

# Ventura Unified School District

# School Plan for

# Student

# Achievement



## Lincoln Elementary School

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## Fiscal Year 2024-2025

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## The School Plan for Student Achievement

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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:

Mark Asher, Principal  
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Ventura, CA 93001  
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The district's Governing Board approved this revision of the school plan on June 25, 2024.

**School Site Council Membership**

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Mark Asher	X				
Beth Yale		X			
Jessica Vang		X			
Joanne Hutchins		X			
Francis Morales			X		
Nick Acker				X	
Ashley Chambers				X	
Erin Hansen				X	
Eliana Rodriguez				X	
Melissa Nava				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		
Ofelia Rodriguez				X	
Rosa Rueda				X	
Number of members in each category	1		1	2	

(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: \_\_\_\_\_

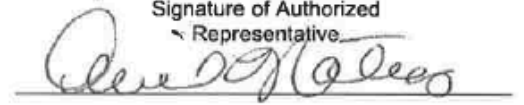
## Recommendations and Assurances

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: 4-24-24

Attested:



Mark Asher, Principal

4-24-24  
Date



SSC Chairperson

4-24-24  
Date



## District information

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### District Profile

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

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

### District Promise

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

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

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

### District Pillars

We are committed to providing:

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

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

**For the future of every student.**

### **District Vision**

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

### **District Mission**

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

### **District Governing Principles**

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

## School Information

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### School Profile

During the 2023-24 school year, Lincoln Elementary School served 202 students in grades TK-5. Student enrollment included 15.3% students with disabilities, 14.4% English learners, 76.7% socioeconomically disadvantaged, and 8.9% homeless. 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 Second Step Curriculum, Trimester Awards Assemblies, Monthly Attendance Awards, WOW citizenship tickets, and the Friday Forum Meetings. The RtI program for Language Arts consists of 30 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.

