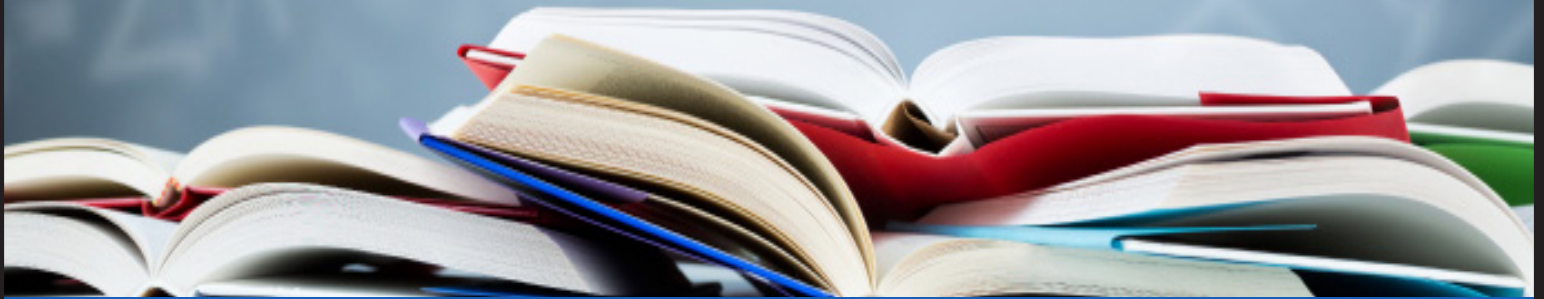


Ventura Unified School District School Plan for Student Achievement



**Academy of Technology & Leadership
at Saticoy (ATLAS)**

56 72652 6056204

Contact Information:

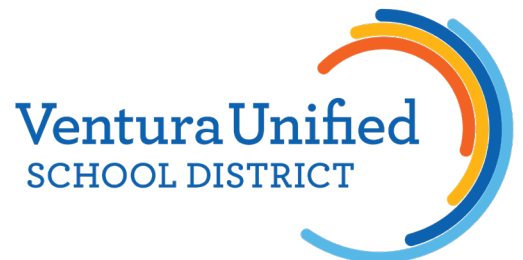
Anna Winslow, Principal

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Fiscal Year 2022-2023

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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:

Anna Winslow, Principal
A.T.L.A.S.
760 Jazmin Avenue
Ventura, CA 93004
(805) 672-2701
anna.winslow@venturausd.org

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Anna Winslow	X				
Angela Malesich		X			
Leah Salcedo		X			
T.J. Treavor		X			
Kimberly Wilkins			X		
Catherine Keeling				X	
Marina Porter				X	
Caren P. Russell				X	
Tiffany Tietz				X	
Tim Vreeland				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				
Stephany Alfaro				X	
Maria Cardona				X	
Araceli Severiano				X	
Karina Lopez				X	
Paulina Alfaro				X	
Lucia Barrera				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

Malina Z. Porter

- 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: 11/8/22

Attested:

Anna Winslow
Anna Winslow, Principal

11/8/22
Date

Malina Z. Porter
SSC Chairperson

11/10/22
Date

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. Just over 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 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% homeless, and almost 0.4% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District 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 2021-22 school year, A.T.L.A.S. served 393 students in grades K-5. Student enrollment included 10.2% students with disabilities, 19.1% English learners, 60.3% socioeconomically disadvantaged, 0.5% migrant, 0.5% foster youth, and 4.6% homeless.

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

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

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

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

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

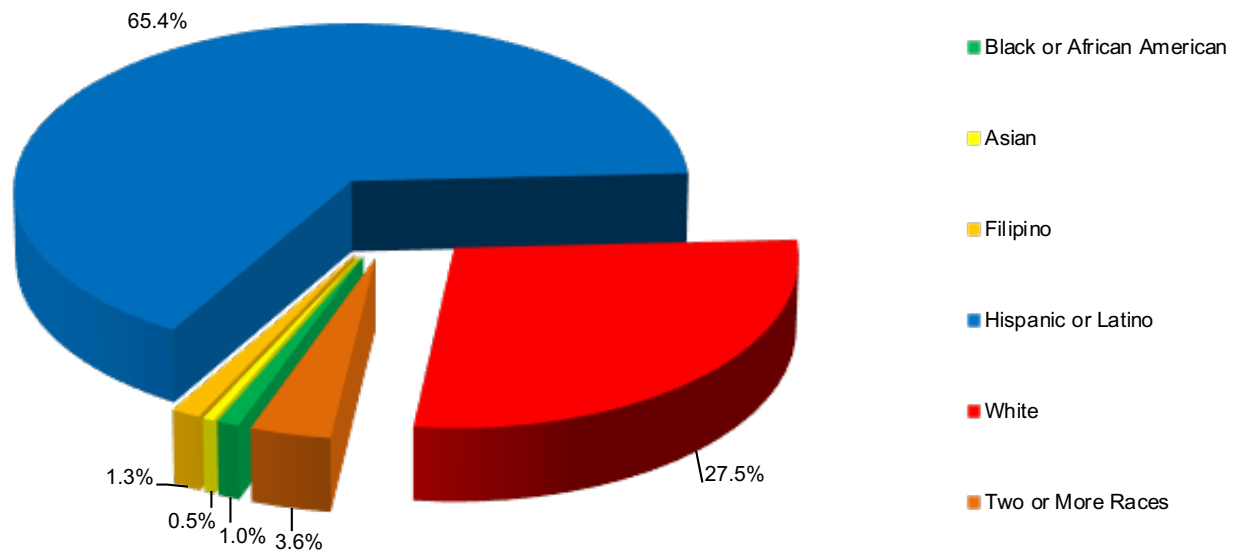
By visiting A.T.L.A.S. School, I believe you will agree that we have students who are excited about what they are doing, a staff that is dedicated to their profession and their students, and parents who are actively involved in their education. For more information about our school, visit our website: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

