



## Lincoln Street School

### School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Lincoln Street School
<b>Street</b>	1135 Lincoln Street
<b>City, State, Zip</b>	Red Bluff, CA 96080
<b>Phone Number</b>	530-528-7301
<b>Principal</b>	Rich DuVarney
<b>E-mail Address</b>	rduvarney@tehamaschools.org
<b>Web Site</b>	www.tehamaschools.org
<b>CDS Code</b>	52-10520-6119606

District Contact Information	
<b>District Name</b>	Tehama County Office of Education
<b>Phone Number</b>	(530) 527-5811
<b>Superintendent</b>	Charles Allen
<b>E-mail Address</b>	callen@tehamaschools.org
<b>Web Site</b>	www.tehamaschools.org

### School Description and Mission Statement (Most Recent Year)

Lincoln Street Independent School provides an independent study option for students in grades TK through eighth. Our school program serves families in 13 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 80 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.

**Student Enrollment by Grade Level (School Year 2013-14)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	13
Grade 1	4
Grade 2	7
Grade 3	13
Grade 4	6
Grade 5	4
Grade 6	10
Grade 7	9
Grade 8	10
Ungraded Elementary	0
<b>Total Enrollment</b>	<b>76</b>

**Student Enrollment by Group (School Year 2013-14)**

<b>Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	0.0
White	81.6
Two or More Races	5.3
Socioeconomically Disadvantaged	47.4
English Learners	0.0
Students with Disabilities	5.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	3	3.5	4	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of 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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	73.17	26.83
High-Poverty Schools in District	70.27	29.73
Low-Poverty Schools in District	100.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill CA Treasures 2010  Pearson Literature - 2010	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Glencoe Math 2013 Houghton-Mifflin California Math -2009	Yes	0
<b>Science</b>	Houghton-Mifflin California Science-2007 Glencoe Science Focus on Life Science-2007 Glencoe Science Focus on Physical Science-2007	Yes	0
<b>History-Social Science</b>	Harcourt Reflections-2007 Prentice Hall Medieval and Early Modern Times-2006 Prentice Hall American History of our Nation-2006	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			

#### 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 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 December of 2014.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
		[X]	[ ]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	56	60	64	33	35	40	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	40
All Student at the School	64
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	55
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	55	59	57	38	42	46	54	56	55
Mathematics	42	53	52	27	30	30	49	50	50
History-Social Science	58	----	----	28	29	31	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	4	5	5
Similar Schools	----	----	----

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-44	24	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	----	----	----
7	----	----	----

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Parents are highly involved in their children's education at Lincoln Street Independent 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) 528-7304.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	0.0	0	0	0.0	0	1.9	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0	0	0.0	0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

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, 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.

During the 2013-14 school year Lincoln Street School was housed in the Tehama Department of Education building. With the transition to the new Lincoln Street School facility, a new safety plan was developed for the 2014-15 year and was reviewed and discussed with school faculty in October 2014.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
<b>Made AYP Overall</b>	N/A	Yes
<b>Met Participation Rate: English-Language Arts</b>	N/A	Yes
<b>Met Participation Rate: Mathematics</b>	N/A	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	Yes
<b>Met Percent Proficient: Mathematics</b>	N/A	Yes

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>	N/A	N/A
<b>Year in Program Improvement*</b>	N/A	N/A
<b>Number of Schools Currently in Program Improvement</b>	---	0
<b>Percent of Schools Currently in Program Improvement</b>	---	0

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.



**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.7	3	0	0	2	3	0	0	3	4	0	0
1	0	3	0	0	3	3	0	0	1	3	0	0
2	0	3	0	0	5	3	0	0	2	4	0	0
3	0	3	0	0	3	2	0	0	3	4	0	0
4	0	3	0	0	1	3	0	0	2	3	0	0
5	0	3	0	0	3	3	0	0	1	3	0	0
6	0	3	0	0	4	3	0	0	3	4	0	0
Other												

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	NA				NA				NA			
Mathematics	NA				NA				NA			
Science	NA				NA				NA			
Social Science	NA				NA				NA			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0	---
Social Worker	0	---
Nurse	.025	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	.2	---
Other	0	---

Note: Cells with "----" do not require data. 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,902.91	\$4,902.91	0	\$57,488
District	---	---	----	\$57,395
Percent Difference: School Site and District	---	---	----	0.2
State	---	---	\$4,690	----
Percent Difference: School Site and State	---	---	-100.0	----

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

Our School Site Council updated and approved the School Site Plan for 2013-14. One full-time paraprofessional person was employed during this time. Lincoln Street School does not received Title I federal funding and has not been identified as a school in program improvement.

The Lincoln Street School funding provides instructional staff, services and support, parent involvement and training and supplies and materials.

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,556	----
Mid-Range Teacher Salary	\$60,894	----
Highest Teacher Salary	\$75,627	----
Average Principal Salary (Elementary)	NA	----
Average Principal Salary (Middle)	NA	----
Average Principal Salary (High)	NA	----
Superintendent Salary	\$144,963	----
Percent of Budget for Teacher Salaries	45%	----
Percent of Budget for Administrative Salaries	NA	----

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

**Professional Development**

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. In 2013-14, the Lincoln Street teachers presented a workshop based on their state Exemplary Program Award. 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, the Summer Tech Institutes. Computer Using Educators (CUE) is a newer conference that some of the teachers have participated in. Our teachers have attended the Mt. Lassen Math conference and Asilomar.