### 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.

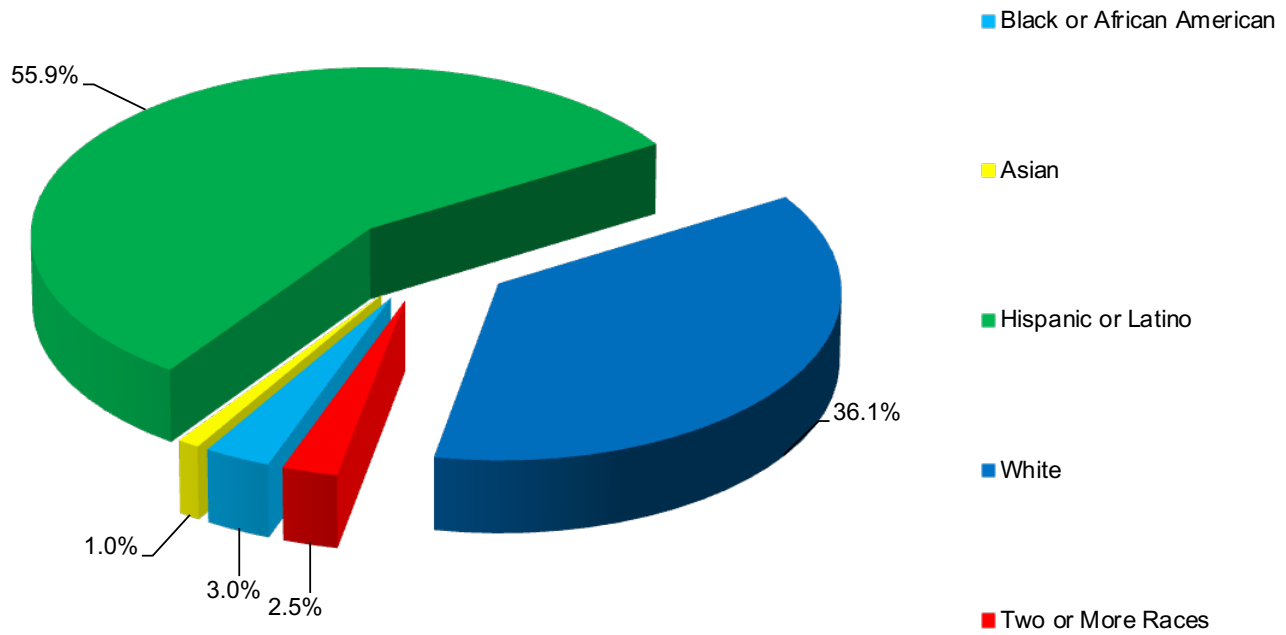
### School Vision

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

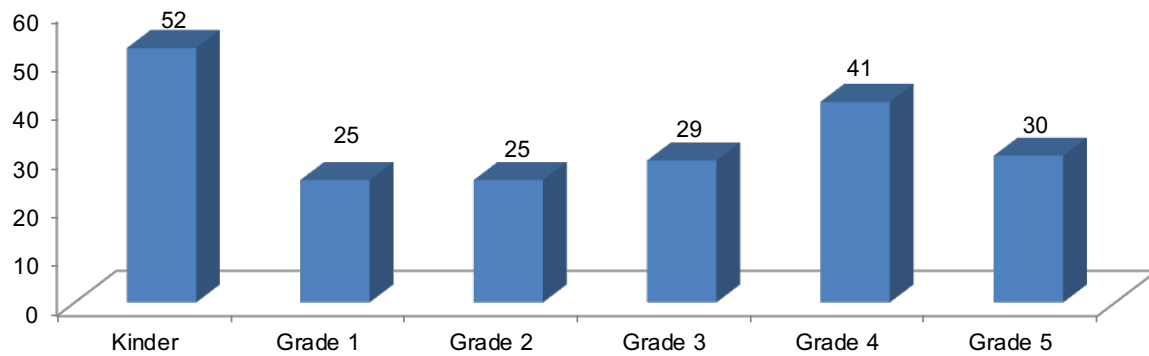
### School Mission

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.

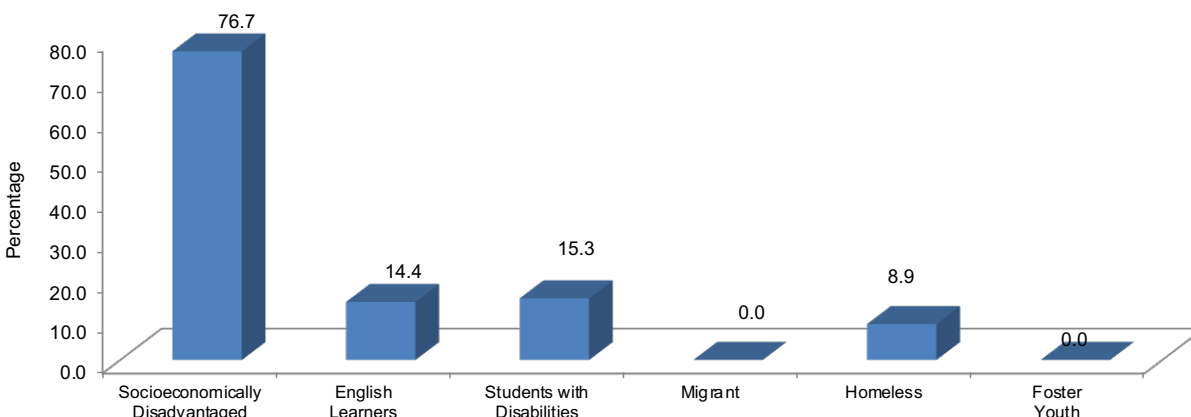
Student Enrollment by Ethnicity – 2023-24



Student Enrollment by Grade – 2023-24



## Student Enrollment by Student Group – 2023-24



## 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
  - Pacific High
- 
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District’s Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
    - Citrus Glen Elementary School
    - Elmhurst Elementary School
    - Junipero Serra Elementary School
    - Lemon Grove School
    - Lincoln Elementary School
    - Loma Vista Elementary School
    - Sheridan Way Elementary
    - Sunset School

### Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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**
- **CHAMPS Program – Behavior Expectations**
- **Lunch Bunch**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.

### 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](http://www.venturausd.org). The guide provides local and community resource contact information for:

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

# School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Lincoln ES	56726526056113	4/24/24	

## 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. The following plan will present goals, strategies, budget and analysis in regards to the educational program at Lincoln during the 2024-2025 school year.

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	4/10/24
PTA Board Meeting	5/1/24
SSC Meetings	2/28/24, 4/24/24
ELAC Meetings	5/3/24

## 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)**

N/A



## Goals, Strategies, Expenditures, and Annual Review

## Goal 1:

**Increase Student Achievement** –Increase student achievement levels from 2024 for all students and significant student groups in the subjects of English Language Arts (ELA) and math.

## Identified Need:

Lincoln Elementary School expects to increase proficiency levels at each grade level in ELA and math. As with all schools, Lincoln works strategically to narrow the learning gap. As we work on improving regular attendance and instructional routines, Lincoln expects to increase academic proficiency levels during the 24-25 school year. Lincoln school will implement targeted instructional plans to see an increase in proficiency levels as measured by the metrics described below.

## Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2024 CAASPP results for 3 <sup>rd</sup> through 5 <sup>th</sup> grade	<p><i>*2024 CAASPP scores not available at the time this plan was approved</i></p> <p><b><u>ELA (met and exceeded standard) from 2023 CAASPP</u></b></p> <p>3<sup>rd</sup> All Students - 16% Hispanic - 16%</p> <p>4<sup>th</sup> All Students- 36% Hispanic - 40%</p> <p>5<sup>th</sup> All Students- 38% Hispanic - 31%</p> <p><b><u>Math (met and exceeded standard) from 2023 CAASPP</u></b></p> <p>3<sup>rd</sup> All Students- 13% Hispanic - 13%</p> <p>4<sup>th</sup> All Students- 45% Hispanic - 54%</p> <p>5<sup>th</sup> All Students- 21% Hispanic - 12%</p>	When comparing Spring 2024 to Spring 2025 CAASPP scores, students in 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade will increase percentages of students who met and exceeded standards in the areas of ELA and math. All student groups and our Hispanic student group will be further analyzed.
MAP Assessment (Reading and Math) from Spring 2024	<p><b><u>2023 Spring -Reading</u></b> <b>Percentage of students who met their growth projection</b></p> <p>1 - 65% 2 - 43% 3- 39% 4 - 57% 5 - 29%</p> <p><b><u>2023 Spring-Math</u></b> <b>Percentage of students who met their growth projection</b></p>	When comparing Spring 2024 to Spring 2025 MAP Growth scores in Reading and Math, we expect to maintain or increase the percentage of students who met their “growth projection” as defined by the MAP Assessment.

	1 - 48% 2 - 52% 3- 52% 4 - 76% 5 - 48%	
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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 work to meet the academic needs of all students and will strive to increase proficiency levels for all students and significant student groups in both ELA and math.

**Strategy/Activity**

- Intervention program implemented 4 days per week, minimum of 30 minutes per day for grades kindergarten through 5<sup>th</sup>, utilizing 1 certificated intervention teacher and 2 intervention paras instructing in small groups and collaborating with the grade level classroom teachers.
- Provide academic and behavior support with an additional para professional 5 days/week for 3.5 hours/day.
- Provide staff development on methods of tracking student data efficiently for all certificated staff.
- Bilingual para educator assisting with small group instruction in a pullout 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 lessons to meet student 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.
- 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 such as field trips, assemblies, and lunch-time activities.
- Counselor and counseling/behavior support for those students struggling both social-emotionally and academically. The counselor will also assist with behavior issues so that students can be more focused on academics.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
1 FTE Counselor (\$81,824.86)	Multi-Funded .6 Title 1 Pre-Allocated Funds
2 Para educators (\$40,787.85)	Title 1 Pre-Allocated Funds
1 Bilingual Para educator (\$15,469.07)	Title 1 Pre-Allocated Funds
1 Para educator (\$24,840.33)	Multi-Funded Title 1 (\$3,9993.60) Supplemental (\$20,846.73)
Substitute for teacher release for training, curriculum planning (\$3,000)	Multi-Funded Title 1 (\$1,000) Supplemental (\$1,000) Site Funds (\$1,000)
Extra hours for Teachers (intervention, enrichment) (\$1,500)	Multi-Funded: Supplemental (\$1,500)
Books (other than textbooks) (\$3,058)	Multi-Funded: Title 1 (\$1,000) Supplemental Funds (\$1,058) Site Funds (\$1,000)
Materials and Supplies (\$3,721)	Multi-Funded: Title 1 (\$665) Supplemental Funds (\$1,556) Site Funds (\$1,500)
Conferences/Professional Development/Contracted Services (\$900)	Multi-Funded: Title 1 (\$500) Site Funds (\$400)
GATE enrichment – Teacher and supplies \$500	\$500 GATE

**Annual Review:****SPSA Year Reviewed: 2023-24**

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

**ANALYSIS:**

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

During the '23-24 school year, all strategies and activities were implemented as indicated in the '22-23 plan. Intervention teachers and paras provided targeted small group instruction for the students most in need. Extra instructional materials were provided to support and supplement the curriculum. An additional general education para provided academic and behavior support to struggling students.

**Data from 2024 CAASPP Tests is not available.** Analysis for '24 CAASPP scores will be included in '25-26 SPSA.

**MAP Data**

Did students in 1st-5th grade increase in the percentage of students how met their Projected Growth as defined by the MAP test? The table below indicates which grade levels met their projected growth when comparing Spring '23 to Spring '24 scores.

