spent Per Student				
	ATLAS	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,823	N/A	N/A	N/A	N/A
Restricted (Supplemental)	569	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,254	6,253	100.0%	7,507	83.3%
Average Teacher Salary	73,151	76,589	95.5%	82,031	89.2%

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 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IV
- Tobacco-Use Prevention Education

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 section was acquired in November 2019 and the school facilities sections were acquired in December 2019.