

Ventura Unified School District School Plan for Student Achievement



Lincoln Elementary School

56 72652 6056113

Contact Information:
Mark Asher, Principal
mark.asher@venturausd.org
1107 East Santa Clara Avenue
Ventura, CA 93001
(805) 641-5438



This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2021-2022

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The School Plan for Student Achievement

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

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

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

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

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

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mark.asher@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 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Mark Asher	X				
Patrick Bakody		X			
Rebeca Fassett		X			
Owen Garrood		X			
Francis Morales			X		
Shannon Coulter				X	
Aubrey Healey				X	
Ricki Lopez				X	
Beatriz Paniagua				X	
Holly Roughley				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) 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	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Mark Asher	X				
Avril Mateos			X		
Araceli Hernandez				X	
Number of members in each category	1		1	1	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

☐ The ELAC has voted to give governance to the SSC on this date: _____

☐ The name of the parent ELAC representative to SSC is: _____


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Council

Signature of Authorized
Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: November 10, 2021

Attested:



Mark Asher, Principal

11/10/21

Date



SSC Chairperson

11/17/21

Date

District information

District Profile

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

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Logo

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

District Vision

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

District Mission

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

District Governing Principles

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

School Information

School Profile

During the 2020-21 school year, Lincoln Elementary School served 222 students in grades TK-5. Student enrollment included 9.9% students with disabilities, 9.5% English learners, 73.9% socioeconomically disadvantaged, 4.5% homeless, and 0.5% foster youth. The school is within walking distance of historical sites, City Hall, theaters and beaches. Residences within the school boundaries range from hillside estates to low-income apartment buildings, motels, and homeless shelters.

Staff

All of our teachers are fully credentialed and have the additional CLAD (Cross-Cultural Language and Academic Development) certification. The school participates in a program called "Banking Minutes" which provides designated time within the regular work day for teachers to participate in staff development and collaboration time.

Learning Environment

In order to provide a safe learning environment, experience asset building from our Character Trait Program, Trimester Awards Assemblies, Monthly Attendance Awards, WOW citizenship tickets, and the Friday Forum Meetings. Students are offered intervention programs to meet proficiency in English Language Arts through the homework club. Teachers were trained in Lesson One and the school site has not expanded training to all classified staff. The RtI program for Language Arts consists of 40 minutes per day of targeted instruction by grade level (K-1, 2-3 and 4-5) to meet the needs of students in reaching proficiency. Math intervention is provided 30 minutes per day by two instructional aides and is grouped by grade level.

Parent Involvement

The parent community at Lincoln is active and involved. Parents volunteer in the classroom, maintain the classroom gardens, support the arts programs, organize activities and aggressively raise funds with the goal of providing opportunities for Lincoln students to enrich their lives and to involve the community.

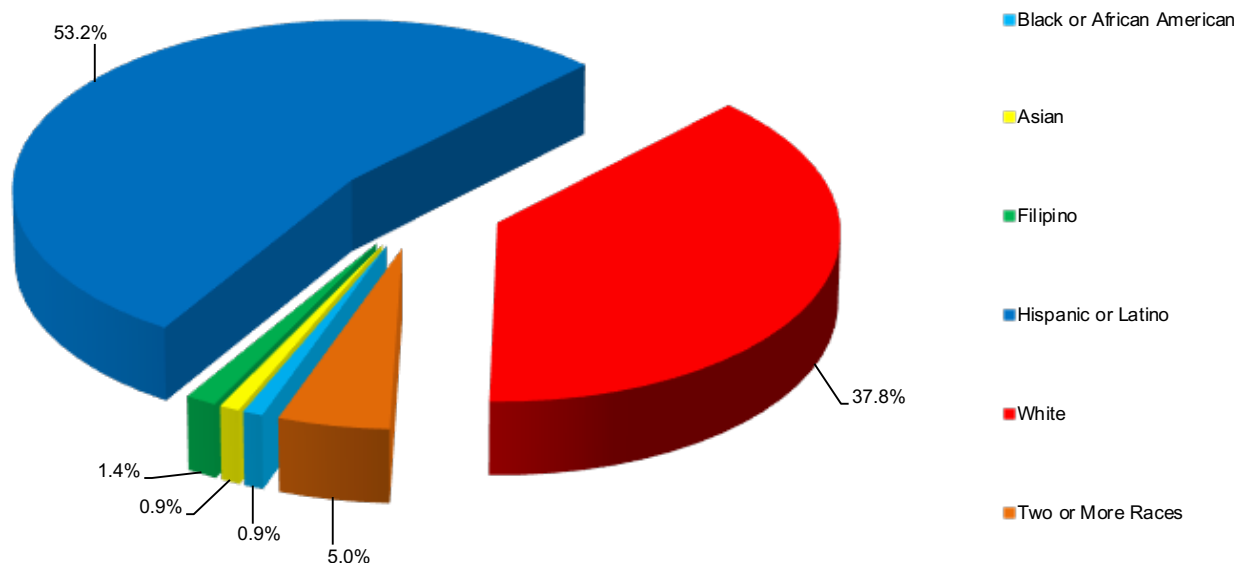
School Vision

A child-centered community celebrating diverse and meaningful learning in an inclusive environment.

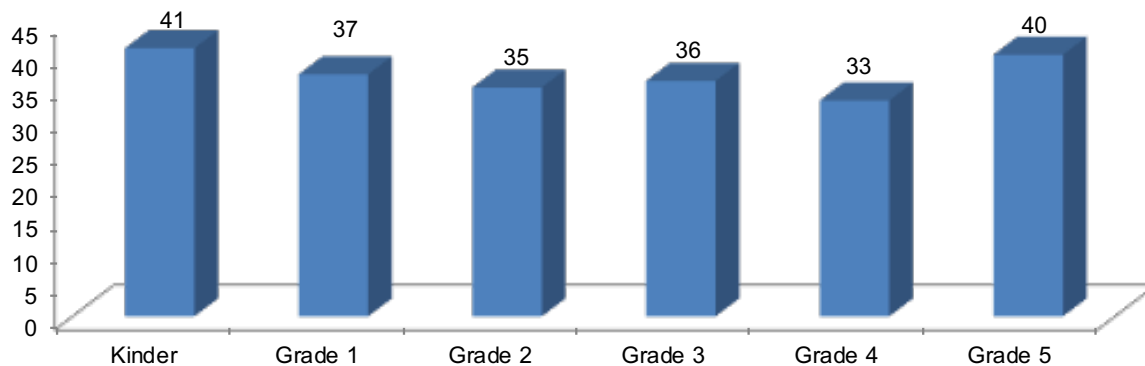
School Mission

We provide all students with instruction based on current standards and research. Together with our staff, families, and community members we strive to create an atmosphere that is conducive to learning.