School Mission

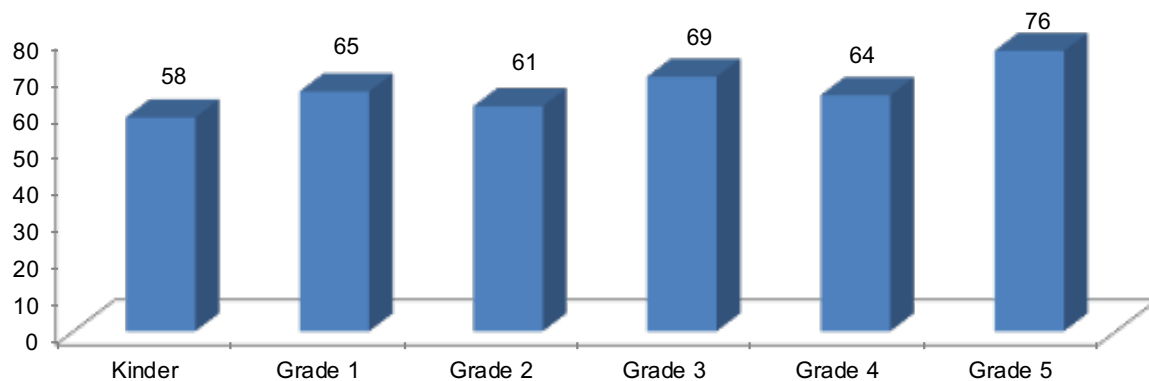
ATLAS Stars...

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

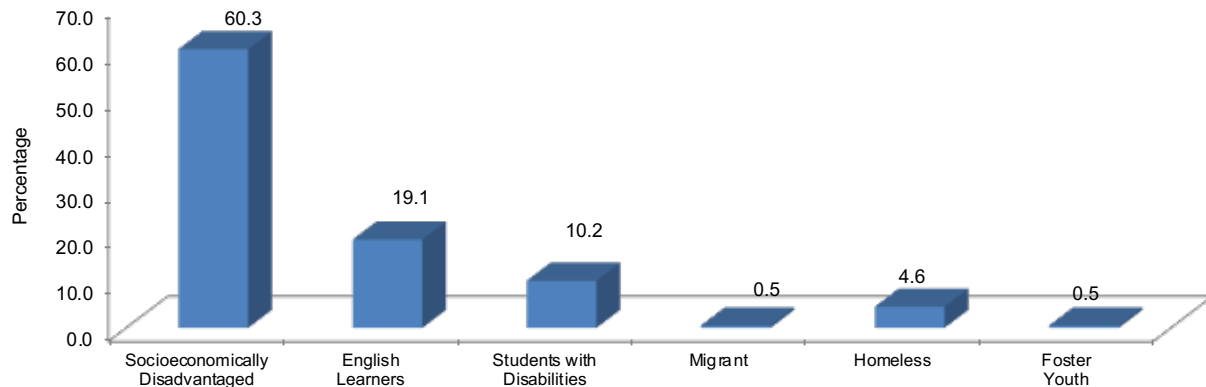
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



Student Enrollment by Student Group – 2021-22



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 importance of a culturally and linguistically sensitive learning environment is demonstrated. Children are engaged daily in language/ literacy lessons, as well as ten developmentally based center activities. Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified Classroom Teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching.

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

- E.P. Foster Elementary
 - Montalvo Elementary
 - Portola Elementary
 - Sheridan Way Elementary
 - A.T.L.A.S.
 - Will Rogers Elementary
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District’s Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
 - 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 teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.
- **Digital Citizenship** – program that is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children. The program has already been implemented and is currently being utilized at ATLAS.

