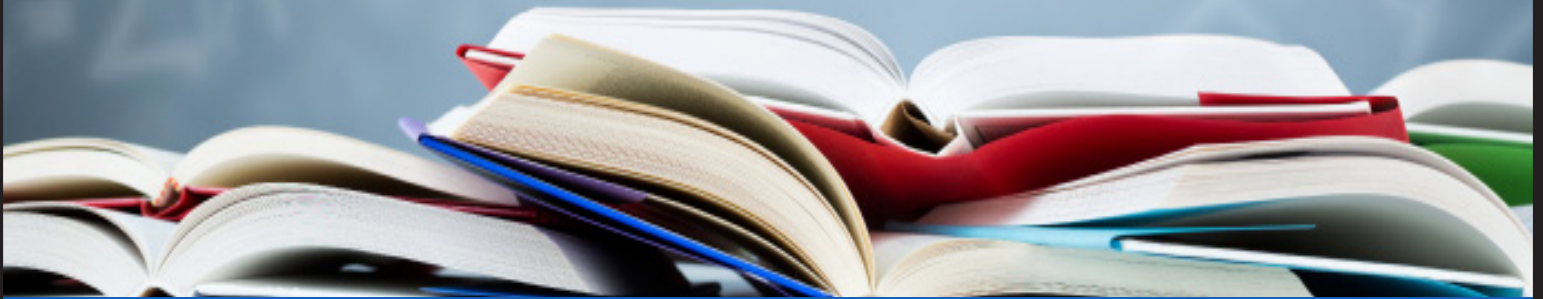


# Ventura Unified School District

# School Plan for

# Student

# Achievement



## Lincoln Elementary School

56 72652 6056113

### Contact Information:

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**Ventura, CA 93001**

**(805) 641-5438**

Ventura Unified  
SCHOOL DISTRICT



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

## Fiscal Year 2020-2021

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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:

Marlene McMullen, Principal  
Lincoln Elementary School  
1107 East Santa Clara Avenue  
Ventura, CA 93001  
(805) 641-5438  
marlene.mcmullen@venturausd.org

The district’s Governing Board approved this revision of the school plan on \_\_\_\_\_.

**School Site Council Membership**

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2020-21 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Marlene McMullen	X				
Mary Barnhizer		X			
Joanne Hutchins		X			
Laura Nicholls		X			
Francis Morales			X		
Nereida Arteaga				X	
Ricki Lopez				X	
Jessica Oddi				X	
Beatriz Paniagua				X	
Kirsten Soler				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	Parents/Guardians of English Learners				
	Principal	Certificated Staff	Classified Staff	Other	
Marlene McMullen	X				
Avril Mateos			X		
Angela Rosil				X	
Araceli Hernandez				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: \_\_\_\_\_

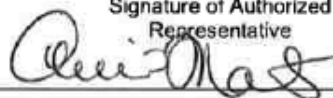
Recommendations and Assurances

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: November 10, 2020.

Attested:



Marlene McMullen, Principal

11/10/2020

Date



SSC Chairperson

11/20/2020

Date



## District information

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### District Profile

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

During the 2019-20 school year, Ventura Unified School District served 16,236 students in grades TK-12 including 10.7% students with disabilities, 16.5% English learners, 55.6% socioeconomically disadvantaged, 0.4% migrant education, 1.3% homeless, and almost 0.4% identified as foster youth.

### District Promise

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

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

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

### District Pillars

We are committed to providing:

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

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

**For the future of every student.**

### District Logo

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

### District Vision

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

### District Mission

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

### District Governing Principles

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

## School Information

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### School Profile

During the 2019-20 school year, Lincoln Elementary School served 228 students in grades TK-5. Student enrollment included 10.1% students with disabilities, 12.3% English learners, 68.4% socioeconomically disadvantaged, 0.4% migrant, 0.4% homeless, and 0.4% foster youth. The school is within walking distance of historical sites, City Hall, theaters and beaches. Residences within the school boundaries range from hillside estates to low-income apartment buildings, motels, and homeless shelters.

