

Introduction:

LEA: Lincoln Street School **Contact (Name, Title, Email, Phone Number):** Rich DuVarney, Administrator, rduvarney@tehamaschools.org, 530-528-7356 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

INTRODUCTION TO LINCOLN STREET SCHOOL

Lincoln Street was created in 1985 in response to a need for an Independent Study program in Tehama county. First located in Gerber, the school originally served Kindergarten through 12th grade. Students included pregnant teens, expelled/suspended students, group home students and homeschooling families. In 1990, the school moved to Red Bluff and was housed in the Tehama County Department of Education warehouse/bus shed. Nine years later, Lincoln Street School moved again, this time to the TCDE building on Lincoln Street and for the first time Lincoln Street School became a fully independent study school.

Since its establishment, Lincoln Street School has been a model of how personalized learning can improve student achievement. In recent years, the school has achieved a base API as high as 870. During 2009-10, Lincoln Street School was recognized by the California Department of Education and the California Consortium of Independent Study as an exemplary Independent Study School.

In June of 2014, Lincoln Street School moved into a newly constructed state-of-the-art school building located on TCDE property adjacent to the TCDE main building. During the 2014-2015 school year,, Lincoln Street operated as a dependent charter under the Tehama County Department of Education. TCDE fully supports the educational services Lincoln Street provides to the community and is committed to the success of the school.

Lincoln Street currently serves just under 100 TK to 8th grade students. Its mission is "...to inspire students, empower parents, and promote a life-long love for learning by creating an environment where academic success is personalized and achievable for all children. Parents working with credentialed teachers monitor and implement programs that enrich, challenge and inspire students to embrace personalized academic success."

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School

districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Lincoln Street Stakeholders include enrolled students, their families, staff and community partners. Stakeholder involvement for the 2015-16 LCAP update involved:</p> <ul style="list-style-type: none"> • Governance Committee meeting updates, questions/answers and input • Families of enrolled children – through on-line posting, copies available in the office, parent survey, parent invited to represent families on LCAP update committee • Lincoln Street staff reviewed LCAP during staff meetings and at LCAP 	<p>Stakeholder involvement comments and considerations resulted in the following actions to the Lincoln Street LCAP update:</p> <ul style="list-style-type: none"> • Suggestion for more physical activity • Suggestion for more support for preparing students for college and careers • Continued support for fiscal solvency and transparency • Continued stakeholder decision-making opportunities • Maintain student enrollment to the level necessary to provide quality educational services

<p>update design</p> <ul style="list-style-type: none"> • Students completed surveys; 8th grade student invited to represent students on LCAP update committee • TCDE and community partners involved through website, LCAP copies and on-line surveys <p>The survey responses rate rose from 21 respondents in 2014 to 23 respondents in 2015; because one family has several Lincoln Street students, this increase represents approximately 50% of Lincoln Street parents/guardians. Lincoln Street stakeholders feel confident about:</p> <ul style="list-style-type: none"> • Their child’s teacher – accommodating and supporting • Customized curriculum • Support clubs • Flexible hours • Field trips, activities • The new library – loved it! • Space for families to work on their own 	<ul style="list-style-type: none"> • Maintain strong family involvement • Maintain current enrollment as returning students
<p>Annual Update:</p> <p>Review and analysis of the 2013-2014 Lincoln Street Update yielded the following achievements and observations:</p> <ul style="list-style-type: none"> • 0.5 FTE teacher was added in the fall of 2014 to respond to increased enrollment • CCSS/ELD/NGSS training were provided and all teachers attended one or more sessions related to standards overview and implementation • Enrollment increased – from below 70 students at the beginning of the school year to 100 after Spring Break, 2015 • Staff worked closely with parents and provided multiple opportunities for parent engagement; this priority needs to continue • Student clubs were expanded – more content areas were addressed during 2014-15 and clubs were offered weekly to all students 	<p>Annual Update:</p> <p>This review and analysis of the 2014-2015 Lincoln Street LCAP impacted the LCAP Update in these ways:</p> <ul style="list-style-type: none"> • Enrollment will continue to be monitored; staffing will increase as student needs indicate • Staff will continue professional development related to standards implementation and charter/independent study school conference attendance to strengthen staff knowledge and skills • Student clubs will be maintained at 2014-15 level with staff working toward greater student/family participation • LCAP goals were reduced from four in number to three; language was clarified to reduce any duplication

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	Lincoln Street School will provide a family-centered, individualized academic program to enrolled students that will ensure high academic and social achievement.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Tehama county continues to have a need for an independent study school to accommodate those families who choose to home school their children. Lincoln Street School provides such a program. It maintains a staff of 4.0 FTE teachers and 1.0 FTE classified staff to meet the instructional and program needs of enrolled independent study students and parents/guardians.