Community Resource Guide

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Academy of Technology & Leadership at Saticoy (A.T.L.A.S.)	56726526056204	11-8-22	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

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

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

The school plan will address meeting the 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 paraeducators will give Tier 2 students additional supports while Tier 3 students will receive targeted instruction by reading intervention teacher and para educators. A.T.L.A.S. will pilot Imagine Math and Imagine Language & Literacy, web-based programs that will create individual learning pathways based on their NWEA MAP assessment results. 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	9/13/2022, 10/11/2022, 11/8/2022
ATLAS Staff	8/19/22, 11/2/2022

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

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 ELA SBAC	67.83% (grades 3-5 only)	70% (grades 3-5 only)
2021-2022 Math SBAC	61.81% (grades 3-5 only)	65% (grades 3-5 only)
2021-2022 ELA District Assessment (MAP Reading)	53.54% (all grades)	60% (all grades)
2021-2022 Math District Assessment (MAP Math)	45.81% (all grades)	60% (all grades)

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will work on the standards/skills that have been identified on their NWEA MAP assessment in math and reading. They will work on each program that has created their individual learning pathways for at least 20 minutes two to 3 times per week. The web-based programs are Imagine Math and Imagine Language and Literacy.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$34,500	Supplemental

Strategy/Activity 2

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 teacher and paraprofessionals will progress monitor (Ongoing) using BPST II (Basic Phonics Skills Test), HFW (High Frequency Words) and/or ORF (Oral Reading Fluency) between the designated Trimester testing dates.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

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)
Paraeducators: \$36,880	Title I
Intervention teacher: \$29,475	Supplemental & Site-Based

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Teachers develop grade level goals and individual classroom goals in PLCs. Students with teacher support create individual student goals for reading and math. Classroom teachers and students track classroom and individual student progress/success at least monthly 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)
\$9,025	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6

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. Paraeducators who are on the reading intervention team and who are 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)
\$12,448	Site-Based & Supplemental

Annual Review:**SPSA Year Reviewed: 2021-22**

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.

We did not implement the Walk to Success in Reading and Math where all students “walked” to the teacher or paraprofessional who would teach lessons to help them master the skills they needed to learn. The main challenges were not having a research-based intervention curriculum that was approved by the district and the COVID safety protocols that prevented mixed cohorts. Not having a set curriculum in math and reading meant that teachers would have to create their own lessons for their groups. The added workload and responsibility were too much. Therefore, we kept the same model that had been in place: our intervention team (2 paraprofessionals and one intervention teacher) serviced only the students who were struggling the most in a pull-out model using Sonday, a phonics-based 30-minute program for a maximum of 30 minutes per day, 4 days per week in grades K-5. There were more students who needed intervention - too many students and not enough intervention spaces in the small groups. Also, the Sonday program only addressed phonics. Even if there were more intervention educators, students who needed fluency and comprehension strategies would need more than the Sonday program.

Although grade level and individual goals were set and tracked, the PLC time for teachers to share ELA and Math assessment data to make informed decisions regarding curriculum and instruction did not happen systematically as it had been in the past. PLCs occurred later in the school year. LEAD Time was led and facilitated by 4th and 5th grade student leaders, and almost 2 years of not having LEAD Time made it difficult to start it once again because LEAD Time takes planning and time which teachers were already struggling with. PLCs occurred during LEAD Time on Wednesdays, and grade level teams alternated every other week having PLCs. While one half of the teachers would “work” with students during LEAD Time, the other half would have their PLCs. This model needed revamping, so the principal created another model where she worked with the 4th and 5th grade student leaders and PLCs/LEAD Time began in February 23, 2022. Teachers did not need to plan or work with students. Instead of having 1 hour of PLCs every other week as in the past, teachers had 30 minutes of PLCs every Wednesday.

The California Smarter Balanced Summative Assessment Results:

Mathematics	Exceeded	Met	Nearly Met	Did Not Meet
Grade 3	21.2%	22.7%	19.7%	36.3%
Grade 4	14.5%	22.5%	29.0%	33.8%
Grade 5	15.4%	15.4%	25.3%	43.6%

In grade 3, 63.6% of students exceeded, met, or nearly met grade level standards in math (43.9% met/exceeded). In grade 4, 66% of students exceeded, met, or nearly met grade level standards in math (37% met/exceeded). In grade 5, 56.1% of students exceeded, met, or nearly met grade level standards in math (30.8% met/exceeded).

The 2021-2022 Math SBAC goal for grades 3-5 was 50% of students will nearly meet, meet, or exceed grade level standards in math. 61.81% of students in grades 3-5 nearly met, met, or exceeded grade level standards in Math. The goal was met.

English Language Arts	Exceeded	Met	Nearly Met	Did Not Meet
Grade 3	34.3%	19.4%	28.3%	17.9%
Grade 4	15.8%	22.2%	19.0%	42.8%
Grade 5	22.2%	25%	16.6%	36.1%

In grade 3, 82% of students exceeded, met, or nearly met grade level standards in ELA (53.7% met/exceeded). In grade 4, 57% of students exceeded, met, or nearly met grade level standards in ELA (38% met/exceeded). In grade 5, 63.8% of students exceeded, met, or nearly met grade level standards in ELA (47.2% met/exceeded).