### Staff

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

### Learning Environment

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

### Parent Involvement

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

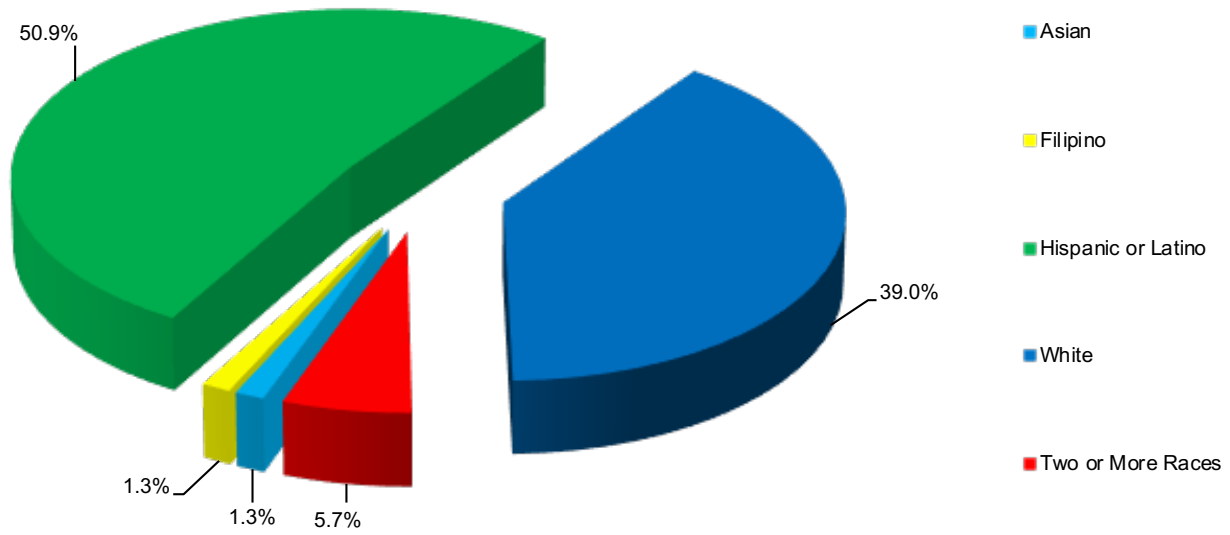
### School Vision

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

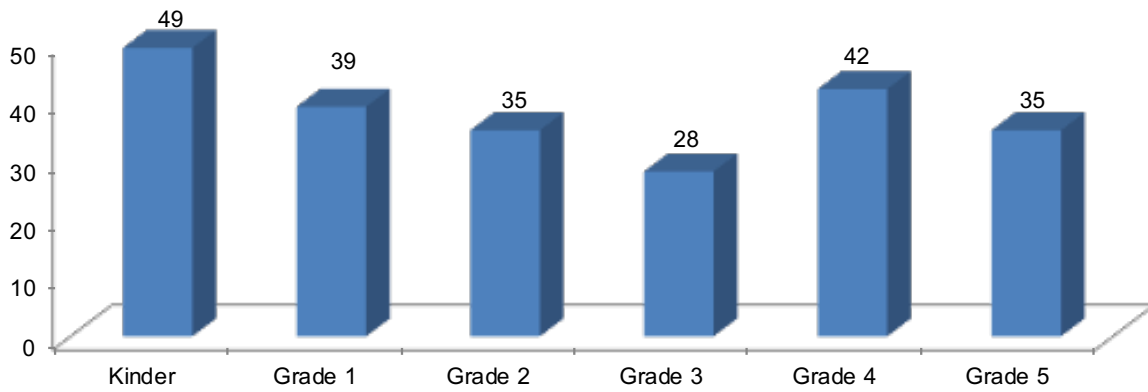
### School Mission

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

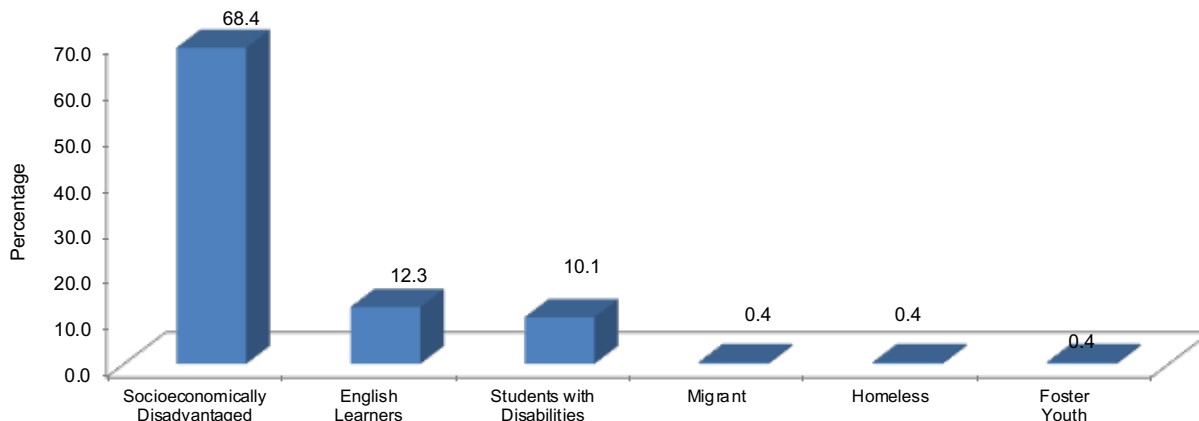
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

Lincoln Elementary School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During leadership team meetings, grade level collaboration, and staff meetings, administration and leadership team members considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
  - CAASPP Reports
  - ELPAC Reports
  - District Benchmarks
  - SBAC Baseline

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

Transition from Preschool to Kindergarten

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

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

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

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

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

Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified classroom teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching. Morning and afternoon sessions are offered.

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

- E.P. Foster Elementary
  - Montalvo Elementary
  - Portola Elementary
  - Sheridan Way Elementary
  - A.T.L.A.S.
  - Will Rogers Elementary
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District’s Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
    - Blanche Reynolds Elementary School
    - Citrus Glen Elementary School
    - Elmhurst Elementary School
    - Junipero Serra Elementary School
    - Lincoln Elementary School
    - Loma Vista Elementary School
    - Sheridan Way Elementary

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

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

Lincoln Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Lincoln Elementary School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students. School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Lincoln Elementary School's staff utilize the components of Less one to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations.