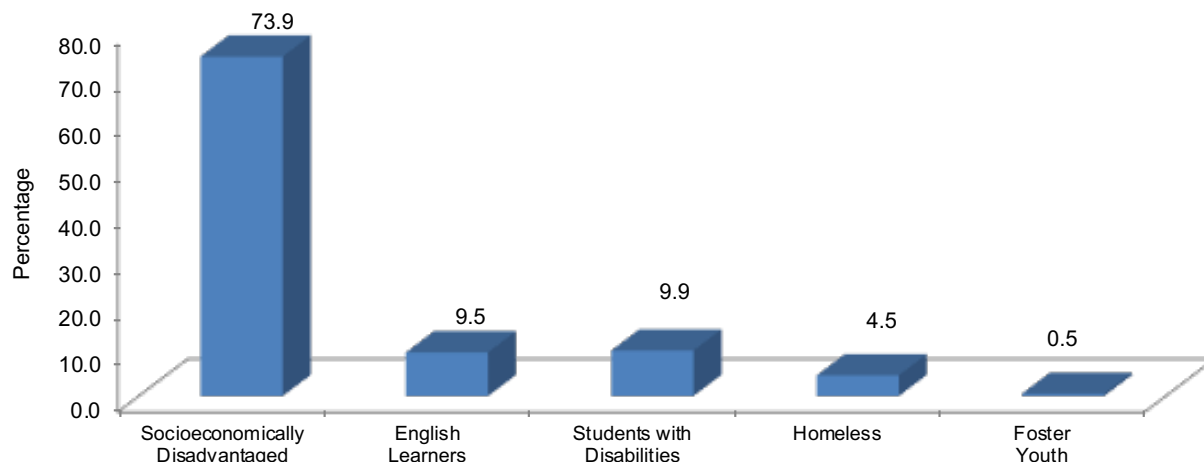
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

Lincoln Elementary School 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:
 - CAASPP Reports
 - ELPAC Reports
 - District Benchmarks
 - SBAC Baseline

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Transition from Preschool to Kindergarten

Ventura Unified School District Office of Educational Services, Child Development Programs Division, manages and coordinates early childhood programs to support the social, emotional, physical, and educational needs of the child in a safe and healthy environment. Teaching staff are fully credentialed through the California Commission on Teacher Credentialing. Support staff are well trained and knowledgeable of community resources, mental health, social services, health, and nutrition.

The Ventura Unified School District's Curriculum and Instruction Division oversees the following programs:

- **Jumpstart State Preschool Program:** Through a contract with the California Department of Education, Ventura Unified School District operates 14 half-day Jumpstart State Preschool programs. The Jumpstart Program is under the auspices of Ventura Unified School District Office of Educational Services, Child Development Programs.

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the

goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

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

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. Morning and afternoon sessions are offered.

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

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.

Lincoln Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Lincoln Elementary School 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 identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Lincoln Elementary School's staff utilize the components of Less one to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations.

Lincoln 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.
- **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.
- **Counselor** – Provides classroom presentations and small groups on behavior expectations
- **Kindness Week**
- **Lesson One**
- **Lunch Bunch**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children. The program will be implemented during the 2021-22 school year at Lincoln Elementary School.

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
Lincoln ES	56726526056113	Nov 10, 2021	

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)

Lincoln Elementary School TK-5 is a school wide Title 1 school that has created an Additional Targeted Support and Improvement plan to meet the needs of our students.

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 purpose of this plan is to gather information from all stakeholders to identify areas of specific need on our campus. Specific measurable goals will be set to improve our academic programs for all student groups and strategically decrease the achievement gaps between student groups. The Lincoln School plan will focus on increasing student achievement, increasing student connections to school, and increasing family involvement and will go hand in hand with the Ventura Unified School District LCAP. These same goals and activities related to the goals are also stated in our Ventura Unified District LCAP document.

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:	Date:
Staff Meetings	9/15/21 and 11/3/21
PTA Board Meeting	10/5/21 and 11/2/21
SSC Meetings	10/13/21 and 11/10/21
ELAC Meetings	10/8/21 and 11/5/21

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)**

Lincoln Elementary School has identified Resource Inequities in the following areas: The Director of Elementary Education and the Director of Assessment, Accountability and Program evaluation co-facilitated a needs assessment for Lincoln Elementary staff using the Schoolwide Integrated Framework for Transformation Fidelity Integrity System (FIA) during the 2020-2021 school year. In conjunction with the results of the FIA, a staff needs assessment was conducted in the fall of 2021. The staff felt it was important to continue to focus on 3.1 Academic Support, 3.2 Academic Instruction, and 3.3 Data Based Decision-Making.

- (1) Math and English Language Arts Intervention: A large majority of students are performing below grade level in math and English Language Arts. At Lincoln Elementary School, administration and teachers are working to design a program for students that includes using district assessments for progress monitoring each trimester, professional development around best practices, and identifying and implementing priority standards. For intervention, the staff will help identify students in need of intervention and support teachers in implementing an intervention plan. Intervention groups will be created with specific goals in mind, student growth will be assessed in 6-8 week increments, and teachers will utilize data to drive learning goals. The principal will be communicating with stakeholders about the progress the school is making to ensure all students are achieving.
- (2) Chronic Absenteeism and Suspension: On the California Dashboard from 2018-2019 Lincoln students scored in the lowest performing color for Chronic Absenteeism for Socioeconomically Disadvantaged Students. In order to improve, attendance data will be reviewed by the principal monthly. Students with high absenteeism will be identified and parent conferences will be scheduled to create a support plan. Lincoln will create a positive attendance program for all students and will help identify strategies for improving attendance and student engagement.

Suspensions increased for Hispanic and Socioeconomically Disadvantaged students. In order to improve, the principal will review suspension data. When a student needs additional behavior support, a team will develop a Positive Behavior Intervention Support Plan (PBISP). A parent conference will be scheduled and will include the school counselor and Special Ed support personnel.