The 2021-2022 ELA SBAC goal for grades 3-5 was 65% of students will nearly meet, meet, or exceed grade level standards in ELA. 67.83% of students in grades 3-5 nearly met, met, or exceeded grade level standards in ELA. The goal was met.

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

As stated above, we did not implement the school-wide Walk to Success in Reading and Math. We budgeted for two paraprofessionals and a part-time intervention teacher who worked with students who were struggling the most in small group pull-outs.

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.

Since both Math and ELA goals were met, the goals will increase as follows. The ELA SBAC goal of students who will nearly meet, meet, or exceed will increase from 65% to 70% and the Math SBAC goal of student who will nearly meet, meet, or exceed will increase from 50% to 65%. A new activity to reach these goals is piloting two web-based programs, Imagine Math and Imagine Language & Literacy, that take each individual student's NWEA MAP assessment results (a district assessment) and creates individual learning pathways based on the results of the assessments.

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	22% Chronic Absentee Rate	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 by opening of school year 2023-2024.

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

Increase our school counseling to 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 on 11/22 and 3/23, develop self-referral for 6th grade, and develop school connectedness survey for staff and students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Counselor \$32,221	Title I

Annual Review:**SPSA Year Reviewed: 2021-22**

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.

A new A.T.L.A.S. map was created with classroom assignments for school year 2022-2023. With two classrooms renovated for the middle school, only 2 classes/teachers needed to be relocated. Therefore, there wasn't a need to do a school-wide move. The renovated bathrooms are serving our 4th-6th grade classes and will also serve our 7th and 8th grade classes in the near future. Having the older students grouped in one area of the campus, having the middle grades grouped in the middle, and finally our youngest grouped at the other end of campus can create opportunities for projects, read alouds, etc. occur among the same grade level and or near grade level collaboration.

The security cameras did not come to fruition. The estimated cost to add security cameras on campus is approximately \$81,000.

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

The cost of the security cameras was most likely the reason they were not installed by the district.

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.

With the addition of the middle school, the need for increased security, and not having a view of the street, the security cameras are needed for the safety of students and staff.

Having one full-time counselor on-site will assist with improving student connections in school. The various activities will positively impact the attendance data metric specifically targeting chronic absentee rate.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

By June 2023, 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	93% of parents attended Fall Parent Teacher Conferences 3 - 6 families attended each for the three 7 Habits of Effective Families Workshops	95% of parents will participate in at least 1 school event At least 10 families will participate in all three 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.

Strategy/Activity

Hold three "7 Habits" Family Night which is aligned with our Leader in Me Leadership Program.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

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)
\$2,713	Title I

Annual Review:**SPSA Year Reviewed: 2021-22**

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.

Parent Teacher Conferences were mostly held in person, but if the parent requested, they were done via Zoom. The flexibility of choosing in-person or Zoom most likely contributed to the high percentage of parents participating in the conferences. Teachers then reached out to parents/guardians to reschedule if they did not show. The goal was 50%, but we reached 93%. Therefore, we will increase the percentage goal to at least 95%.

There were three 7 Habits of Effective Families workshops offered to families via Zoom only due to COVID-19 restrictions. There were at most 6 families who participated in one of the workshops. This year, the workshops will be offered in-person with the goal of having at least 10 families participating in every workshop.

The PTA had the minimum required members in school year 2020-2021, but in 2021-2022, the number increased to 18. The membership grew from 57 active members to 171.

The parent volunteer training was not offered, but the district created a handbook for parents and an agreement for volunteers. There is an outdated district volunteer training video that will need to be updated if a training is offered in the future. Therefore, the parent volunteer training is not included this year as an activity.

The Ventura Chamber of Commerce did not organize and coordinate the Principal for a Day. If it were offered again, A.T.L.A.S. will participate.

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

There were no major differences with the intended implementation and budgeted expenditures.

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.

As stated above, the percentage goal increased from 50% to 95%. The number of families participating in the 7 Habits of Effective Families will be at least 10 for all 3 workshops.

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 2022-23 Pre-Allocation	\$71,814.00
Title I 2022-23 Allocation	\$9,600.00

Subtotal of additional federal funds included for this school: **\$81,414.00**

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 2021-22 Carryover	\$3,636.00
Site-Based Funds 2022-23 Allocation	\$21,615.00
Supplemental Funds 2021-22 Carryover	\$8,447.00
Supplemental Funds 2022-23 Allocation	\$55,700.00

Subtotal of state or local funds included for this school: **\$89,398.00**

Total of federal, state, and/or local funds for this school: **\$170,812.00**

2022-23 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 and secretary.