Lincoln has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship** – program that is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.
- **Counselor** – Provides classroom presentations and small groups on behavior expectations
- **Kindness Week**
- **Lesson One**
- **Lunch Bunch**

### 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:

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

# School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Lincoln ES	56726526056113	November 10, 2020	

## Purpose and Description

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

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

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

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

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Staff Meetings	9/29/20 and 11/4/20
PTA Board Meeting	10/7/20 and 11/4/20
SSC Meetings	9/30/20, 10/21/20 and 11/10/20
ELAC Meetings	10/16/20 and 11/4/20

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (COMPLETE ONLY IF CSI OR ATSI SCHOOL)

**Lincoln Elementary School has identified Resource Inequities in the following areas:**

The Director of Elementary Education and the Director of Assessment, Accountability and Program evaluation co-facilitated a needs assessment for Lincoln Elementary staff using the Schoolwide Integrated Framework for Transformation Fidelity Integrity System (FIA). The results of the FIA indicated that the staff felt it was important to focus on 3.1 Academic Support, 3.2 Academic Instruction, and 3.3 Data Based Decision-Making.

(1) Math and English Language Arts Intervention: A large majority of students are performing below grade level in math and English Language Arts. At Lincoln Elementary School, a 50-percent Teacher on Special Assignment (TOSA) is working to design a program for students and teachers that includes using district assessments for progress monitoring each trimester, professional development around best practices in distance and hybrid learning, and identifying and implementing priority standards. For



intervention, the TOSA will help identify students in need of intervention and support teachers in implementing an intervention plan. Intervention groups will be created with specific goals in mind, student growth will be assessed in 6-8 week increments, and teachers will utilize data to drive learning goals. The principal and TOSA will be communicating with stakeholders about the progress the school is making to ensure all students are achieving.

(2) Chronic Absenteeism and Suspension:

On the California Dashboard Lincoln students scored in the lowest performing color for Chronic Absenteeism for Socioeconomically Disadvantaged Students. In order to improve, attendance data will be reviewed by the principal and TOSA. Students with high absenteeism will be identified and parent conferences will be scheduled to create a support plan. The TOSA will create a positive attendance program for all students and will help identify strategies for improving attendance and student engagement.

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

(3) Training and Staff Development for teachers and staff: Lincoln teachers and staff require continuous training and professional learning opportunities to meet district and school goals in Multi-Tiered Systems of Support (MTSS) including specific training in: Universal Design for Learning, Social Emotional Learning, Positive Behavior Intervention Supports, and Trauma Informed Practices. A 50-percent Teacher on Special Assignment (TOSA) will provide and facilitate professional development around best practices in distance and hybrid learning.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

**Increase Student Achievement** –Maintain student achievement levels from 2019 for all students and significant student groups while decreasing performance gaps while in Distance Learning/Hybrid schedules.

Identified Need:

Lincoln Elementary School expects to maintain 2019 levels in proficiency at each grade level in ELA and math while in Distance Learning/Hybrid schedules.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results for 3 <sup>rd</sup> through 5 <sup>th</sup> grade	<p><b>Spring 2019 ELA</b>  <b>3<sup>rd</sup></b> All Students- 33%                      Hispanic 33%                      SED 27%</p> <p><b>4<sup>th</sup></b> All Students- 39%                      Hispanic 38%                      SED 36%</p> <p><b>5<sup>th</sup></b> All Students- 46%                      Hispanic 30%                      SED 31%</p> <p><b>Spring 2019 Math</b>  <b>3<sup>rd</sup></b> All Students- 36%                      Hispanic 34%                      SED 37%</p> <p><b>4<sup>th</sup></b> All Students- 51%                      Hispanic 32%                      SED 45%</p> <p><b>5<sup>th</sup></b> All Students- 21%                      Hispanic 10%                      SED 11%</p>	Maintain levels from 2019 and strive to mitigate learning loss. No data from 2019-20 school year due to school closure.
STAR reading scores	Fall Baseline will be established for all students in grades  3 <sup>rd</sup> 4 <sup>th</sup> 5 <sup>th</sup>	Maintain levels from 2019 and strive to mitigate learning loss. No data from 2019-20 school year due to school closure.
Moby Max Math GL equivalent	Fall Baseline will be established for all students in grades  2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup> 5 <sup>th</sup>	Maintain levels from 2019 and strive to mitigate learning loss. No data from 2019-20 school year due to school closure.
BPST	Spring/beginning of year 2019 average points by grade level K –6.3 1 <sup>st</sup> – 30.4	Maintain levels from 2019 and strive to mitigate learning loss. No data from 2019-20 school year due to school closure.