- (3) Training on Data-Informed Practices: Lincoln teachers and staff require continuous training and professional learning opportunities to meet district and school goals in Multi-Tiered Systems of Support (MTSS) including specific training in topics such as Universal Design for Learning, Social Emotional Learning, and Professional Learning Communities (PLC). Staff meetings will be utilized to train teachers on multiple ways of utilizing data to inform instruction.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement –Maintain student achievement levels from 2019 for all students and significant student groups while decreasing performance gaps.

Identified Need:

Lincoln Elementary School expects to maintain 2019 levels in proficiency at each grade level in ELA and math. Due to the Covid-19 school closures that began in March of 2020, daily class instruction schedules were impacted through June of 2021. The goal of Lincoln is to maintain the 2019 proficiency levels and mitigate the learning loss that has occurred over the past two school years. Lincoln school will implement strategic plans to meet proficiency levels from spring 2019 scores in ELA and Math.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results for 3 rd through 5 th grade	<p><u>Spring 2019 ELA</u> 3rd All Students- 33% Hispanic 33% SED 27%</p> <p>4th All Students- 39% Hispanic 38% SED 36%</p> <p>5th All Students- 46% Hispanic 30% SED 31%</p> <p><u>Spring 2019 Math</u> 3rd All Students- 36% Hispanic 34% SED 37%</p> <p>4th All Students- 51% Hispanic 32% SED 45%</p> <p>5th All Students- 21% Hispanic 10% SED 11%</p>	No Spring 2020 scores available due to school closures. Spring 2021 scores have yet to be evaluated by subgroups but included students testing remotely and in-person. Expected outcome for the 2022 CAASPP administration is to maintain the spring 2019 proficiency levels for the “all student group”

MAP Testing (Reading and Math)	<p><u>2021 Fall Beginning of Year-Reading</u> (Percentage of Average + High Average + High) K - 78% 1st - 27% 2nd - 21% 3rd - 69% 4th - 60% 5th - 53%</p> <p><u>2021 Fall Beginning of Year-Math</u> (Percentage of Average + High Average + High) K - 72% 1st - 35% 2nd - 34% 3rd - 55% 4th - 43% 5th - 38%</p>	In the 2021-22 school year we expect to see a 5% increase to the total number of students who score in the areas of Average, High Average, and High from the Fall to the Spring in the Reading and Math Map Growth Assessments.
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Staff and targeted programs will strive to meet the needs of all students and will strive to maintain and mitigate learning loss of the 2019 proficiency levels for all students and significant student groups in both ELA and math.

Strategy/Activity

- Intervention program (Universal Access) 4 days per week, minimum of 30 minutes per day for grades kindergarten through 5th, utilizing 1.5 certificated intervention teachers and 2 intervention paras instructing in small groups and collaboration with the grade level classroom teachers.
- Provide staff development on methods of tracking student data efficiently for all certificated staff.
- Bilingual/Title One para educator assisting with small group instruction in a pull out model for English Language Learners and for recent arrival students who need language and academic support. (Also additionally assisting with parent communication, outreach and connectedness).
- Provide ELD refresher training for all staff, look at specific ELD data and targeted practices for our English Language Learners.
- Planned and strategic release time for teachers to look at academic data and plan curriculum to meet “all student” needs and various student group’s needs.
- At grade level meetings, evaluate current student data to make academic instruction changes and move students between the intervention groups based on data indicators.
- School counselor to provide individual/small group support to identified students with SEL strategies.
- Maintain access to technology in the classroom for all students to utilize for academic supplements, specifically filling achievement gaps as based on data in programs such as Moby Max, STAR and Accelerated Reader.
- Enrichment opportunities for all students to extend learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1 Intervention specialist teacher \$14,856	CSI
2 Para educators \$16,144 1 Bilingual Para educator \$13,494	Multi-funded: Title 1 (\$9,138) Supplemental Funds (\$16,059) Site Funds (\$4,403)
School Counselor \$18,228	CSI Funds
Substitute for teacher release for training, curriculum planning \$2,000	Title 1
Instructional Supplies	Multi-Funded: Title 1 (\$8,602) Supplemental Funds (\$19,508) Site Funds (1,615)
Conferences/Professional Development	Multi-Funded: Supplemental (\$2,000) Site Funds (\$110)
GATE enrichment – Teacher and supplies \$500	\$500 GATE

Annual Review:**SPSA Year Reviewed: 2020-21**

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.

There is a lack of data due to limited end of the year assessments. The assessments that were conducted were a mix of virtual and in-person. In the spring of 2021 some students did return to hybrid in-person learning on a reduced day schedule, while some students stayed on remote learning. This impacted the validity of the data that could be gathered for end of the school year assessments. CAASPP testing was conducted in the spring of 2021 but analysis of that data is limited due to the lack of in-person instruction and the variety of ways those assessments were delivered to students. The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities will remain in place from the 2019-20 analysis, as that is the most recent data.

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

In the 2020-21 school year, we were unable to spend all funds tied to goals because of staffing limitations and a lack of in-person instructional opportunities due to distance learning and hybrid school schedules. .

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.

In 2021-22 we will implement targeted small group instruction with the assistance of our intervention teachers and paras. Various metrics will be used to evaluate programs and will be monitored monthly in grade level teams. We will monitor multiple indicators such as those mentioned in Goal 1 (i.e. CAASPP, MAP scores, classroom-based assessments, etc.)

Goal 2:

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

Identified Need:

Maintain attendance percentage for all students based on attendance from the 2018-19 school year.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	K-5 th grade 2019-20 95.62% Actual Attendance 2019-20 11% Chronic Absenteeism	Maintain
Suspension Data	2019-20 2%	Decrease to under 2%
School awards and incentives programs	-Principal Handshake Program was initiated -Awards Assemblies per trimester	Maintain

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Maintain attendance percentage for all students based on attendance from the 2018-19 school year

Strategy/Activity

- Send a tardy letter monthly to students who have an excessive amount of tardies.
- Continue attendance incentives.
- Principal and office staff conference with parents regularly about tardy and absence concerns.
- Principal and/or attendance clerk conference with students and parents who are on attendance contracts and refer/provide them with outside resources.
- SARB process is followed with conferences and contracts by the principal.
- Principal, teachers, counselor and attendance clerk contact parents regularly when students do not attend Live Teaching classes.
- Parent conferences via Zoom or in-person
- Home visits, as needed.
- Parent Square absence notifications on a daily basis.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Attendance Incentives \$2,000	Supplemental Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Maintain or decrease suspensions for all students based on suspension data from the 2018-2019 school year.