Migrant Education

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

Indian Education

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

Elementary grade students (K-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 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	68	67	67	34.33%	19.40%	28.36%	17.91%
Male	31	31	31	35.48%	16.13%	41.94%	6.45%
Female	37	36	36	33.33%	22.22%	16.67%	27.78%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	39	39	39	25.64%	15.38%	33.33%	25.64%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	23	23	52.17%	30.43%	13.04%	4.35%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	34	33	33	9.09%	21.21%	36.36%	33.33%
English Learners	8	8	8	*	*	*	*
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 3 Mathematics 2021-22

	Mathematics						
	2021-22						
	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	68	66	66	21.21%	22.73%	19.70%	36.36%
Male	31	31	31	29.03%	25.81%	25.81%	19.35%
Female	37	35	35	14.29%	20.00%	14.29%	51.43%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	39	38	38	13.16%	10.53%	23.68%	52.63%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	23	23	39.13%	34.78%	13.04%	13.04%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	34	32	32	6.25%	12.50%	25.00%	56.25%
English Learners	8	7	7	*	*	*	*
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 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	64	63	63	15.87%	22.22%	19.05%	42.86%
Male	29	28	28	10.71%	28.57%	14.29%	46.43%
Female	35	35	35	20.00%	17.14%	22.86%	40.00%
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	43	43	43	6.98%	20.93%	18.60%	53.49%
Hawaiian or Pacific Islander							
White (not Hispanic)	18	17	17	41.18%	23.53%	17.65%	17.65%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	41	41	41	9.76%	19.51%	21.95%	48.78%
English Learners	11	11	11	0.00%	0.00%	9.09%	90.91%
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 Mathematics 2021-22

	Mathematics						
	2021-22						
	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	64	62	62	14.52%	22.58%	29.03%	33.87%
Male	29	28	28	14.29%	32.14%	32.14%	21.43%
Female	35	34	34	14.71%	14.71%	26.47%	44.12%
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	43	42	42	7.14%	23.81%	26.19%	42.86%
Hawaiian or Pacific Islander							
White (not Hispanic)	18	17	17	35.29%	17.65%	29.41%	17.65%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	41	40	40	7.50%	27.50%	25.00%	40.00%
English Learners	11	11	11	0.00%	0.00%	27.27%	72.73%
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 5 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	74	72	72	22.22%	25.00%	16.67%	36.11%
Male	32	31	31	29.03%	16.13%	12.90%	41.94%
Female	42	41	41	17.07%	31.71%	19.51%	31.71%
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	52	52	52	9.62%	28.85%	17.31%	44.23%
Hawaiian or Pacific Islander							
White (not Hispanic)	18	16	16	62.50%	6.25%	12.50%	18.75%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	49	48	48	10.42%	27.08%	18.75%	43.75%
English Learners	17	17	17	0.00%	0.00%	23.53%	76.47%
Students with Disabilities	9	8	8	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 Mathematics 2021-22

	Mathematics						
	2021-22						
	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	74	71	71	15.49%	15.49%	25.35%	43.66%
Male	32	31	31	22.58%	16.13%	22.58%	38.71%
Female	42	40	40	10.00%	15.00%	27.50%	47.50%
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	52	51	51	9.80%	13.73%	25.49%	50.98%
Hawaiian or Pacific Islander							
White (not Hispanic)	18	16	16	37.50%	12.50%	18.75%	31.25%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	49	47	47	6.38%	14.89%	25.53%	53.19%
English Learners	17	17	17	0.00%	0.00%	17.65%	82.35%
Students with Disabilities	9	8	8	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

2022-23 Title I Funds Program Budget

2022-23 BUDGET

School Site:

ATLAS

Program:


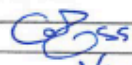
Title I

2022-23 Pre Allocation	\$	71,814.00
2022-23 Additional Allocation	\$	9,600.00
Total Available Funding:	\$	81,414.00

Pre-Allocated Expenditures		Budget
1000s - Certificated Salaries		
	Elementary Counseling 0.3FTE	\$ 24,426.00
		\$ -
		\$ -
2000s - Classified Salaries		
	Paraed 0.8 FTE	\$ 27,192.00
	Family Liasion	\$ 2,000.00
3000s - Employee Benefits		
	Certificated	\$ 7,795.00
	Classified	\$ 10,401.00
Total		\$ 71,814.00

Additional Expenditures:		Budget
1000s - Certificated Salaries		
	Teachers, Extra hours	
	Teachers, Sub	
	Other	
2000s - Classified Salaries		
	Paraed, Extra hours	\$ 447.00
	Other	
3000s - Employee Benefits		
	23.16% for Certificated	
	35.63% for Classified	\$ 89.00
4000s - Books and Supplies		
	Books Other Than Textbooks	
	Materials and Supplies	\$ 39.00
	Equipment not Capitalized	
5000s - Services & Other Operating Expenses		
	Conferences/Travel	
	Rentals and Repairs	
	Operating Lease	
	Graphics	
	Contracted Services	\$ 9,025.00
	Internet Publications/Software	
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 9,600.00
Budget Balance		\$ -