Strategy/Activity 1

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

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

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

**Strategy/Activity**

**Through Distance Learning and Hybrid Schedules:**

- Intervention program (Universal Access) 4 days per week, 30 minutes per day for grades kindergarten through 5<sup>th</sup>, utilizing 1 intervention teacher and 2 intervention aides instructing in small groups in collaboration with the grade level classroom teachers.
- Provide staff development on the IO data system to track student data efficiently for all certificated staff.
- Bilingual/Title One para educator assisting with small group instruction in a pull out model for English Language Learners and for recent arrival students who need language and academic support. (Also additionally assisting with parent communication, outreach and connectedness).
- Provide ELD refresher training for all staff, look at specific ELD data and targeted practices for our English Language Learners.
- Planned and strategic release time for teachers to look at academic data and plan curriculum to meet “all” student needs and various student group’s needs.
- At grade level meetings, evaluate student data to make academic instruction changes in real time and move students between the intervention groups based on data indicators.
- School counselor to provide individual/small group support to identified students with SEL strategies.
- Maintain access to technology in the classroom for all students to utilize for academic supplements, specifically filling achievement gaps as based on data in programs such as Moby Max, STAR and Accelerated Reader.
- Enrichment for GATE students.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
1 Intervention specialist teacher \$14,856	Multi-funded Title 1 Intervention (\$8,990) Student Block Grant (\$5,866)
2 Para educators \$16,144 1 Bilingual Para educator \$13,494	Multi-funded: Title 1 (\$8072) Supplemental Funds (\$17,555) Site Funds (\$4,011)
School Counselor \$18,251	Title 1
Substitute for teacher release for training, curriculum planning \$1,378	Site Based Funds
GATE enrichment – Teacher and supplies \$500	\$500 GATE

**Annual Review:****SPSA Year Reviewed: 2019-20**

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.

Due to COVID-19 school closure, data from the 2019-20 is incomplete and cannot be evaluated. Our planned strategies/activities were not fully implemented.

ELPAC data: 2 students were redesignated.

The analysis from 2018-19 is:

**Goal #1: Increase Student Achievement** – Increase student achievement for all students while decreasing performance gaps.

The stakeholders evaluating 2018-2019 data felt that the strategic and targeted intervention needed to be more specific. The only gains made in student groups were the increase of standard met and standard exceeded for Hispanic in ELA.

40.00% of (All) students met or exceeded standards on the 2019 ELA CAASPP, which is a decrease of 2.74% from the 2018 scores. SED students scored at 31.32%, which is a decrease of 2.43%, and Hispanic students scored 33.33%, which is an increase of 1.84%.

34.79% of (All) students met or exceeded the standards on the 2019 Math CAASPP results, which is a decrease from the 2018 40.17%. SED students scored at 30.12% and Hispanic at 24.53%, which decreased as well.

43% of EL students are at the Bridging level. Not all EL students were able to meet or exceed the annual growth of one or more levels. We will establish a plan for each EL student to ensure that the bilingual para educator and teacher are communicating needs and progress throughout the 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.

For the 2019-20 school year, strategies/activities were not fully implemented and not all expenses were expended due to school closure.

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 2020-21 school year, we will use and adapt strategies/activities to the Distance Learning/Hybrid Schedules to mitigate learning loss and maintain student proficiency levels.

**Goal 2:**

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

**Identified Need:**

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

**Annual Measurable Outcomes:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Actual Attendance Percentage	K-5 <sup>th</sup> grade 2019-20 95.62%	Maintain
Suspension Data	2019-20 2%	Maintain/decrease
School awards and incentives programs	Principal Handshake Program was initiated Awards Assemblies per trimester	Maintain

**Strategy/Activity 1**

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

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

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

**Strategy/Activity**

**Through Distance Learning and Hybrid Schedules:**

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

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
Attendance Incentives \$500	Site Funds

Strategy/Activity 2

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

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

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

**Strategy/Activity**

**Through Distance Learning and Hybrid Schedules:**

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

**Proposed Expenditures for this Strategy/Activity**

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

Strategy/Activity 3

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

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

All student groups will be connected to school by participation in engaging programs during the school day and extra-curricular programs as demonstrated by student participation and daily attendance.

**Strategy/Activity**

**Through Distance Learning and Hybrid Schedules:**

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
School Counselor \$18,251 (Repeated Expense)	Title 1
Incentives/Materials for various recognition activities \$500	Site Funds
Staff Professional Development \$2,000	Title 1

**Annual Review:****SPSA Year Reviewed: 2019-20**

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.

Due to COVID-19 school closure, data from the 2019-20 is incomplete and cannot be evaluated. Our planned strategies/activities were not fully implemented.

The analysis from 2018-19 is:

**2018-19 Goal #2:** Lincoln will create positive school connections among students through meaningful participation, positive school climate, and caring relationships with adults. We expect a 0.82% improvement in school attendance. We expect to maintain or decrease the number of suspensions and behavior referrals.

Attendance: Rate decreased from 96.19% to 95.62%.

Suspension: Rate maintained from 2% (4 suspensions) to 2% (5 suspensions)

Behavior Referrals: Unable to compare data

In 2019-20 a specific School Discipline and Consequences plan was created and was at the beginning stages of implementation to help document, monitor, and manage behavior.

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

For the 2019-20 school year, strategies/activities were not fully implemented and not all expenses were expended due to school closure.

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.

During Distance Learning/Hybrid schedules, attendance and engagement data will be reviewed on a regular basis.

**Goal 3:**

**Family Involvement** - Maintain parent and community involvement.

Identified Need:

Lincoln staff will strive to maintain parent and family involvement for all student groups while in Distance Learning/Hybrid schedules.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation and attendance at school events	In the 2019-2020 school year, a baseline will be obtained for Back to School Night, and Fall and Spring parent conferences. (unable to complete baseline due to COVID School Closure)  Parent sign-in sheets, pictures of events, and volunteer log sign-in sheets at the front office will be obtained.	Maintain parent participation through Zoom meetings and events as possible during Distance Learning/Hybrid schedules for the 2020-21 school year.

Strategy/Activity 1

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

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

All Students.