Strategy/Activity

- Review suspension data.
- Schedule SST or parent conferences to create a support plan.
- Develop PBISP for supports for students with significant behavior needs.
- Work with behavioral specialists for additional strategies for students with significant behavior needs.
- School counselor will teach Zones of Regulation for students in need.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Lincoln will increase participation in school-connectedness activities and extracurricular programs as demonstrated by student participation and daily attendance.

Strategy/Activity

- Encourage student participation in school wide programs such as: Fifth Grade Leadership, Spirit Days, Spelling Bee, College and Career Week, Kindness Week and district provided Art and Music classes.
- School Counselor and staff will implement Social Emotional Learning lessons in class through Great Body Shop and Second Step curriculum. Staff will also implement school wide programs such as: our Guidelines for Success, Zones of Regulation, CHAMPS, Big Deals vs. Little Deals, Bucket Filling, Expected vs. Unexpected Behaviors, Growth Mindset and restorative justice practices.
- Accelerated Reader Program connects students to school. Recognition program in place honoring "STAR Students" and celebrated throughout the school.
- Principal's Handshake awards and Awards Assemblies are utilized school wide to recognize students for academic, behavioral and social/emotional successes and improvements.
- Professional development for staff, which may include conferences in strategic areas such as SEL strategies, Second Step curriculum, ELD strategies, and Trauma Informed practice
- Wow Tickets
- Train all classified support staff in school wide programs and student offerings so that they can support school wide language implementation and participation in student based programs.
- MTSS programs that address social emotional learning such as bully prevention lessons explicitly taught, College and Career week, Digital Citizenship Lessons taught at all grades, growth mindset instruction and implementation, as well as all grades utilizing Second Step, a social emotional curriculum.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
School Counselor \$18,228	CSI Funds
Incentives/Materials for various recognition activities \$500	Site Funds
Staff Professional Development \$1,000	CSI Funds
Contracts (Field Trips and School Assemblies)	Multi-Funded: Title 1 (\$8,000) Site Funds (\$1,323)

Annual Review:**SPSA Year Reviewed: 2020-21**

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.

There is little reliable data from the spring of 2019-2020 or the 2020-2021 school year in regards to attendance, suspensions, and participation in school-connectedness activities. However, in spite of the disruptions of distance learning and hybrid instruction, Lincoln did provide students and families consistent counselor support and access to SEL lessons. In addition, attendance incentives were purchased to implement during the 2021-2022 school year.

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

Due to a lack of professional development opportunities as a result of distance learning and hybrid instruction, staff professional development aimed specifically at Goal 3 was not able to be achieved.

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 return to full day in-person learning on campus we will target the "all student" group to maintain attendance at previous rates seen in 2019 by ensuring attendance education, incentive programs and school connectedness. We will focus on Social Emotional Learning (SEL) activities and various student recognition programs as outlined in the strategies. The Parent Square program and social media networks will be utilized to communicate with families about attendance as well as student connectedness offerings.

Goal 3:

Family Involvement - Maintain parent and community involvement.

Identified Need:

Lincoln staff will maintain parent involvement opportunities and participation that adheres to safety guidance during the 2021-2022 school year.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation and attendance at school events	<p>In the 2019-2020 school year, a baseline will be obtained for Back to School Night, and Fall and Spring parent conferences. (unable to complete baseline due to COVID School Closure)</p> <p>Parent sign-in sheets, pictures of events, and volunteer log sign-in sheets at the front office will be obtained.</p>	Maintain parent participation through Zoom meetings and events as possible during the 2021-22 school year.

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**Through Distance Learning/Hybrid Schedules:**

- Advertise and invite families to events on campus, using multiple strategies: School/PTA newsletters, Parent Square posts, school and PTA websites, PTA social media, and classroom communication.
- Create diverse offerings for families to get involved; PTA, School Site Council, and ELAC meetings in person and via Zoom.
- Encourage and teach families to use Parent Square.
- Host events for parents and families to be engaged with our school community through virtual events: Back to School Night, parent conferences, Awards Assemblies.
- Advertise and encourage Lincoln family participation in district virtual parent events; parent education workshops, district meetings and school information fairs.
- Office staff to assist with event information, advertising, Parent Square posts, Q mass emails and updates to the school website.
- Bilingual staff (site and district) assist with parent phone calls, home to school communications and at parent conferences via Zoom.
- Share school wide language with families, SEL programs that are on campus through newsletters and at Virtual events
- Upgrade technology equipment in school Cafeteria to use for family and school-wide events and presentations.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Bilingual para educator \$12,210	Supplemental
Equipment Purchases, Technology \$9,000	Title 1

Annual Review:**SPSA Year Reviewed: 2020-21**

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.

In the 2020-2021 school year, family involvement data was interrupted by the school closures. Moving forward into 2021-22 school year we will monitor parent connectedness both in virtual events as well as limited small group in-person events.

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 expenditures were used as intended to meet this goal. Implementation will continue in the 21-22 school year in various ways to meet the need to increase student engagement and school-to-home communication.

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.

We will advertise all virtual events and prepare for in person events that meet campus Covid protocols. Protocols and regulations are changing frequently and volunteer and family engagement on campus will be limited and this may impact the parent engagement component of this goal.

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

The School Site Council intends for Lincoln Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$0.00
Title I 2021-22 Allocation	\$36,740.00
Title 1 2021-22 Parent Involvement	Inc.