MR 1/6/23

Principals Signature:	
Date:	01/05/23
School Site Council Approval: (Chair)	Melanie Porter
Date:	01/06/23
Director, Special Projects Approval:	
Date:	1/6/23

2022-23 Site Based Funds Program Budget

2022-23 BUDGET

School Site:

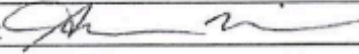
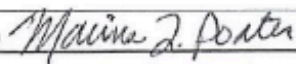
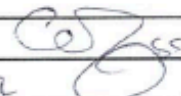
ATLAS

Program:

Site Based Fund

2021-22 Carryover	\$	3,636.00
2022-23 Allocation	\$	21,615.00
Total Available Funding:	\$	25,251.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
Teachers, Extra hours	\$	6,324.00
Teachers, Sub	\$	-
Other	\$	-
2000s - Classified Salaries		
Paraed, Extra hours	\$	3,917.00
Clerical, Extra hours	\$	-
Other	\$	-
3000s - Employee Benefits		
23.16% for Certificated	\$	1,465.00
35.63% for Classified	\$	1,396.00
4000s - Books and Supplies		
Books Other Than Textbooks	\$	-
Materials and Supplies	\$	7,899.00
Equipment not Capitalized	\$	-
5000s - Services & Other Operating Expenses		
Conferences/Travel	\$	-
Rentals and Repairs	\$	1,000.00
Operating Lease	\$	-
Graphics	\$	3,000.00
Contracted Services	\$	-
Internet Publications/Software	\$	-
Communications	\$	250.00
6000s - Capital Outlay		
Capital Equipment >\$5,000 ea.	\$	-
Total	\$	25,251.00
Budget Balance		
	\$	-

Principals Signature:	
Date:	11/8/22
School Site Council Approval: (Chair)	
Date:	11/10/22
Director, Special Projects Approval:	
Date:	11/18/22

MUC 11/15

2022-23 Supplemental Funds Program Budget

2022-23 BUDGET

School Site:

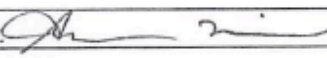
ATLAS

Program:

Supplemental

2021-22 Carryover	\$	8,447.00
2022-23 Allocation	\$	55,700.00
Total Available Funding:	\$	64,147.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ 17,608.00
	Teachers, Sub	
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ 5,870.00
	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 4,078.00
	35.63% for Classified	\$ 2,091.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ -
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ 34,500.00
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 64,147.00
Budget Balance		
		\$ -

Principals Signature:	
Date:	11/8/22
School Site Council Approval: (Chair)	Maria L. Foster
Date:	11/10/22
English Learner Advisory Committee Review:	Maria L. Foster
Date:	11/10/22
Director, Special Projects Approval:	
Date:	11/14/22

MC 11/15

School-Parent/Home Compact

ATLAS K-8 SCHOOL-FAMILY COMPACT 2022-2023

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 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)

1. 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
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. 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
4. 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
5. 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. - Parent Involvement Policy

A.T.L.A.S.

School Plan for Student Achievement
Fiscal Year 2022-23

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

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

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

Policy Guidelines

- Shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parent of migratory students including providing Information and school reports required under Section 6311 In a format and, to the extent practicable, in a language such parents understand.
- Convene an annual meeting to explain Title I Program Description, school parent involvement policy, and the rights of parents of program participants.
- Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:
 - o School plan for student achievement (NOTE : The school will submit any parent comments on the plan when the school makes the plan available to the LEA)
 - o Parent involvement policy
 - o Title I program description
 - o School-Parent Compact, a written agreement of what schools and parents are each supposed to do to help students achieve
 - o Plans for training school staff on how to strengthen ties between home and school
- Shall provide parents of participating students with
 - o Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children If parents express an interest in doing so
 - o Timely responses to suggestions
 - o Description and explanation of curriculum to be used
 - o The forms of academic assessment used to measure student progress
 - o Proficiency levels that students are expected to meet
 - o Materials and training on how to improve their child's achievement
 - o Information sent home in a language and format parents can understand
- Coordinate and integrate, as appropriate, parent involvement with Head Start, Even Start and other public preschool programs
- Develop appropriate roles for community-based organizations and businesses and encourage partnerships with elementary, middle and high schools
- Offer a flexible schedule of meetings that is convenient to parents
- Provide other reasonable support for parental involvement at parents' request

