



Lincoln Street School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Lincoln Street School

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District Governing Board

Kendra Tyler
Kelley Dolling
Linda Houchins
Karin Matray
Vicki Taylor, Parent

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.

Mission Statement

At Lincoln Street School, our goal is to inspire students, empower parents, and promote a life-long love for learning. We create an environment where academic success is personalized and achievable. Parents work with credentialed teachers to implement an Independent Study program following a homeschooling model; enriching, challenging, and inspiring students.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	10
Grade 1	5
Grade 2	7
Grade 3	8
Grade 4	12
Grade 5	3
Grade 6	10
Grade 7	11
Grade 8	9
Total Enrollment	75

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.3
Asian	0.0
Filipino	0.0
Hispanic or Latino	17.3
Native Hawaiian or Pacific Islander	0.0
White	68.0
Socioeconomically Disadvantaged	81.3
English Learners	0.0
Students with Disabilities	10.7
Foster Youth	0.0

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	16-17	17-18	18-19
With Full Credential	4.5	4.5	4.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lincoln Street School	16-17	17-18	18-19
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	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Harcourt Journeys 2017 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: No 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 2018.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate 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 education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	45.0	46.0	30.0	33.0	48.0	50.0
Math	30.0	29.0	17.0	19.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or

exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	**	**	**
7	6.7	20.0	

* 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.

School Year 2017-18 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	67	65	97.01	46.15
Male	33	32	96.97	40.63
Female	34	33	97.06	51.52
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	15	15	100.00	46.67
White	44	42	95.45	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	52	96.30	46.15
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 2017-18 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	67	65	97.01	29.23
Male	33	32	96.97	34.38
Female	34	33	97.06	24.24
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	15	15	100	20
White	44	42	95.45	35.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	52	96.3	26.92
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 their children at home and are provided with the necessary curriculum and 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. A parent serves on the Lincoln Street Governance Committee as a voting member.

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	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	0.1
Resource Specialist (non-teaching)	0
Other	0.2 Resource Spec. Teacher
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K		13	17		2	1						
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. 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. Two teachers attended A-Plus+ Conference, a personalized learning conference for independent study schools. In addition, a few teachers attended the History-Social Science toolkit and curriculum preview.

FY 2016-17 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 <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,716.00	168.00	8,548.00	69,552.00
District	◆	◆	----	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			----	0.2
Percent Difference: School Site/ State			18.2	----

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.