Subtotal of additional federal funds included for this school: **\$36,740.00**

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 2020-21 Carryover	\$1,291.00
Site-Based Funds 2021-22 Allocation	\$6,660.00
Supplemental Funds 2020-21 Carryover	\$1,491.00
Supplemental Funds 2021-22 Allocation	\$38,076.00

Subtotal of state or local funds included for this school: **\$47,518.00**

Total of federal, state, and/or local funds for this school: **\$84,258.00**

2021-22 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

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

Multilingual/Multicultural Education

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

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

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

Indian Education

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

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

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

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

References

CAASPP – Grade 3 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	32	30	30	6.67%	13.33%	36.67%	43.33%
Male	14	12	12	8.33%	8.33%	33.33%	50.00%
Female	18	18	18	5.56%	16.67%	38.89%	38.89%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	16	15	15	6.67%	0.00%	40.00%	53.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	9	9	*	*	*	*
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	26	25	25	4.00%	16.00%	40.00%	40.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 3 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	32	30	30	6.67%	10.00%	23.33%	60.00%
Male	14	12	12	8.33%	8.33%	16.67%	66.67%
Female	18	18	18	5.56%	11.11%	27.78%	55.56%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	16	15	15	6.67%	6.67%	20.00%	66.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	9	9	*	8.00%	8.00%	*
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	26	25	25	4.00%	12.00%	16.00%	68.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy – 2020-21

	2020-21						
	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	31	29	29	13.79%	24.14%	27.59%	34.48%
Male	14	13	13	15.38%	23.08%	23.08%	38.46%
Female	17	16	16	12.50%	25.00%	31.25%	31.25%
African American							
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	16	15	15	20.00%	13.33%	33.33%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	14	13	13	7.69%	30.77%	23.08%	38.46%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	20	20	20	5.00%	25.00%	20.00%	50.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 4 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	31	29	29	13.79%	20.69%	27.59%	37.93%
Male	14	13	13	15.38%	23.08%	23.08%	38.46%
Female	17	16	16	12.50%	18.75%	31.25%	37.50%
African American							
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	16	15	15	13.33%	20.00%	40.00%	26.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	14	13	13	15.38%	15.38%	15.38%	53.85%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	20	20	20	0.00%	10.00%	40.00%	50.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education							
Homeless							

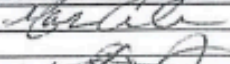
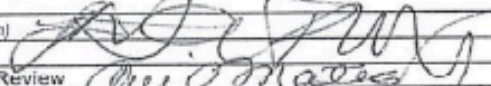
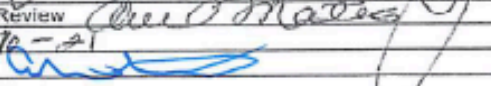

CAASPP – Grade 5 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	39	37	37	18.92%	39.73%	16.22%	35.14%
Male	16	16	16	25.00%	18.75%	18.75%	37.50%
Female	23	21	21	14.29%	38.10%	14.29%	33.33%
African American							
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	21	20	20	15.00%	30.00%	15.00%	40.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	13	12	12	25.00%	25.00%	16.67%	33.33%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	28	27	27	18.52%	22.22%	18.52%	40.74%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 5 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	39	37	37	10.81%	18.92%	27.03%	43.24%
Male	16	16	16	12.50%	6.25%	31.25%	50.00%
Female	23	21	21	9.52%	28.57%	23.81%	38.10%
African American							
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	21	20	20	10.00%	10.00%	25.00%	55.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	13	12	12	8.33%	25.00%	33.33%	33.33%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	28	27	27	14.81%	14.81%	18.52%	51.85%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education							
Homeless							




2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022		
PROGRAM: Supplemental Funds		
Site: Lincoln	Carryover	1,491
	Allocation	38,076
		0
Resource = 0100	Total	39,567
Object #	Classification	
Personnel Costs and Benefits		
Must reflect amounts on Staffing Charts		Must reflect amounts on Staffing Charts
		Current Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	
1107	Stipend, Certificated	
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	16,059
2103	Paraed, Hourly	
2201	Parent Teacher Liaison	
2203	Translation, Hourly	193
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2903	Other Classified, Hourly	
SUBTOTAL:		16,252 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	19,315
4300	Other Supplies	2,000
4400	Equip Not Captizd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	2,000
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL:		23,315 0
Total:		39,567 0
Principals Signature for Adjustment: 		
Date: 11-10-21		
School Site Council Approval: (Chairman) 		
Date: 11-10-21		
English Learner Advisory Committee Review 		
Date: 11-10-21		
Director, Special Projects Approval: 		
Date: 1-4-22		

2021-22 Site Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Site Based Funds			
Site:	Lincoln	Carryover	1,291
		Allocation	6,660
			0
			0
Resource =	0000	Total	7,951
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	4,403	
2103	Paraed, Hourly		
2201	Health Tech,		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Support, Hourly		
2906	Other Support, Sub		
SUBTOTAL		4,403	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	1,615	
4300	Other Supplies	500	
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences	110	
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, Annual	1,323	
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		3,548	0
Total:		7,951	0
Principals Signature for Adjustment: <i>[Signature]</i> Date: <i>11/10/21</i> School Site Council Approval: (Chairman): <i>[Signature]</i> Date: <i>11-10-21</i> Director, Special Projects Approval: <i>[Signature]</i> Date: <i>1-4-22</i>			

2021-22 Title I Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Title I			
Site: Lincoln	Resource = 3010	Carryover	0
		Allocation	36,740
		Total	36,740
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub	2,000	
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	9,138	
2103	Paraed, Hourly		
2106	Paraed, Sub		
2201	Health Tech,		
2203	Child Care		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Playground Supervision, Hourly		
SUBTOTAL		11,138	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	7,131	
4400	Equip Not Captizd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, Annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs	9,471	
5900	Communications		
6400	Equipment (over \$5,000)	9,000	
7310	Indirect		
SUBTOTAL		25,602	0
Total:		36,740	0
Principals Signature for Adjustment: 			
Date: 11/10/21			
School Site Council Approval: (Chairman) 			
Date: 1-4-22			
Director, Special Projects Approval: 			
Date: 1-4-22			

School-Parent/Home Compact

**SCHOOL-FAMILY COMPACT 2021-2022**

Student Name: _____ Grade: _____

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

STUDENT AGREEMENT

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

- I will attend school and be on time daily unless I am ill.
- I will have my supplies at all times.
- I will complete my schoolwork/homework and turn it in on time.
- I will be responsible for my own behavior at school.
- I will ask for help when needed.
- I will show respect to all students, staff, and property.
- I will practice positive digital citizenship.
- I will read for 20 minutes (K-3) and 30 minutes (4th-5th) five days a week.