<b>Percentage of Students Who Met Projected Growth Did % increase comparing Spring 2023 and Spring 2024?</b>		
<b>Grade</b>	<b>Reading</b>	<b>Math</b>
Grade 1	Yes	No
Grade 2	Yes	Yes
Grade 3	Yes	Yes
Grade 4	Yes	Yes
Grade 5	No	No

With the exception of 5th grade, all grade levels demonstrated an increase in percentage of students who met projected growth in either Reading, Math, or both. 5th grade will continue to be a focus to increase MAP scores during the '24-25 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.

There were no major differences between the intended implementation and/or budgeted expenditures. All major strategies outlined in the '23-24 SPSA were implemented as planned.

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.

For the '24-25 school year, Lincoln will continue to provide students small group instruction with the assistance from our intervention staff.

In addition, Lincoln will continue its efforts to utilize the extra para educator position to provide behavioral and academic support to the students who need it most. Training topics will continue to focus on ways to improve student positive behaviors and methods of enhancing lesson planning to target students needing extra assistance.

**Goal 2:**

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

Identified Need:

Increase attendance percentage for all students based on attendance from the 2023-24 school year.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Chronic Absenteeism	<p><i>*23-24 Attendance data is not available at the time this plan was approved</i></p> <p><u>K-5<sup>th</sup> grade</u>  <u>2022-23 Actual Attendance</u>            90%</p> <p><u>2022-23 Chronic Absenteeism</u>            39%</p>	Increase actual attendance for all students and decrease the percentage of chronic absenteeism for all students.
Suspension Data	<p><u>2023-2024</u>  <u>Suspension Rate</u>            3%</p>	Maintain less than 1%

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

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

Increase attendance percentage and a decrease in chronic absenteeism for all students based on attendance data from the 2023-24 school year

**Strategy/Activity**

- Continue attendance incentives such as monthly perfect attendance “dog tags” and classroom rewards program for best schoolwide monthly attendance
- Communicate and collaborate with parents regularly about tardy and absence concerns.
- Principal will conference with students and parents who are on attendance contracts and refer/provide them with outside resources.
- SARB process is followed, including conferences and contracts by the principal.
- Principal, teachers, counselor and attendance clerk contact parents regularly when families do not contact school regarding student absences.
- Parent conferences ongoing
- Home visits, as needed.
- Parent Square absence notifications on a daily basis.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Materials and Supplies (Attendance Incentives) (\$1,000)	Supplemental Funds (\$1,000)
.6 FTE Counselor & Counseling/Behavior Support (\$81,300) (Repeated Expenditure – See Goal #1 Activity #1)	Multi-Funded .6 Title 1 Pre-Allocated Funds (\$81,824.86)

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

Decrease suspensions for all students based on suspension data from the 2023-2024 school year.

**Strategy/Activity**

- Review suspension data.
- Schedule SST or parent conferences to create a support plan.
- Develop Positive Behavior Intervention Support Plans (PBISP) for support for students with significant behavior needs.
- Work with district behaviorists to learn additional strategies for students with significant behavior needs.
- School counselor will teach Zones of Regulation and strategies from the Second Step Curriculum for students in need.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
.6 FTE Counselor & Counseling/Behavior Support (\$81,300) (Repeated Expenditure)	Multi-Funded .6 Title 1 Pre-Allocated Funds (\$81,824.86)

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

Lincoln will maintain or increase the opportunities for all students to participate in school-connectedness activities and extracurricular programs.

**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 Zones of Regulation, CHAMPS, Big Deals vs. Little Deals, Bucket Filling, Growth Mindset and Restorative Justice practices.
- School counselor to provide individual/small group support to identified students with SEL strategies
- 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 and ELD strategies
- Wow Tickets pulled weekly at Friday Morning Meetings to reward students for positive behavior.
- MTSS programs that address social emotional learning such as bully prevention lessons, College and Career week, Digital Citizenship Lessons, growth mindset instruction, and Second Step

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
.6 FTE Counselor & Counseling/Behavior Support (\$81,824.86) (Repeated Expenditure – See Goal #1 Activity #1)	Multi-Funded .6 Title 1 Pre-Allocated Funds (\$81,824.86)
Incentives/Materials for various recognition activities \$1000	Supplemental Funds
Staff Professional Development \$1,000	Title 1
Contracts (Field Trips and School Assemblies) (\$3,000)	Multi-Funded: Site Funds (\$1,117)

**Annual Review:****SPSA Year Reviewed: 2023-24**

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

**ANALYSIS:**

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

The strategies and activities outlined in the 23-24 plan for Goal 2 were implemented as described. The use of alternative behavior supports, such as Restorative Justice and behavior plans are helping to reduce suspensions. Thus far, Lincoln has seen a marked decrease in suspensions.