**Strategy/Activity**

**Through Distance Learning/Hybrid Schedules:**

- Advertise and invite families to events on campus, using multiple strategies: School/PTA newsletters, Parent Square posts, school and PTA websites, PTA Facebook page, and classroom communication.
- Create diverse offerings for families to get involved; PTA, School Site Council, and ELAC meetings via Zoom.
- Encourage parents to become Canvas Observers.
- 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 and a school virtual assembly.
- Advertise and encourage Lincoln family participation in district virtual parent events; parent education workshops (Zoom, Canvas, Seesaw), district meetings and school information fairs.
- Office staff to assist with event information, advertising, Parent Square posts, Q mass emails and updates to the school website.
- Bilingual staff (site and district) assist with parent phone calls, home to school communications and at parent conferences via Zoom.
- Share school wide language with families, SEL programs that are on campus through newsletters and at Virtual events

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Bilingual para educator \$13,494 (Repeated Expense)	Supplemental
Publications, Smart and Final open PO \$600	Multi-Funded: Title I (\$500) Site Funds (\$100)



**Annual Review:**

**SPSA Year Reviewed: 2019-20**

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.

Due to COVID-19 school closure, data from the 2019-20 is incomplete and cannot be evaluated. Our planned strategies/activities were not fully implemented.

**The analysis from 2018-19 is:**

**2018-2019 #3 Goal:** Lincoln will increase family involvement and connections with the school and district by providing training and resources for families and guardians of students.

Parent surveys were not conducted, and there is no data to report.

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

For the 2019-20 school year, strategies/activities were not fully implemented and not all expenses were expended due to school closure.

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.

School staff will strive to continue to engage families through virtual events, meetings and participation in students' Live Teaching classes. Communication for 20-21 is vital; staff will encourage all parents to use Parent Square, our new communication tool. We will continue to encourage parents to sign up for Q Parent Connect, as well.

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

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

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2019-20 Carryover	\$4,691.00
Title I 2020-21 Allocation	\$24,000.00
Title 1 2020-21 Parent Involvement	\$495.00

Subtotal of additional federal funds included for this school: **\$29,186.00**

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

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Site-Based Funds 2019-20 Carryover	\$1,332.00
Site-Based Funds 2020-21 Allocation	\$8,607.00
Supplemental Funds 2019-20 Carryover	\$644.00
Supplemental Funds 2020-21 Allocation	\$18,800.00

Subtotal of state or local funds included for this school: **\$29,383.00**

Total of federal, state, and/or local funds for this school: **\$58,569.00**

## 2020-21 Centralized Support for Planned Improvements in Student Performance

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### VUSD - Program Support Goals

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

#### Multilingual/Multicultural Education

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

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

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

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

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

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

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

#### Curriculum & Instruction

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

#### Gifted and Talented Education

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

#### Migrant Education

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

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

#### Indian Education

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

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

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

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

References

CAASPP – Grade 3 English Language Arts/Literacy – 2018-19

	English Language Arts/Literacy						
	2018-19						
	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	39	39	39	23.08%	10.26%	23.08%	43.59%
Male	14	14	14	21.43%	14.29%	21.43%	42.86%
Female	25	25	25	24.00%	8.00%	24.00%	44.00%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	21	21	21	14.29%	19.05%	19.05%	47.62%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	33.33%	0.00%	16.67%	50.00%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	29	29	29	20.69%	6.90%	24.14%	48.28%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education							
Homeless	4	4	4	*	*	*	*

CAASPP – Grade 3 Mathematics – 2018-19

	Mathematics						
	2018-19						
	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	39	39	39	5.13%	30.77%	33.33%	30.77%
Male	14	14	14	7.14%	35.71%	21.43%	35.71%
Female	25	25	25	4.00%	28.00%	40.00%	28.00%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	21	21	21	4.76%	28.57%	38.10%	28.57%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	12	12	0.00%	33.33%	25.00%	41.67%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	29	29	29	6.90%	31.03%	27.59%	34.48%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education							
Homeless	4	4	4	*	*	*	*

CAASPP – Grade 4 English Language Arts/Literacy – 2018-19

	English Language Arts/Literacy						
	2018-19						
	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	24.24%	15.15%	18.18%	42.42%
Male	19	19	19	15.79%	21.05%	21.05%	42.11%
Female	14	14	14	35.71%	7.14%	14.29%	42.86%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	16	16	16	25.00%	12.50%	18.75%	43.75%
Hawaiian or Pacific Islander							
White (not Hispanic)	14	14	14	21.43%	14.29%	21.43%	42.86%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	25	25	20.00%	16.00%	12.00%	52.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	5	5	5	*	*	*	*

CAASPP – Grade 4 Mathematics – 2018-19

	Mathematics						
	2018-19						
	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	15.15%	36.36%	21.21%	27.27%
Male	19	19	19	15.79%	36.84%	21.05%	26.32%
Female	14	14	14	14.29%	35.71%	21.43%	28.57%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	16	16	16	18.75%	12.50%	37.50%	31.25%
Hawaiian or Pacific Islander							
White (not Hispanic)	14	14	14	7.14%	64.29%	7.14%	21.43%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	25	25	12.00%	32.00%	24.00%	32.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	5	5	5	*	*	*	*