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 monitor my child's progress in school and maintain open communication with his/her teacher.
- I will review all information (Parent Square, Class Dojo, email, letters) that I receive from the school.
- I will stay involved and informed in my child's school activities.
- I will model respect encourage my child to respect others.
- I will encourage my child to engage in positive digital citizenship.
- I will see that my child reads five days a week.

Parent Signature: _____ Date: _____

SCHOOL

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

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

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

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

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

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Parent Involvement Policy

**Lincoln School Parent Involvement Policy**

Lincoln School will follow guidelines developed with parent input as listed below in accordance with the No Child Left Behind Act of 2001. This policy will be distributed to parents of students enrolled in our Schoolwide Title 1 program, and will be updated periodically.

Policy Guidelines

- Lincoln School will convene an annual meeting each year to explain the Lincoln School Title I Program, the school parent involvement policy, and the rights of our Schoolwide Title I parents.
- Lincoln School will involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:
 - School Plan for Student Achievement, which is written with input from the principal, the teachers and the SSC. The plan is approved by the SSC, the governing body of the school each November.
 - The Parent Involvement Policy is distributed to all families at Lincoln School. It is reviewed annually through SSC and ELAC.
 - The Lincoln School Title I Program description is shared in September/October at ELAC and SSC meetings.
 - Our School-Parent Compact was developed to ensure that all students have the opportunity to be successful at Lincoln School. It is a written agreement consisting of the expectations Lincoln School has in place for the students, parents and teachers at the school. Compacts are signed by all parties involved during our fall parent conferences.
 - The Lincoln School SST meetings are used to address parent and staff concerns about a student's academic and behavioral strengths and weaknesses.
 - All of our parents are invited to participate and attend Lincoln School PTA/ELAC/SSC meetings to formulate suggestions, share experiences with others, and provide input into the school plan.
 - The Lincoln Back to School Night and Parent Conferences are utilized to explain information on specific grade level curriculum and standards.
 - The following assessments are reviewed with students and parents, and analyzed in collaborative grade level teams to adjust the instructional program as needed: Universal screening- Math and ELA Benchmarks, ELPAC, Moby Max, CAASPP, writing samples and unit tests are used to measure and convey student progress to parents on a regular basis. Behavior logs and observation are used to communicate to parents about their student's social/emotional progress.
 - Essential Grade level standards that students are expected to meet are shared with parents during Back to School Night.
 - Materials and training on how to help your child be a successful student are shared during our parent conferences and SST meetings.
 - Various means of communication are used to keep parents informed of school events and opportunities for parents to volunteer and participate at Lincoln School with their child. Parent involvement is key to success for our students.

11/18/2021

Parent Involvement Calendar

Events/activities may continue virtually or by social distance protocol.

July	January PTA Meeting Spelling Bee Family Game Night District School Information Night School of Choice Window
August TK and K/Orientation- in person 1 st -5 th Orientation Drive Through	February PTA Meeting ELAC Meeting School Site Council Meeting Talent Show
September Title 1 Meeting PTA Meeting Back to School Night Make a Difference Day School Site Council Meeting School Spirit Zoom Axxess Fundraiser Distribution Day	March PTA Meeting Read Across America Parent Conference Week Awards Assemblies School Carnival
October PTA Meeting School Site Council Meeting ELAC Meeting School Spirit Zoom Lap-A-Thon	April PTA Meeting ELAC Meeting School Dance
November PTA Meeting School Site Council Meeting Parent Conference Week Family Fun Virtual Assembly School Spirit Zoom	May PTA Meeting School Site Council Meeting Staff Appreciation Week Art Show/ Book Fair Volunteer Tea Mini Courses
December PTA Meeting Awards Assemblies Winter Dance Cheers for Children	June PTA Meeting Awards Assemblies Field Day Kindergarten Celebration Fifth Grade Promotion Ceremony

Professional Development

Lincoln Elementary School 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 2021-22 school year, teachers at Lincoln Elementary School will focus on the following trainings:

- SEL Strategies (Second Step Curriculum)
- ELD Strategies
- Trauma Informed Practices
- Data-Informed Instruction (Professional Learning Communities)

2020-21 School Accountability Report Card

Published January 2022



LINCOLN ELEMENTARY SCHOOL
1107 EAST SANTA CLARA AVENUE, VENTURA, CA 93001
(805) 641-5438

MARK ASHER, PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. We are proud of Lincoln Elementary School and welcome this opportunity to tell you more about us.

The staff at Lincoln Elementary School is committed to its vision of school as a child-centered community, celebrating diverse and meaningful learning for all children. The school population consists of students with rich multicultural and economically diverse backgrounds. The students, parents, staff, and community have joined together to assure success for all students.

The staff at Lincoln Elementary School believe each child is unique and deserving of a rich and supportive educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. We provide after-school homework club, GATE seminars, ASES, and other special programs designed to meet the needs of our students. In addition, the school has a tradition of dedication to arts education.

The hard working staff are both skilled and dedicated to the success of their students. We are fortunate to have highly qualified, knowledgeable, and experienced teachers who continually seek professional development opportunities so that they may make a difference for their 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. All students have special talents and are given the opportunities to develop those talents. We really care about each one of our students.

Lincoln Elementary School prides itself in involving the parents and community members in

every aspect of the school. We welcome visitors on our campus for many different reasons including volunteering, Back-to-School Night, PTA sponsored mini-courses, Science Night, Art Fair, awards assemblies, and other special events. We believe that parents, community members, and staff must work together for the education of all students. We are very proud of our family-oriented tradition at Lincoln Elementary School.

District Vision Statement

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

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional

Board of Education

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

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

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



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.

Lincoln Elementary School

Lincoln Elementary School serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2020-21 school year, 222 students were enrolled, including 9.9% in special education, 9.5% qualifying for English Language Learner support, 4.5% homeless, 0.5% foster youth, and 73.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	52.3%	Kindergarten	41
Male	47.7%	Grade 1	37
Non-Binary	0.0%	Grade 2	35
American Indian or Alaskan Native	0.5%	Grade 3	36
Asian	0.9%	Grade 4	33
Black or African American	0.9%	Grade 5	40
Filipino	1.4%		
Hispanic or Latino	53.2%		
Native Hawaiian or Pacific Islander	0.5%		
Two or More Races	5.0%		
White	37.8%		
English Learners	9.5%		
Foster Youth	0.5%		
Homeless	4.5%		
Migrant	0.0%		
Socioeconomically Disadvantaged	73.9%	Total Enrollment	222
Students with Disabilities	9.9%		

The principal and dedicated teaching staff enjoy a close connection with students and their families. Students feel safe at school; parent groups and volunteers support a nurturing, secure learning environment. School curriculum and instruction integrates the many facets of cultural and fine arts activities.