The use of counselor programs and attendance incentive programs/rewards, helped to maintain the percentage of students labeled as chronically absent. As of May 2024, chronic absenteeism rate has decreased compared to the 23-24 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.

There were no major differences between the intended implementation and/or budgeted expenditures as outlined in the 23-24 plan for Goal 2. All major strategies and activities described in the plan were implemented.

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 continue to use the same metrics—annual attendance percentage and chronic absenteeism percentage—to measure increases/decreases in student attendance. We have added a year-end attendance incentive for students who achieve a 94% overall attendance percentage. We will continue to provide monthly classroom incentives for the highest attendance percentages. All strategies can be found in the goals/strategies section of the Goal 2 of the SPSA.



**Goal 3:****Family Involvement** - Maintain parent and community involvement.

Identified Need:

Increase parent satisfaction of the school program as measured by the annual parent climate survey.

Annual Measurable Outcomes:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Number of opportunities for families to participate in school events and/or activities	Baseline data determined by parent survey.	Maintain or increase the amount of parent opportunities to participate in school-related events and/or activities.

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

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

Provide multiple opportunities for parents and the community to participate in school-related activities. Increase parent satisfaction of the school program as measured by the annual parent climate survey.

**Strategy/Activity**

- 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, Parent Coffee Chats
- 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 parent conferences.
- Share school wide language with families, SEL programs that are on campus through various forms of school-to-home communications.
- Create graphics and marketing materials to advertise Lincoln to the Ventura community

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
1 Bilingual Para educator (\$15,469.07) (Repeated Expenditure – See Goal #1 Activity #1)	Title 1 Pre-Allocated Funds
Graphics/Marketing materials (\$1,381)	Site Funds

**Annual Review:****SPSA Year Reviewed: 2023-24**

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

**ANALYSIS:**

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

In the 2023-24 school year, student and family involvement continued to be strong. Lincoln offered many in-person events such as Back to School Night, Awards Ceremonies, School Carnival, Parent Coffee Chats, a Parent Support Workshop Series, Art Night, School Dances and more. All activities outlined in the 22-23 SPSA were implemented in 23-24.

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 24-25 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.

A Parent Climate Survey was implemented in the spring of 2024 to gather data on parent feelings and satisfaction levels regarding Lincoln staff and programs. The survey will continue to be utilized in 2025 to uncover trends in this data over time. The survey data will also be used to help focus on areas of improvement for the following school year.

## 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 2023-24 Carryover	\$0.00
Title I 2024-25 Pre-Allocation	\$119,453.00
Title I 2024-25 Allocation	\$9,300.00

Subtotal of additional federal funds included for this school: **\$128,753.00**

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2023-24 Carryover	\$0.00
Site-Based Funds 2024-25 Allocation	\$6,930.00
Supplemental Funds 2023-24 Carryover	\$0.00
Supplemental Funds 2024-25 Allocation	\$27,125.00

Subtotal of state or local funds included for this school: **\$34,055.00**

Total of federal, state, and/or local funds for this school: **\$162,808.00**

## 2024-25 Centralized Support for Planned Improvements in Student Performance

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### VUSD - Program Support Goals

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

#### Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

#### Curriculum & Instruction

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

#### Gifted and Talented Education

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

Migrant Education

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

Indian Education

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

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

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

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

## References

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

	English Language Arts/Literacy						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	44	44	44	4.55%	11.36%	25.00%	59.09%
Male	24	24	24	8.33%	4.17%	25.00%	62.50%
Female	20	20	20	0.00%	20.00%	25.00%	55.00%
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	30	30	30	3.33%	13.33%	30.00%	53.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	13	13	13	7.69%	7.69%	15.38%	69.23%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	35	35	35	5.71%	8.57%	22.86%	62.86%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless							

## CAASPP – Grade 3 Mathematics – 2022-23

	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	44	44	44	2.27%	11.36%	22.73%	63.64%
Male	24	24	24	0.00%	16.67%	29.17%	54.17%
Female	20	20	20	5.00%	5.00%	15.00%	75.00%
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	30	30	30	3.33%	10.00%	26.67%	60.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	13	13	13	0.00%	15.38%	15.38%	69.23%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	35	35	35	2.86%	8.57%	20.00%	68.57%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless							

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

	English Language Arts/Literacy						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	33	33	33	18.18%	18.18%	15.15%	48.48%
Male	21	21	21	23.81%	14.29%	14.29%	47.62%
Female	12	12	12	8.33%	25.00%	16.67%	50.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	15	15	15	26.67%	13.33%	20.00%	40.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	15	15	15	13.33%	26.67%	13.33%	46.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	23	23	23	13.04%	26.09%	13.04%	47.83%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless							