CAASPP – Grade 5 English Language Arts/Literacy – 2018-19

	English Language Arts/Literacy						
	2018-19						
	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	43	43	43	23.26%	23.26%	20.93%	32.56%
Male	19	19	19	26.32%	10.53%	36.84%	26.32%
Female	24	24	24	20.83%	33.33%	8.33%	37.50%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	20	20	20	10.00%	20.00%	25.00%	45.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	19	19	36.84%	26.32%	21.05%	15.79%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	29	29	29	13.79%	17.24%	24.14%	44.83%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless	4	4	4	*	*	*	*

CAASPP – Grade 5 Mathematics – 2018-19

	Mathematics						
	2018-19						
	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	43	43	43	9.30%	11.63%	30.23%	48.84%
Male	19	19	19	10.53%	15.79%	21.05%	52.63%
Female	24	24	24	8.33%	8.33%	37.50%	45.83%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	20	20	20	5.00%	5.00%	20.00%	70.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	19	19	10.53%	21.05%	36.84%	31.58%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	29	29	29	6.90%	3.45%	27.59%	62.07%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education							
Homeless	4	4	4	*	*	*	*

2020-21 Supplemental Funds Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Supplemental Funds			
Site: Lincoln		Carryover Allocation	644
Resource = 0100			18,800
		Total	0
			19,444
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	17,555	
2103	Paraed, Hourly		
2201	Parent Teacher Liaison		
2203	Childcare, Hourly		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		17,555	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	1,889	
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		1,889	0
Total:		19,444	0

Principals Signature for Adjustment: *Martina M. Muth*  
 Date: *Nov. 10, 2020*  
 School Site Council Approval: (Chairman) *[Signature]*  
 Date: *11/10/20*  
 English Learner Advisory Committee Review *[Signature]*  
 Date: *11/13/20*  
 Director, Special Projects Approval: *[Signature]*  
 Date: *12/9/2020*

*[Handwritten initials]*  
*11/24/20*

2020-21 Site Funds Program Budget

VUSD BUDGET: 2020/2021		
PROGRAM: Site Based Funds		
Site: Lincoln	Resource = 0000	Carryover 1,332 Allocation 8,607 0 0 Total 9,939
Object #	Classification	
<b>Personnel Costs and Benefits</b>		Must reflect amounts on Staffing Charts
Must reflect amounts on Staffing Charts		Current      Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	1,378
1107	Stipend, Certificated	
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	4,011
2103	Paraed, Hourly	
2201	Health Tech,	
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2903	Other Support, Hourly	
2906	Other Support, Sub	
SUBTOTAL		5,389      0
<b>Discretionary Funds</b>		
4200	Other Books	
4300	Instructional Supplies	3,260
4300	Other Supplies	
4400	Equip Not Captlzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, Annual	1,290
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		4,550      0
Total:		9,939      0
Principals Signature for Adjustment: <i>Martene McMillan</i> Date: <i>Nov. 16, 2020</i> School Site Council Approval: <i>[Signature]</i> Date: <i>11/16/20</i> Director, Special Projects Approval: <i>Courtesy</i> Date: <i>11/24/20</i>		

*[Handwritten signature]*  
11/24/20

2020-21 Title I Funds Program Budget

VUSD BUDGET: 2020/2021		
<b>PROGRAM: Title I</b>		
<b>Site:</b> Lincoln	<b>Resource = 3010</b>	
	<b>Carryover</b>	4,691
	<b>Allocation</b>	24,000
	<b>Parent Involvement</b>	495
		0
	<b>Total</b>	29,186
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
Must reflect amounts on Staffing Charts		Current      Review
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	
1107	Stipend, Certificated	
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	20,985
1301	Director	
2101	Paraed, Positional	8,072
2103	Paraed, Hourly	
2106	Paraed, Sub	
2201	Health Tech,	
2203	Child Care	
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2903	Playground Supervision, Hourly	
<b>SUBTOTAL:</b>		29,057      0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	
4300	Parent Involvement	129
4400	Equip Not Captlzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, Annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
<b>SUBTOTAL:</b>		129      0
<b>Total:</b>		29,186      0

Principals Signature for Adjustment: *Madeira McMullin*  
 Date: *Nov. 10, 2020*  
 School Site Council Approval: (Chairman) *[Signature]*  
 Date: *11/10/20*  
 Director, Special Projects Approval: *[Signature]*  
 Date: *12/9/2020*

*[Handwritten initials]*  
*11/24/20*

School-Parent/Home Compact

**Lincoln Elementary SCHOOL-FAMILY COMPACT 2020-2021**

**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 (Distance or Hybrid Learning) and be on time daily unless I am ill.
- ❖ I will have my supplies at all times.
- ❖ I will complete my schoolwork/homework and turn it in on time.
- ❖ I will be responsible for my own behavior at school (Distance or Hybrid Learning).
- ❖ 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 (ParentSquare, Class Dojo, email, letters) that I receive from the school.
- ❖ I will stay involved and informed in my child’s school activities.
- ❖ I will respect my child and encourage him/her to respect others.
- ❖ I will encourage my child to engage in positive digital citizenship.
- ❖ 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: \_\_\_\_\_

School includes 100% Distance Learning, 100% Brick and Mortar, or Hybrid Model (combination of Distance/Brick & Mortar)

MM 11/10/2020

### VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; 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 Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

#### Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 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

\*Will continue virtually or by social distance protocol #Will be postponed or TBD while in distance learning