Schoolwide recycling efforts earn funds to support an art/music teacher. Students assist with the management of collecting of plastic, aluminum, and glass. Donations of recyclables are accepted from the public during school hours.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

- Degree to which teachers are appropriated assigned and fully credentialed in the

subject area and for the pupils they are teaching;

- School facilities are maintained in good repair

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, monthly school newsletters, the school website, flyers, email, voicemail, parent conferences, and personal correspondence. Contact the school office manager at (805) 641-5438 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- School Garden
- Office Helper

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Association

School Activities

- Art Fair
- Back to School Night
- Book Fairs
- Carnival
- GATE Parent Meetings
- Make a Difference Day
- Movie Nights
- PTA-Sponsored Mini Courses
- Student Recognition Assemblies

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

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

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

Physical Fitness

In the spring of each year, Lincoln Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

California Physical Fitness Test Results 2020-21			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

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. Lincoln Elementary School's original facilities were built in 1955; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the 2020-21 school year, all classrooms received new student desks and chairs.

Every morning before school begins, the principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one part-time evening custodian are assigned to Lincoln Elementary School. The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- Office Areas
- Restrooms
- General Cleaning and Custodial Functions
- Classrooms

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classrooms
- Restrooms
- Routine Maintenance

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Lincoln		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	27.03	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with NT values indicate that this school did not test students using the CAASPP for Science.

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

Percentage of Students Meeting or Exceeding the State Standards

	Lincoln		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

*Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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."

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

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	39	37	94.87	5.13	27.03
Female	23	21	91.3	8.7	28.57
Male	16	16	100	0	25
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino	--	--	--	--	--
Hispanic or Latino	21	20	95.24	4.76	20
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	33.33
English Learners	--	--	--	--	--
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	20	19	95	5	10.53
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2020-21

	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	102	96	94.12	5.88	36.46	102	96	94.12	5.88	27.08
Female	58	55	94.83	5.17	38.18	58	55	94.83	5.17	29.09
Male	44	41	93.18	6.82	34.15	44	41	93.18	6.82	24.39
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	53	50	94.34	5.66	30	53	50	94.34	5.66	22
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	37	34	91.89	8.11	41.18	37	34	91.89	8.11	32.95
English Learners	14	14	100	0	21.43	14	14	100	0	14.29
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	51	49	96.08	3.92	22.45	51	49	96.08	3.92	12.24
Students Receiving Migrant Education Services										
Students with Disabilities	13	11	84.62	15.38	18.18	13	11	84.62	15.38	9.09

Note: NT 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 ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Campus Description	
Year Built	1955
Acreage	3.7
Bldg. Square Footage	20634
	Quantity
# of Permanent Classrooms	9
# of Portable Classrooms	3
# of Restrooms (student use)	2 sets
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Teacher Work Room	1

Facilities Inspections

The district's maintenance department inspects Lincoln Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Lincoln 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 28, 2021. During fiscal year 2020-21, 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 Lincoln 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 and updated, and shared with school staff in November 2021.

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.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: September 28, 2021	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			Classroom 5 - Sink cabinet doors are deteriorated and falling apart
Cleanliness	✓			Classroom 8 Library - Signs of termite infestation at the north door jamb
Electrical	✓			Room 10 - Outlet under windows cover plate missing
Restrooms/Fountains		✓		Building B Girls RR - Second toilet from the right does not flush, two middle sinks do not function; Building B Boys RR - Left middle sink does not function, two urinals out of order
Safety	✓			Admin - Fire extinguishers are missing from the teachers lounge and work room; Cafeteria - Stage fire extinguisher is out of service date (6/24/2020); Room 10 - Fire extinguisher is missing from the room
Structural	✓			
External	✓			Cafeteria Exterior - Exterior door by room 10 is peeling and deteriorating
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

Suspensions and Expulsions									
	Lincoln			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	2.10%	0.88%	0.00%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.10%	0.01%	0.08%	0.00%	0.00%

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.

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, teachers are strategically assigned to designated entrance areas and the playground. During recess, noon aides, teachers, and paraeducators supervise playground activity. Noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure. The principal assists with supervision in the morning, during recesses, and during dismissal.

Lincoln Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Lincoln Elementary School's discipline policies are based upon a schoolwide discipline plan and Guidelines for Success, which are used as guides 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. At the beginning of the school year, the principal leads grade level assemblies to reinforce the importance of being responsible, respectful, and safe. Throughout the year on an as needed basis, the principal may visit individual classrooms to address unacceptable trends in behavior. Lincoln Elementary School participates in both Lesson One and Second Step social-emotional program which are designed to help schools establish and implement initiatives including Positive Behavior Intervention and Support (PBIS), Restorative Justice, and Response to Intervention.

Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	224	219	58	26.5
Female	119	117	27	23.1
Male	105	102	31	30.4
American Indian or Alaska Native	2	2	0	0
Asian	1	1	1	100
Black or African American	2	2	2	100
Filipino	3	3	0	0
Hispanic or Latino	120	118	33	28
Native Hawaiian or Pacific Islander	1	1	0	0
Two or More Races	12	12	1	8.3
White	83	80	21	26.3
English Learners	22	22	2	9.1
Foster Youth				
Homeless	11	10	6	60
Socioeconomically Disadvantaged	166	164	54	32.9
Students Receiving Migrant Education Services	1	1	0	0
Students with Disabilities	27	27	12	44.4

Suspensions & Expulsions by Student Group (2020-21)

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%

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Lincoln Elementary School for the 2020-21 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 Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution

2018-19				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.0	1	1	
1	25.0		1	
2	24.0		1	
3	26.0		2	
4	25.0		1	
5	28.0		2	
2019-20				
K	37.0		1	1
1	27.0		1	
2				
3	23.0		1	
4	27.0		1	
5	26.0		1	
2020-21				
K	30.0	1		1
1	24.0		1	
2	23.0		1	
3	24.0		1	
4	14.0	1		
5	20.0	1	1	

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

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

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 2019-20, 2020-21, and 2021-22 school years, the teachers at Lincoln Elementary School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

- History-Social Science
- Multi-Tiered Systems of Support (MTSS)
- Next Generation Science Standards
- School Safety
- Social Emotional Learning (SEL)
- Special Education
- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

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

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, Lincoln Elementary School's staff development activities concentrated on:

- Multi-Tiered Systems of Support (MTSS)
- Social Emotional Learning (SEL)
- Technology Training
- Trauma Informed Practices
- Universal Design for Learning (UDL)

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

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

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

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 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 2021-22 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 September 21, 2021, 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 #21-25 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

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%

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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 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

Lincoln Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. Lincoln Elementary School has a counselor on campus three full days a week. The counselor leads individual and small group counseling for students experiencing difficulties with personal matters such as a divorce in the family, adjusting to their school environment, and anger management.