## CAASPP – Grade 4 Mathematics – 2022-23

	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	33	33	33	18.18%	27.27%	21.21%	33.33%
Male	21	21	21	23.81%	28.57%	23.81%	23.81%
Female	12	12	12	8.33%	25.00%	16.67%	50.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	15	15	15	26.67%	26.67%	20.00%	26.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	15	15	15	13.33%	33.33%	13.33%	40.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	23	23	23	13.04%	39.13%	21.74%	26.09%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless							

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

	English Language Arts/Literacy						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	34	34	34	11.76%	26.47%	11.76%	50.00%
Male	17	17	17	17.65%	23.53%	11.76%	47.06%
Female	17	17	17	5.88%	29.41%	11.76%	52.94%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	16	16	16	6.25%	25.00%	0.00%	68.75%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	25.00%	33.33%	8.33%	33.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	24	24	24	8.33%	20.83%	8.33%	62.50%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless							

## CAASPP – Grade 5 Mathematics – 2022-23

	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	34	34	34	8.82%	11.76%	35.29%	44.12%
Male	17	17	17	11.76%	5.88%	29.41%	52.94%
Female	17	17	17	5.88%	17.65%	41.18%	35.29%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	16	16	16	6.25%	6.25%	25.00%	62.50%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	16.67%	16.67%	50.00%	16.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	24	24	24	8.33%	12.50%	25.00%	54.17%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless							

## 2024-25 Supplemental Funds Program Budget

**2024-2025 BUDGET****School Site:****Lincoln Elementary****Program:****Supplemental**

#REF!	\$	27,125.00
Total Available Funding:	\$	27,125.00

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ 1,500.00
1106	Teachers, Sub	\$ 1,000.00
	Other	\$ -
2000s - Classified Salaries		
2101	Para #4680 .21875 FTE - Katelyn Tweedy	\$ 16,000.00
2403	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 579.00
	38.06% for Classified	\$ 6,090.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ 400.00
4300	Materials and Supplies	\$ 1,556.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ -
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 27,125.00</b>
<b>Budget Balance</b>		<b>\$ -</b>

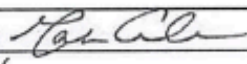
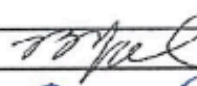
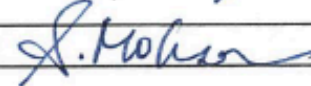
Principals Signature:	
Date:	5-22-24
School Site Council Approval: (Chair)	
Date:	5-22-24
English Learner Advisory Committee Review:	
Date:	5-22-24
Director, Special Projects Approval:	
Date:	6/12/24

## 2024-25 Site Funds Program Budget

**2024-2025 BUDGET****School Site:****Lincoln Elementary****Program:****Site Based Fund**

2024-2025 Allocation	\$	6,930.00
Total Available Funding:	\$	6,930.00

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ -
1106	Teachers, Sub	\$ 1,000.00
	Other	\$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	\$ 1,000.00
2403	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 232.00
	38.06% for Classified	\$ 381.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ 1,000.00
4300	Materials and Supplies	\$ 1,500.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ 400.00
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ 300.00
5800	Contracted Services	\$ 1,117.00
5806	Internet Publications/Software	\$ -
5900	Communications	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 6,930.00</b>
<b>Budget Balance</b>		<b>\$ -</b>

Principals Signature:	
Date:	4-24-24
School Site Council Approval: (Chair)	
Date:	4/24/24
Director, Special Projects Approval:	
Date:	6/14/24



## 2024-25 Title I Funds Program Budget

**2024-2025 BUDGET**

School Site:

Lincoln Elementary

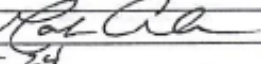

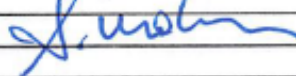
Program:

Title I

2024-2025 Pre Allocation	\$	119,453.00
2024-2025 Additional Allocation	\$	9,300.00
Total Available Funding:	\$	128,753.00

		Budget
<b>Pre-Allocated Expenditures</b>		
1000s - Certificated Salaries		
	Intervention Teacher	\$ -
	Counseling .6 FTE	\$ 59,150.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed .84 FTE	\$ 34,766.00
	Family Liaison	\$ -
	Other	\$ -
3000s - Employee Benefits		
	Certificated	\$ 13,522.00
	Classified	\$ 12,015.00
Total		\$ 119,453.00