Goal Applies to: Schools: Lincoln Street School
 Applicable Pupil Subgroups: ALL enrolled students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Lincoln Street students and families will:

- Meet regularly with Lincoln Street instructional staff and complete school work as identified by student learning need and Master Agreement (Priority 3)
- Maintain a monthly attendance level in excess of 96% (Priority 5)
- Participate in state and local assessments with ELA and Math proficiency levels increasing annually commensurate to individual student abilities – at a minimum 5% a year (Priority 4)

Lincoln Street staff will:

- Be 100% NCLB Highly Qualified and hold a CA credential for their teaching assignment (Priority 1)
- Participate in CCSS/ELD/NGSS Standards-aligned professional development as measured by participation and fiscal records (Priority 2)
- Participate in charter school, independent study and technology integration professional learning opportunities
- Provide supplemental learning opportunities for all Lincoln Street students through regularly scheduled school clubs (art, math, technology, engineering, music, etc.) (Priority 7)

Lincoln Street School will:

- Remain “good” or “exemplary” as measured annually on the Facilities Inspection Tool (Priority 1)
- Ensure that every student and family has sufficient access to the textbooks and materials necessary for instruction (Priority 1)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Lincoln Street staffing, materials/supplies and facilities at 2014-15 levels. <ul style="list-style-type: none"> • Salaries and benefits • Materials/supplies/textbooks • Software licenses • Rent/maintenance 	School-wide	<input checked="" type="checkbox"/> All	Certificated Salaries -- MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$255,731
		OR:	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent

<ul style="list-style-type: none"> Tech support services Fiscal and administrative oversight by TCDE 		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>Employee Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$88,255</p> <p>Supplies/Materials/Textbooks 4000-4999: Books And Supplies Base \$40,000</p> <p>Rent 5000-5999: Services And Other Operating Expenditures Base \$18,000</p> <p>Maintenance/Operations Costs 5800: Professional/Consulting Services And Operating Expenditures Base \$4,800</p> <p>Tech Services MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000</p> <p>Software licenses and telephone service 5900: Communications Base \$2,000</p> <p>Certificated Salaries & benefits -- MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$28,472</p> <p>Certificated Salaries & benefits-- MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Concentration \$6,550</p>
<p>Provide all students with differentiated instruction, supports and supplemental learning activities and experiences (Monday clubs, field trips, college visits, career exploration activities, etc.). Special Education and English Language Development services will be provided based upon student identified needs.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education Students</u></p>	<p>Supplies/Materials 4000-4999: Books And Supplies Concentration \$8,000</p> <p>Travel 5000-5999: Services And Other Operating Expenditures Lottery \$2,000</p> <p>Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Supplemental \$12,662</p> <p>Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Concentration \$4,221</p>
<p>Establish an individual student achievement baseline for ELA and Math and continue to monitor completion of academic progress in conjunction with the Master Agreement through annual administration of state required assessments and regular administration of local assessments. Adjust instruction based on assessment results.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Position related expense</p>