<p>July</p>	<p>January</p> <ul style="list-style-type: none"> <li>*PTA Meeting</li> <li>*Spelling Bee</li> <li>#Family Game Night</li> <li>*District School Information Night</li> <li>School of Choice Window</li> </ul>
<p>August</p> <ul style="list-style-type: none"> <li>*TK and K/Orientation- in person</li> <li>*1<sup>st</sup>-5<sup>th</sup> Orientation Drive Through</li> </ul>	<p>February</p> <ul style="list-style-type: none"> <li>*PTA Meeting</li> <li>*ELAC Meeting</li> <li>*School Site Council Meeting</li> <li>*/#Talent Show</li> </ul>
<p>September</p> <ul style="list-style-type: none"> <li>*Title 1 Meeting</li> <li>*PTA Meeting</li> <li>*Back to School Night</li> <li># Make a Difference Day</li> <li>*School Site Council Meeting</li> <li>*School Spirit Zoom</li> <li>*Axxess Fundraiser</li> <li>*Distribution Day</li> </ul>	<p>March</p> <ul style="list-style-type: none"> <li>*PTA Meeting</li> <li>*Read Across America</li> <li>* Parent Conference Week</li> <li>*Awards Assemblies</li> <li>#School Carnival</li> </ul>
<p>October</p> <ul style="list-style-type: none"> <li>*PTA Meeting</li> <li>*School Site Council Meeting</li> <li>*ELAC Meeting</li> <li>*School Spirit Zoom</li> <li>#Lap-A-Thon</li> </ul>	<p>April</p> <ul style="list-style-type: none"> <li>*PTA Meeting</li> <li>*ELAC Meeting</li> <li>#School Dance</li> </ul>
<p>November</p> <ul style="list-style-type: none"> <li>*PTA Meeting</li> <li>*School Site Council Meeting</li> <li>*Parent Conference Week</li> <li>*Family Fun Virtual Assembly</li> <li>*School Spirit Zoom</li> </ul>	<p>May</p> <ul style="list-style-type: none"> <li>*PTA Meeting</li> <li>*School Site Council Meeting</li> <li>*Staff Appreciation Week</li> <li>#Art Show/ Book Fair</li> <li>#Volunteer Tea</li> <li>#Mini Courses</li> </ul>
<p>December</p> <ul style="list-style-type: none"> <li>*PTA Meeting</li> <li>*Awards Assemblies</li> <li>#Winter Dance</li> <li>*Cheers for Children</li> </ul>	<p>June</p> <ul style="list-style-type: none"> <li>*PTA Meeting</li> <li>*Awards Assemblies</li> <li>#Field Day</li> <li>*Kindergarten Celebration</li> <li>*Fifth Grade Promotion Ceremony</li> </ul>

### 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 2020-21 school year, teachers at Lincoln Elementary School will focus on the following trainings:

- Best Practices in Distance and Hybrid Learning
- Training in Distance Learning Platforms (Canvas and SeeSaw)
- Multi-Tiered Systems of Support (MTSS)
- Universal Design for Learning (UDL)
- Trauma Informed Practices

# 2019-20 School Accountability Report Card

Published January 2021



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

MARLENE McMULLEN, 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 extended learning opportunities such as after-school homework club, GATE seminars, ASES, and other special programs designed to meet the needs of our students. In addition, the school has a tradition of dedication to arts education.

The hard working staff are both skilled and dedicated to the success of their students. We are fortunate to have highly qualified,

knowledgeable, and experienced teachers who continually seek professional development opportunities so that they may make a difference for their students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We really care about each one of our students.

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

### District Vision Statement

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

## Board of Education

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

## District Administration

DR. ROGER RICE  
SUPERINTENDENT

DR. GREG BAYLESS  
DIRECTOR OF SECONDARY EDUCATION

GINA WOLOWICZ  
DIRECTOR OF ELEMENTARY EDUCATION

DR. JEFF DAVIS  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

REBECCA CHANDLER  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

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

## VENTURA UNIFIED SCHOOL DISTRICT

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



**District Mission Statement**

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

**DISTRICT & SCHOOL DESCRIPTION**

**Ventura Unified School District**

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

**Lincoln Elementary School**

Lincoln Elementary School serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2019-20 school year, 228 students were enrolled, including 10.1% in special education, 12.3% qualifying for English Language Learner support, 0.4% homeless, 0.4% foster youth, and 68.4% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.0%	Kindergarten	49
American Indian or Alaskan Native	0.9%	Grade 1	39
Asian	1.3%	Grade 2	35
Filipino	1.3%	Grade 3	28
Hawaiian or Pacific Islander	0.9%	Grade 4	42
Hispanic or Latino	50.9%	Grade 5	35
White	39.0%	Grade 6	0
Two or More Races	5.7%	Grade 7	0
Socioeconomically Disadvantaged	68.4%	Grade 8	0
English Learners	12.3%		
Students with Disabilities	10.1%		
Homeless	0.4%		
Foster Youth	0.4%		
		Total Enrollment	228

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

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

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

**PARENT INVOLVEMENT**

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

Opportunities to Volunteer

- Classroom Helper
- School Garden
- Office Helper

Committees

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

School Activities

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

**STUDENT ACHIEVEMENT**

**California Assessment of Student Performance and Progress (CAASPP)**

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

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](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 measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

**California Physical Fitness Test Results 2019-20**

Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	26	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Lincoln		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English Language Arts/Literacy	40	N/A	55	N/A	48	N/A
Mathematics	35	N/A	44	N/A	37	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2019-20										
	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	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	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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. Campus repair and/or improvement projects for 2019-20 and 2020-21 school years include the following:

### 2019-20 Campus Improvements:

- Installation of a shade structure
- Update garden bed area
- Installation of tables under shade structures

### 2020-21 Planned Campus Improvements:

- Installation of new cafeteria flooring

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 September 2, 2020. During fiscal year 2019-20, 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, in October 2020, and shared with school staff in November 2020.