Parent Involvement Calendar

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

<u>July</u>	<u>January</u> General PTA Meeting Virtual SSC Meeting Virtual ELAC Meeting Awards Assemblies
<u>August</u> Kindergarten Parent Meeting New Students in 1st-6th Student & Parent Meeting	<u>February</u> Virtual General PTA Meeting Virtual ELAC Meeting 7 Habits of Highly Effective Families Workshop
<u>September</u> Back to School Night PTA General Meeting SSC Meeting ELAC Meeting Ninja Warrior Color Run Assembly 7 Habits of Highly Effective Families Workshop	<u>March</u> Kinder Registration Parent Conferences Virtual General PTA Meeting Virtual SSC Meeting Virtual ELAC Meeting Awards Assemblies
<u>October</u> PTA General Meeting SSC Meeting ELAC Meeting Ninja Warrior Color Run Event/Fundraiser	<u>April</u> Virtual General PTA Meeting Virtual ELAC Meeting
<u>November</u> Virtual PTA General Meeting Parent Conferences Virtual SSC Meeting Virtual ELAC Meeting Awards Assemblies Dia De Los Muertos Event 7 Habits of Highly Effective Families Workshop	<u>May</u> Virtual General PTA Meeting
<u>December</u> Cheers For Children & Food Donation Virtual PTA General Meeting Virtual ELAC Meeting	<u>June</u> Kindergarten Promotion 5 th Grade Promotion PTA General Meeting Virtual ELAC Meeting

Professional Development Plan

A.T.L.A.S. believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2022-23 school year, teachers at A.T.L.A.S. will focus on the following trainings:

- Leader In Me / 7 Habits of Highly Effective People
- ELLevation Platform
- NWEA MAP Assessments
- Inspire Science
- Math Intervention

2021-22 School Accountability Report Card

Published January 2023



ACADEMY OF TECHNOLOGY & LEADERSHIP AT SATICOY

760 JAZMIN AVENUE, VENTURA, CA 93004

(805) 672-2701

ANNA WINSLOW, PRINCIPAL
GRADES K-6

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

A.T.L.A.S. Vision Statement

In school year 2021-2022, the ATLAS Student Lighthouse Leadership Action Team, comprised of 4th and 5th graders, engaged kindergarten through 5th grade students in creating ATLAS' first vision statement. In preparation to becoming a K-8 School, the student leaders with the school principal undertook the process for the school. Families, staff, and most importantly students were able to share their voices. The student leadership action synthesized the feedback from the stakeholders and created 3 vision statements. Students in K-5 voted and chose 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

SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
AMY (YAMAMOTO) CALLAHAN
JAMES FORSYTHE
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100

VENTURA, CALIFORNIA 93001

(805) 641-5000

www.venturausd.org

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

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

A.T.L.A.S. Elementary school serves students in grades kindergarten through grade six following a traditional calendar. At the beginning of the 2021-22 school year, 393 students were enrolled, including 10.2% in special education, 19.1% qualifying for English Language Learner support, 0.5% foster youth, 4.6% homeless youth, 0.5% migrant, and 60.3% 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 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 and Grade Level			
2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.9%	Kindergarten	58
Male	48.1%	Grade 1	65
Non-Binary	0.0%	Grade 2	61
American Indian or Alaskan Native	0.8%	Grade 3	69
Asian	0.5%	Grade 4	64
Black or African American	1.0%	Grade 5	76
Filipino	1.3%		
Hispanic or Latino	65.4%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.6%		
White	27.5%		
English Learners	19.1%		
Foster Youth	0.5%		
Homeless	4.6%		
Migrant	0.5%		
Socioeconomically Disadvantaged	60.3%		
Students with Disabilities	10.2%		
			Total Enrollment 393

- 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)

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

California Physical Fitness Test Results

2021-22				
% of Students Tested				
Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level				
Fifth	98.6%	98.6%	98.6%	98.6%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

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.

California Assessment of Student Performance and Progress Test Results in Science All Students

Percentage of Students Meeting or Exceeding the State Standards				
	ATLAS		VUSD	
	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	21.43	31.94	30.74	32.31
			28.72	29.47

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

- 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, 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 (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/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).

	2021-22				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	74	72	97.3	2.7	31.94
Female	42	40	95.24	4.76	27.5
Male	32	32	100	0	37.5
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	51	98.08	1.92	17.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	64.71
English Learners	17	17	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	48	96	4	18.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

	Percentage of Students Meeting or Exceeding the State Standards					
	ATLAS		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English Language Arts/Literacy	N/A	47	N/A	47	N/A	47
Mathematics	N/A	37	N/A	35	N/A	33

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA.

The "Percent Met and 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's divided by the total number of students who participated in both assessments.

	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	206	202	98.06	1.94	46.53	206	199	96.6	3.4	37.19
Female	114	112	98.25	1.75	47.32	114	109	95.61	4.39	29.36
Male	92	90	97.83	2.17	45.56	92	90	97.83	2.17	46.67
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	134	134	100	0	35.82	134	131	97.76	2.24	25.95
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	59	56	94.92	5.08	73.21	59	56	94.92	5.08	60.71
English Learners	36	36	100	0	5.56	36	35	97.22	2.78	0
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	127	125	98.43	1.57	33.6	127	122	96.06	3.94	26.23
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	23	20	86.96	13.04	10	23	20	86.96	13.04	5

Note: N/A values indicate this school did not test students using the CAASPP for ELA.