		Budget
<b>Additional Expenditures:</b>		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ -
1106	Teachers, Sub	\$ 1,000.00
	Other	\$ -
2000s - Classified Salaries		
2101	Para #4680 .21875 FTE - Katchyn Tweedy	\$ 2,090.60
2103	Paraed, Extra hours	\$ 2,909.40
3000s - Employee Benefits		
	23.16% for Certificated	\$ 232.00
	38.06% for Classified	\$ 1,903.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ 665.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ 500.00
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 9,300.00
<b>Budget Balance</b>		\$ -

Principals Signature:	
Date:	5-22-24
School Site Council Approval: (Chair)	
Date:	5-22-24
Director, Special Projects Approval:	
Date:	6/12/24

## School-Parent/Home Compact

**SCHOOL-FAMILY COMPACT 2024-2025**

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_

*"Education of our children takes everyone." – The following agreements between the home and school defines the expectations and shared responsibilities of 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 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 (4<sup>th</sup>-5<sup>th</sup>) 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 and 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 & 21<sup>st</sup> 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 September at Back to School Night 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.

## Parent Involvement Calendar

## 2024-2025 Lincoln Parent Involvement Calendar

<b>AUGUST</b> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<b>JANUARY</b> <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		1-3 Winter Break 6 Teacher Inservice-No School 7 Return from Winter Break 8 6:00PM PTA Zoom Mtg. 20 MLK-No School TBD College & Career Week 31 100 <sup>th</sup> Day of School							
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**Events are subject to change. Please read all flyers that are sent home to keep current.**

### 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 2024-25 school year, teachers at Lincoln Elementary School will focus on the following trainings:

- Literacy (CRLP)
- Positive Behavioral Interventions and Supports (PBIS)
- Daily 5 Model (Visit Other Schools to View Process)

# 2022-23 School Accountability Report Card

Published January 2024



**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, Expanded Learning Opportunities Program (ELOP), 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, 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 fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles.

## Board of Education

DR. JERRY DANNENBERG  
CALVIN PETERSON  
JAMES FORSYTHE  
ALICIA LAVERE  
SABRENA RODRIGUEZ

## District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

AHSAN MIRZA  
ASSISTANT SUPERINTENDENT

## VENTURA UNIFIED SCHOOL DISTRICT

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





More than approximately 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

### Lincoln Elementary School

Lincoln Elementary School serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2022-23 school year, 202 students were enrolled, including 14.4% in special education, 14.4% qualifying for English Language Learner support, 4.5% homeless, 0.5% foster youth, and 73.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.0%	Kindergarten	38
Male	50.0%	Grade 1	27
Non-Binary	0.0%	Grade 2	29
American Indian or Alaskan Native	2.0%	Grade 3	42
Asian	1.5%	Grade 4	31
Black or African American	3.5%	Grade 5	35
Filipino	0.5%		
Hispanic or Latino	55.9%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.5%		
White	33.2%		
English Learners	14.4%		
Foster Youth	0.5%		
Homeless	4.5%		
Migrant	0.0%		
Socioeconomically Disadvantaged	73.8%		
Students with Disabilities	14.4%		
			Total Enrollment 202

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

### California Physical Fitness Test Results

2022-23				
% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance
Grade Level				
Fifth	100.0%	100.0%	100.0%	100.0%

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

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

### California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Lincoln		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	17.14	23.53	32.31	32.57	29.47	30.29

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

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

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

- GATE Parent Meetings
- Make a Difference Day
- Movie Nights
- 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/](http://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 (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

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

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

	2022-23				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	34	34	100	0	23.53
Female	17	17	100	0	17.65
Male	17	17	100	0	29.41
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100	0	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100	0	33.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100	0	25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

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

	Percentage of Students Meeting or Exceeding the State Standards					
	Lincoln		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	34	29	47	47	47	46
Mathematics	30	25	35	36	33	34

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

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

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

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	111	111	100	0	28.83	111	111	100	0	25.23
Female	49	49	100	0	28.57	49	49	100	0	20.41
Male	62	62	100	0	29.03	62	62	100	0	29.03
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	61	61	100	0	26.23	61	61	100	0	22.95
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	40	40	100	0	37.5	40	40	100	0	32.5
English Learners	15	15	100	0	0	15	15	100	0	6.67
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	74	74	100	0	27.03	74	74	100	0	25.68
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	25	25	100	0	4	25	25	100	0	0

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

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

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



## 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 2022-23 school year, a new mural was painted on the school.

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.

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 August 17, 2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for 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 2023.

