



Lincoln Street School

1125 Lincoln Street • Red Bluff, CA 96080 • 530-528-7301 • Grades K-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Lincoln Street School

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District Governing Board

Lorna Manuel
Linda Houchins
Karin Matray
Julie Kincheloe

District Administration

Richard DuVarney
Superintendent
Karin Matray
Associate Superintendent
Michelle Barnard
Principal

School Description

Lincoln Street Independent School provides an independent study option for students in grades Transitional Kindergarten through eight. Our school program serves families in 14 districts within Tehama County and is a voluntary program.

Our goal is to meet or exceed the quality of education offered in area classrooms, and to provide a program of excellence for students taught at home. Ours is a small school, with an average enrollment of 100 or less. Our teachers meet weekly or bi-weekly with students and their families to provide instruction and guide their learning. A well-rounded program is offered, with emphasis on the core subjects, and with opportunities to explore interests in the arts, the environment, and physical education.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	9
Grade 1	6
Grade 2	9
Grade 3	12
Grade 4	4
Grade 5	10
Grade 6	11
Grade 7	5
Grade 8	13
Total Enrollment	79

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0
White	79.7
Two or More Races	6.3
Socioeconomically Disadvantaged	58.2
English Learners	0
Students with Disabilities	10.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Lincoln Street School	15-16	16-17	17-18
With Full Credential	4	4.5	4.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lincoln Street School	15-16	16-17	17-18
With Full Credential	♦	♦	4.5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Street School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillan/McGraw-Hill CA Treasures 2010 Houghton-Mifflin Harcourt Collections 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Glencoe Math 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton-Mifflin California Science-2007 Glencoe Science Focus on Life Science-2007 Glencoe Science Focus on Physical Science-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Reflections-2007 Prentice Hall Medieval and Early Modern Times-2006 Prentice Hall American History of our Nation-2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is located on Lincoln Street in Red Bluff, adjacent to the Tehama County Department of Education building. The 2014-15 school year began in this newly constructed facility. This facility provides a welcoming center, conference room, teacher/family consultation offices, library, science/art room and two large meeting areas. The building was built using green construction combining energy conservation with aesthetics.

Children are almost always accompanied by their parents when they come to school to meet with a teacher or attend an activity. The Lincoln Street School library/media center is located within the new facility, providing easy access for all of our students, parents, and staff. A large assembly room and smaller meeting rooms are available within the Tehama County Department of Education complex when needed for Lincoln Street activities or professional development.

Lincoln Street School is cleaned on a daily basis. Safety inspections are conducted monthly to ensure that the site is clean and safe. Maintenance staff ensures that all repairs necessary to keep the site in good repair are completed in a timely manner. A Maintenance Request Form is used to ensure efficient service on any and all site related issues.

The table below displays the results of the most recently completed school site inspection to determine the school facility's good repair status. The inspection was completed in November of 2017.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	30	45	23	30	48	48
Math	17	30	10	17	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	26	36	38	34	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.4		7.7

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	32	28	87.5	35.7
Male	11	10	90.9	40.0
Female	21	18	85.7	33.3
White	26	22	84.6	31.8
Socioeconomically Disadvantaged	17	16	94.1	25.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	71	95.95	44.93
Male	35	34	97.14	42.42
Female	39	37	94.87	47.22
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	12	12	100	20
White	54	51	94.44	50.98
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	49	94.23	34.04
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA 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.

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	71	95.95	29.58
Male	35	34	97.14	29.41
Female	39	37	94.87	29.73
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	12	12	100	8.33
White	54	51	94.44	35.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	49	94.23	26.53
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

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

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

C. Engagement

State Priority: Parental Involvement

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are highly involved in their children’s education at Lincoln Street School. Parents work closely with their students on a daily basis and frequently with Lincoln Street teachers. Under the guidance of supervising teachers, parents teach at home and are provided with the necessary tools to do so. Parents are also included in field trips and may volunteer to serve the school in many ways. Opportunities are also provided for parents to gather to exchange ideas with each other. Surveys to students and parents are given annually as an additional opportunity for input. For further information on parent involvement opportunities, please contact the school at (530) 528-7301.

State Priority: School Climate

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.

School Safety Plan

The School Safety Plan names crisis team members and outlines their responsibilities. It provides procedures to follow in case of any school emergency including, but not limited to, fire, an intruder on campus, natural disasters, chemical spills, and civil disturbances. The plan contains information on how and where to move the students for safety if circumstances make such a move necessary.

The school has a safety committee composed of school staff, district staff, administration and parents, which meets quarterly to make recommendations to the Governance Committee to needed safety policies.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.05
Social Worker	0
Nurse	0.05
Speech/Language/Hearing Specialist	0.05
Resource Specialist	0
Other	0.2 Resource
Average Number of Students per Staff Member	
Academic Counselor	n/a

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	6	6		4	4		0	0		0	0	
1	8	8		4	4		0	0		0	0	
2	2	2		2	2		0	0		0	0	
3	8	8		4	4		0	0		0	0	
4	11	11		4	4		0	0		0	0	
5	6	6		4	4		0	0		0	0	
6	7	7		4	4		0	0		0	0	
Other			22						1			

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

Professional Development provided for Teachers

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

During each of the last three school years, three days have been provided for professional development. Because our teachers are responsible for nine grade levels, curriculum is an on-going focus. Time is spent each year on subject area adoptions. One of our teachers was on the Language Arts Adoption Task Force. The California Consortium for Independent Study is a forum for teacher collaboration on a regional and statewide basis, and our teachers attend the annual state meeting. The California Charter School Association holds an annual conference that our teachers attend every other year. Our teachers also attend workshops and extended courses offered by the county offices of education and by CSU, Chico. They have been a part of curriculum

task forces and technology education. One teacher has achieved Google's Level 1 certification. One of the teachers participated in Engineering is Elementary (EiE), a newer STEM curriculum training. During 2015-2016, Lincoln Street teachers participated in professional development that addressed the California Standards (Common Core, Next Generation Science Standards, and English Language Development). Some of the teachers attended and even presented at the Expanded Learning Summer Conference. Three Lincoln Street teachers participated in the regional Science and Environmental Engineering for Secondary teachers grant.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Lincoln Street School does not receive Title I federal funding. The Lincoln Street School funding provides instructional staff, services and support, school clubs, school supplies and materials for in-school and at-home use, and parent involvement /training.

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 this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$ 5,937.95	\$ 1,036.49	\$ 4,901.46	\$ 63,203.00
District	◆	◆	----	
State	◆	◆	\$6,574	
Percent Difference: School Site/District			----	0.2
Percent Difference: School Site/ State			-100.0	----

* Cells with ◆ do not require data.