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

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. 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. During the 2021-22 school year, the following campus repairs or improvements were completed:

- Renovation of two classrooms (#4 & #5) to prepare for sixth grade
- Renovation of Boys' & Girls' restrooms for 6th grade and convert staff restroom to an all gender restroom

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

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:

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 A.T.L.A.S. Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). A.T.L.A.S. Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 2, 2022. During fiscal year 2021-22, 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 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 November 2022.

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.

A.T.L.A.S. Elementary 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

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 2, 2022	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Playground Boy's 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 Exterior - Excessive peeling paint on the north and south roof eaves
Electrical	✓			
Restrooms/Fountains		✓		Boy's RR, Girl's RR - Sink faucet is missing the knob, toilets leak onto the floor when flushed; Classroom 10, 16, 17 - Drinking fountain does not function
Safety	✓			Classroom 4, 5 - Fire extinguisher is out of service date (6/21/21); Classroom 30 - Fire extinguisher is missing from the room
Structural	✓			Classroom 30 - South roof gutter is rusted out; Playground RR Exterior -
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 (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	409	405	153	37.8
Female	211	209	78	37.3
Male	198	196	75	38.3
American Indian or Alaska Native	3	3	1	33.3
Asian	2	2	1	50
Black or African American	4	4	2	50
Filipino	5	5	2	40
Hispanic or Latino	269	265	99	37.4
Native Hawaiian or Pacific Islander				
Two or More Races	15	15	4	26.7
White	111	111	44	39.6
English Learners	79	77	23	29.9
Foster Youth	2	2	0	0
Homeless	19	19	12	63.2
Socioeconomically Disadvantaged	253	249	114	45.8
Students Receiving Migrant Education Services	3	3	0	0
Students with Disabilities	49	48	17	35.4

Suspensions and Expulsions									
	ATLAS			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	0.74%	0.00%	0.00%	2.54%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.00%	0.07%

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

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	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	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for A.T.L.A.S. Elementary School for the 2021-22 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				
2019-20				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	27.0		2	
1	22.0		3	
2	21.0	1	2	
3	24.0		3	
4	22.0		1	
5	29.0		2	
Other**	28.0		2	
2020-21				
K	24.0		2	
1	24.0		2	
2	26.0		2	
3	26.0		2	
4	24.0	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	
5	25.0	1	2	
Other**	25.0		2	

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

** "Other" category is for multi-grade level classes. The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

CURRICULUM & INSTRUCTION

Staff Development

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

During the 2020-21, 2021-22, and 2022-23 school years, the teachers at A.T.L.A.S. Elementary School had the opportunity to participate in districtwide staff development training focused on:

2020-21 Trainings:

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

- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Sonday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

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

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 2020-21 school year, A.T.L.A.S. Elementary School's staff development activities were all focused on 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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>History Social Science for California</i>	0%

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

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

Instructional Materials

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

Ventura Unified School District is currently piloting History-Social Science curriculum in the 2022-23 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On October 11, 2022, 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 #22-40 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 2022-23 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

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.

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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 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/csl/. (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
2020-21**

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	54,370
Mid-Range Teacher Salary	69,145	82,680
Highest Teacher Salary	95,772	106,610
Average Principal Salaries:		
Elementary School	117,729	135,282
Middle School	123,578	141,243
High School	132,064	152,955
Superintendent Salary	228,637	264,366
Percentage of Budget For:		
Teacher Salaries	30.35	33.09
Administrative Salaries	4.93	5.03

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

**Expenditures Per Pupil and School Site Teachers Salaries
2020-21**

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	376	N/A	N/A	N/A	N/A
Restricted (Supplemental)	235	N/A	N/A	N/A	N/A
Unrestricted (Basic)	141	157	90.3%	6,593	2.4%
Average Teacher Salary	74,767	77,987	N/A	88,358	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 2020-21 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

**SARC DATA &
INTERNET ACCESS****DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about A.T.L.A.S. Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 2022.

School Site Council Bylaws

**School Site Council
Bylaws
ATLAS Elementary School**

Article 1

Duties of the School Site Council

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

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

**Article 2
Members**

Section A: Composition

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

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

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

Section B: Term of Office

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

Section C: Voting Rights

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

Section D: Termination of Membership

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

Section E: Transfer of Membership

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Membership on the council may not be assigned or transferred.

Section F: Vacancy

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

Article 3

Officers

Section A: Officers

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

The chairperson shall:

- *Preside at all meetings of the council*
- *Sign all letters, reports and other communications of the council*
- *Perform all duties incident to the office of the chairperson*
- *Have other such duties as are prescribed by the SSC*

The vice-chairperson shall:

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

The secretary shall:

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

Section B: Election and Terms of Office

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

Section C: Removal of Officers

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

Section D: Vacancy

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

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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

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shall be publicized in the following venues: school marquee, PTA display case.

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 2021-2022 school year