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: September 2, 2020				
Systems	✓			
Interior Surfaces	✓			Classroom 4 - Ceiling tile missing at HVAC closet; Classroom 8 Library - Ceiling tile falling at northeast corner
Cleanliness	✓			Classroom 8 Library - Signs of termite infestation at the north door jamb
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

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

## CLASSROOM ENVIRONMENT

### Discipline & Climate for Learning

Lincoln Elementary School's discipline policies are based upon a schoolwide discipline plan and Guidelines for Success, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. At the beginning of the school year, the principal leads grade level assemblies to reinforce the importance of being responsible, respectful, and safe. Throughout the year on an as needed basis, the principal may visit individual classrooms to address unacceptable trends in behavior. Lincoln Elementary School participates in both Lesson One and Second Step social-emotional program which are designed to help schools establish and implement initiatives including Positive Behavior Intervention and Support (PBIS), Restorative Justice, and Response to Intervention.

### Class Size

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

## 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 2018-19, 2019-20, and 2020-21 school years, the teachers at Lincoln Elementary School had the opportunity to participate in districtwide staff development training focused on:

Average Class Size and Class Size Distribution				
2017-18				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0		2	
1	20.0	1		
2	22.0		1	
3	22.0		2	
4	27.0		1	
5	31.0		2	
2018-19				
K	20.0	1	1	
1	25.0		1	
2	24.0		1	
3	26.0		2	
4	25.0		1	
5	28.0		2	
Other**	14.0	1		
2019-20				
K	37.0		1	1
1	27.0		1	
2				
3	23.0		1	
4	27.0		1	
5	26.0		1	
Other**	31.0	1	2	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.

	Suspensions and Expulsions								
	Lincoln			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	0.90%	2.10%	0.88%	3.00%	2.70%	2.53%	3.50%	3.60%	
Expulsions (%)	0.00%	0.00%	0.00%	0.15%	0.05%	0.10%	0.08%	0.09%	

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

2018-19 and 2019-20 Trainings:

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

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Sunday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet
- Videoconferencing

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 2019-20 school year, Lincoln Elementary School's staff development activities concentrated on:

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

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during

substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

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

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

Professional Development Days Three-Year Trend		
2018-19	2019-20	2020-21
2	2	3

**Instructional Materials**

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

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials. History-Social Science curriculum is scheduled to be piloted in the 2020-2021 year with adoption and implementation for the 2021-2022 school year. Currently,

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/Language Arts</b>			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
2018	Yes	My Big Day (TK)	0%
<b>Math</b>			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	My Big Day (TK)	0%
<b>Science</b>			
2008	Yes	Pearson-Scott Foresman: <i>California Science</i>	0%
<b>Social Science</b>			
2007	Yes	Pearson-Scott Foresman: <i>Our Communities</i>	0%

supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 22, 2020, 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 #20-24 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 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.

	Teacher Credentials and Assignments					
	Lincoln			VUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	10	11	11	721	715	694
Teachers with Full Credential	10	10	11	690	678	664
Teachers without Full Credential	0	1	0	31	37	30
Teaching Outside Subject Area (with full credential)	0	0	0	105	89	89
Misassignments of Teachers of English Learners	0	0	0	0	1	0
Total Teacher Misassignments*	0	0	0	1	2	0
Teacher Vacancies	0	0	0	3	4	3

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



**PROFESSIONAL STAFF**

**Teacher Assignment**

During the 2019-20 school year, Lincoln Elementary School had 10 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

**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		
2019-20		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.6
Psychologist	1	0.2
School Nurse	1	0.1
Social/Emotional Counselor	1	0.7
Student Assistance Program Counselor	1	*
Average Number of Students per Academic Counselor		228

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

**DISTRICT EXPENDITURES**

**Salary & Budget Comparison**

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

**Expenditures Per Student**

For the 2018-19 school year, Ventura Unified School District spent an average of \$11,502 of total general funds to educate each student (based on 2018-19 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.)

Teacher and Administrative Salaries 2018-19		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	47,778	52,484
Mid-Range Teacher Salary	68,801	81,939
Highest Teacher Salary	95,296	102,383
Average Principal Salaries:		
Elementary School	117,542	129,392
Middle School	120,713	136,831
High School	135,503	147,493
Superintendent Salary	227,500	254,706
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2018-19					
Expenditures Per Pupil	Lincoln	VUSD	Dollars Spent Per Student		
			% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,099	N/A	N/A	N/A	N/A
Restricted (Supplemental)	754	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,344	6,501	113.0%	13,080	56.1%
Average Teacher Salary	80,523	77,464	103.9%	81,939	98.3%

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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- Classified School Employee Professional Development Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education

## SARC DATA & INTERNET ACCESS

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about 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.

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in November 2020 and the school facilities section was acquired in December 2020.

## 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.