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

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers are strategically assigned to designated entrance areas and the playground. During recess, campus safety assistants, teachers, and paraeducators supervise playground activity. Campus safety assistants 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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 17, 2023	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Classroom 4 - Ceiling tile falling at the center of the room, excessive peeling paint on the wall above the whiteboard, sink cabinet right door is broken; Cafeteria - Ceiling tiles falling; Room 10 - Excessive peeling paint on the ceiling by the stairs to the stage; Classroom 9 - Excessive peeling paint in the boys RR; Building B Boys RR - The wall stucco is peeling and falling off in multiple locations; Classroom 8 - Ceiling tiles falling above the ductwork; Portable Girls RR - There is a large hole in the wall surface in the ADA toilet stall; Portable Boys RR - Ceiling tile surface is peeling
Cleanliness	✓			
Electrical	✓			Admin - Wap wires are falling from the ceiling
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			Admin Exterior - Excessive peeling paint on the north rain gutters, north rain gutter downspout is rusted out at the base; Classroom 14 - Excessive rust at the south roof beams
External	✓			Classroom 3 - North door is rotted and deteriorated at the bottom; Cafeteria Exterior - Window is rotted and damaged at room 11, fascia board is missing at trellis south side, trellis is rotted on the south side; Classroom 8 - Deficiency noted; Playfields - Excessive weeds in the wood chip fall surface of the play equipment
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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



Chronic Absenteeism by Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	218	214	84	39.3
Female	107	106	44	41.5
Male	11	108	40	37
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	123	120	51	42.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	71	70	25	35.7
English Learners	32	32	12	37.5
Foster Youth	--	--	--	--
Homeless	17	15	6	40
Socioeconomically Disadvantaged	165	161	67	41.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	39	38	16	42.1

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

Suspensions and Expulsions				
	Lincoln			
	20-21	21-22	22-23	
Suspensions	0.00%	0.00%	3.21%	0.17%
Expulsions	0.00%	0.00%	0.00%	0.01%

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

Suspensions & Expulsions by Student Group (2022-23)				
Student Group	Suspensions Rate	Expulsions Rate		
All Students	3.2%	0.0%		
Female	2.8%	0.0%		
Male	3.6%	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	4.9%	0.0%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	0.0%	0.0%		
White	1.4%	0.0%		
English Learners	0.0%	0.0%		
Foster Youth	0.0%	0.0%		
Homeless	0.0%	0.0%		
Socioeconomically Disadvantaged	3.6%	0.0%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	7.7%	0.0%		

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

classroom 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 programs which are designed to help schools establish and implement initiatives including Positive Behavior Intervention and Support (PBIS), Restorative Justice, and Response to Intervention.

Average Class Size and Class Size Distribution				
Grade Level	Average Class Size	2020-21		
		Number of Classes*		
		1-20	21-32	33+
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	
2021-22				
K	18.0	1		
1	21.0		1	
2	46.0			1
3	20.0	1		
4	31.0		1	
5	32.0		1	
2022-23				
K	18.0	1		
1	23.0		1	
2	44.0			1
3	25.0		1	
4	20.0	1		
5	22.0		1	

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

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

## CURRICULUM & INSTRUCTION

### Staff Development

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

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

#### 2021-22 Trainings:

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

#### 2022-23 Trainings:

- Active Assailant
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Digital Platforms (Let's Take a Tech Trip)
- Ellevation Training

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

#### 2023-24 Trainings:

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2022-23 school year, Lincoln Elementary School's staff development activities concentrated on:

- CHAMPS
- Multi-Tiered Systems of Support (MTSS)
- Professional Learning Communities (PLCs)
- Social Emotional Learning (SEL)
- Technology Training
- 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.

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			
2022	Yes	Savvas: <i>myWorld Interactive</i>	0%

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

### Instructional Materials

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

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

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



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

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	1.3
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	1.3

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

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.3	100	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	65.1	10.03	12115.8	4.41
Unknown	0	0	29.7	4.57	18854.3	6.86
Total Teaching Positions	9.3	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.8	82.91	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	16.85	66	10.09	11953.1	4.28
Unknown	0	0	43.2	6.6	15831.9	5.67
Total Teaching Positions	8.2	100	654.7	100	279044.8	100

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

## 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

	2022-23	
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.8
Psychologist	1	0.2
School Nurse	1	0.1
Counselor	1	1.0

\*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 in this report 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.

**DISTRICT EXPENDITURES****Salary & Budget Comparison**

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

**Expenditures Per Student**

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

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	Lincoln	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,291	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,603	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,689	6,550	117.4%	7,607	86.1%
Average Teacher Salary	65,736	79,491	N/A	90,632	N/A

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

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

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

**Teacher and Administrative Salaries  
2021-22**

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,294
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

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

**Internet**

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

**Disclosure**

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

## School Site Council 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.