The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Lincoln Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2020-21		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.6
Psychologist	1	0.2
School Nurse	1	0.1
Social/Emotional Counselor	1	0.7

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

Teacher Preparation and Credentials

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

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

SARC DATA**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 Lincoln 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) 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 was acquired in October 2021 and the school facilities section was acquired in November 2021.

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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2019-20		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,862
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
Dollars Spent Per Student					
Expenditures Per Pupil	Lincoln	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,152	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,201	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,951	6,041	115.1%	8,444	71.5%
Average Teacher Salary	56,949	78,453	N/A	86,376	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 2019-20 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
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

School Site Council Bylaws

BY-LAWS OF THE LINCOLN ELEMENTARY SCHOOL SITE COUNCIL**Article I-Name**

The name of this council shall be the Lincoln Elementary School Site Council.

Article II-Roles and Responsibilities of the School Site Council

The school site council of Lincoln School, hereinafter referred to as the school site council, shall carry out the following duties:

- Analyze and evaluate the academic achievement of all students in the school.
- Obtain recommendations for, and review of the proposed Single Plan for Student Achievement from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all district guidelines and 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.
- Revise the school plan, including expenditures, timelines and evaluation criteria, as needed.
- Participate in all local, state, and federal reviews of the school's program for compliance and quality.
- Encourage a broad representation of parents, community members, teachers, including all socioeconomic, ethnic,, and programmatic groups represented in the school in leadership roles and in activities of the School Site Council
- Carry out all other duties assigned to the council by the district governing board and by state and federal law.

An English Learner Advisory Committee may elect to have the School Site Council serve as the site leadership body for the English Learner program. If this occurs, the School Site Council, after training, will follow required ELAC activities and advise the principal and staff in:

- Developing a detailed school plan for EL students as part of the Single Plan for Student Achievement
- Conducting the School's needs assessment for EL students
- Assuring that efforts have been made to notify EL parents of the importance of school attendance
- Ensuring that the school's language census is administered annually

Article III-Membership**Section 1- Composition**

The School Site Council will be composed of 10 members. Half of the representation on the council shall be from the school staff. This council half will include:

- A. Principal (1)
 - B. School Staff: Teachers (3), selected by teachers; staff (1)
 - C. Parent, guardians and relatives of TK-5 students (5) selected by parents at the school.
- School Site Council members chosen to represent parents may be employees of the school district so long as they are not employed at the school.

Section 2 – Termination of Membership

Council membership shall terminate when a member no longer meets criteria set forth in Article III, Section 1. The council can suspend or expel a member with a majority vote of the full Council membership.

Section 3 – Resignation

Any member may resign by filing a written resignation with the Council.

Section 4 – Vacancy

Any vacancy on the council shall be filled for the remainder for the school year by appointment by the chairperson. If the un-expired term is for another full thereafter, the term for that year shall be filled by the regular selection process.

Article IV – Procedure for Electing Members

- A. The group he/she represents shall elect each council member. Elections will be held during the months of August and September.
- B. Council members may nominate themselves.
- C. Any vacancy of the Council shall be filled by selection by the peer group on the Council in which the vacancy occurs.

Article V – Term of Office

The Principal shall serve as a permanent member of the Council. Remaining Council terms will be for two (2) consecutive years. In order to achieve staggered membership, one-half, or the nearest approximation, of each representative group (except the principal) shall be selected during the odd years and the remaining members selected during the even years. At the end of each representative member's term, membership terminates. In order to continue to serve as a council member, the member must be reselected by the appropriate representative group.

All terms shall commence in the beginning of the school year and terminate at the end of the school year.

Article VI – Voting Rights

Each member shall be entitled to vote and may cast that vote on a matter submitted.

Article VII- Officers**Section 1 – General**

The Council shall hold an election at the first meeting of each term and by the majority vote and elect a Chairperson and such officers as deemed necessary by the Council. Each officer shall serve a one-year term. Any officer may be removed by a two-thirds vote of all members sitting on the school site council whenever, in the judgement of the council, the best interests of the council would be served thereby.

Section 2 – Duties

A. The Chairperson shall:

1. Coordinate the work of officers and the Council to facilitate the promotion of the stated purpose.
2. Preside at all meetings of the Council.
3. Prepare and distribute meeting agendas.
4. Meet regularly with the Principal.

Article VIII- Meeting of the School Site Council**Section 1 - Regular Meetings/Special Meetings**

School site council shall meet regularly with a minimum of five (5) meetings per school year. Additional meetings may be called by agreement of the Principal and Chairperson or by majority vote of the Council.

Section 2 – Place of Meetings

The school site council shall hold its regular scheduled meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 3. Notice of Meetings

Public notice shall be given no less than seventy-two (72) business hours in advance of the meeting and shall include the date, time, location, and agenda topics. Any change in the date, time or location must be given special notice.

Section 4. Quorum

The presence of six elected Council members shall be required in order to constitute a quorum necessary for the transaction to conduct business of the Council. All decisions of the Council except as required by the Bylaws shall be made by a majority vote of the members in attendance provided a quorum exists.

Section 5. Conduct of the Meeting

All regular and special meetings of the Council shall be conducted in accordance with Robert's Rules of Order which may be revised and modified from time to time.

Section 6. Agenda Items

Council members who wish to place an item(s) on the agenda shall submit such in writing to the Principal at least five (5) school days in advance of the scheduled meeting.

Article IX – Amendments

Amendments to the Bylaws shall be made with the vote of a quorum of elected Council members.