<p>Provide quality professional development for Lincoln Street staff. Topics to be addressed may include:</p> <ul style="list-style-type: none"> • CCSS/ELD/NGSS implementation • Technology integration to instruction • Charter, Independent Study School conferences • Data collection, management and analysis • Parent engagement 	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Training/Travel 5000-5999: Services And Other Operating Expenditures Base \$6,500 Supplies/Materials 4000-4999: Books And Supplies Base \$1,000</p>
<p>Purchase additional textbooks, supplemental supplies and resources as indicated by student enrollment and replacement needs.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies/Materials/Textbooks 4000-4999: Books And Supplies Lottery \$5,000</p>
<p>Provide opportunities and resources for student academic intervention:</p> <ul style="list-style-type: none"> • Diagnostic assessment in ELA and Math • Intervention instruction 	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) at-risk students</p>	<p>Expense included with Goal 1, Action 2</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Lincoln Street students and families will:</p> <ul style="list-style-type: none"> • Meet regularly with Lincoln Street instructional staff and complete school work as identified by student learning need and Master Agreement (Priority 3) • Maintain a monthly attendance level in excess of 96% (Priority 5) • Participate in state and local assessments with ELA and Math proficiency levels increasing annually commensurate to individual student abilities – at a minimum 5% a year (Priority 4) <p>Lincoln Street staff will:</p> <ul style="list-style-type: none"> • Be 100% NCLB Highly Qualified and hold a CA credential for their teaching assignment (Priority 1) • Participate in CCSS/ELD/NGSS Standards-aligned professional development as measured by participation and fiscal records (Priority 2) • Participate in charter school, independent study and technology integration professional learning opportunities • Provide supplemental learning opportunities for all Lincoln Street students through regularly scheduled school clubs (art, math, technology, engineering, music, etc.) (Priority 7) <p>Lincoln Street School will:</p> <ul style="list-style-type: none"> • Remain “good” or “exemplary” as measured annually on the Facilities Inspection Tool (Priority 1) • Ensure that every student and family has sufficient access to the textbooks and materials necessary for instruction (Priority 1)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain Lincoln Street staffing, materials/supplies and facilities at 2015-16 levels.</p> <ul style="list-style-type: none"> • Salaries and benefits • Materials/supplies/textbooks • Software licenses • Rent/maintenance • Tech support services • Fiscal and administrative oversight by TCDE 	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$260,709</p> <p>Classified Salary - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$39,206</p> <p>Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$97,080</p> <p>Supplies/Materials/Textbooks 4000-4999: Books And Supplies Base \$46,000</p> <p>Rent 5000-5999: Services And Other Operating Expenditures Base \$20,700</p> <p>Maintenance 5000-5999: Services And Other Operating Expenditures Base \$5,520</p> <p>Technology support 5800: Professional/Consulting Services And Operating Expenditures Base \$4,600</p> <p>Software licenses and telephone 5900: Communications Base \$2,300</p> <p>Certificated Salaries & benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures</p>

			Supplemental \$36,936 Certificated Salaries & benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Concentration \$8,444
Provide all students with differentiated instruction, supports and supplemental learning activities and experiences (Monday clubs, field trips, college visits, career exploration activities, etc.). Special Education and English Language Development services will be provided based upon student identified needs.	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Supplies/Materials 4000-4999: Books And Supplies Concentration \$10,000 Travel 5000-5999: Services And Other Operating Expenditures Lottery \$2,200 Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Supplemental \$15,828 Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Concentration \$5,276
Monitor individual student achievement against 2015-16 baseline for ELA and Math in conjunction with the Master Agreement through annual administration of state required assessments and regular administration of local assessments. Adjust instruction based on assessment results. Establish baseline for newly enrolled students.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Position related expense
Provide quality professional development for Lincoln Street staff. Topics to be addressed may include: <ul style="list-style-type: none"> • CCSS/ELD/NGSS implementation • Technology integration to instruction • Charter, Independent Study School conferences • Data collection, management and analysis • Parent engagement 	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Travel/Training 5000-5999: Services And Other Operating Expenditures Base \$7,150 Supplies/Materials 4000-4999: Books And Supplies Base \$1,100
Purchase additional textbooks, supplemental supplies and resources as indicated by student enrollment and replacement needs.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Supplies/Materials 4000-4999: Books And Supplies Lottery \$6,250

		(Specify)	
Provide opportunities and resources for student academic intervention: <ul style="list-style-type: none"> • Diagnostic assessment in ELA and Math • Intervention instruction 	School-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk students	Position related expense

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Lincoln Street students and families will: <ul style="list-style-type: none"> • Meet regularly with Lincoln Street instructional staff and complete school work as identified by student learning need and Master Agreement (Priority 3) • Maintain a monthly attendance level in excess of 96% (Priority 5) • Participate in state and local assessments with ELA and Math proficiency levels increasing annually commensurate to individual student abilities – at a minimum 5% a year (Priority 4) Lincoln Street staff will: <ul style="list-style-type: none"> • Be 100% NCLB Highly Qualified and hold a CA credential for their teaching assignment (Priority 1) • Participate in CCSS/ELD/NGSS Standards-aligned professional development as measured by participation and fiscal records (Priority 2) • Participate in charter school, independent study and technology integration professional learning opportunities • Provide supplemental learning opportunities for all Lincoln Street students through regularly scheduled school clubs (art, math, technology, engineering, music, etc.) (Priority 7) Lincoln Street School will: <ul style="list-style-type: none"> • Remain “good” or “exemplary” as measured annually on the Facilities Inspection Tool (Priority 1) • Ensure that every student and family has sufficient access to the textbooks and materials necessary for instruction (Priority 1)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Lincoln Street staffing, materials/supplies and facilities at 2016-17 levels. <ul style="list-style-type: none"> • Salaries and benefits • Materials/supplies/textbooks • Software licenses • Rent/maintenance • Tech support services • Fiscal and administrative oversight by TCDE 	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Salaries - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$264,286 Classified Salary - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$47,440 Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$117,467 Supplies/Materials/Textbooks 4000-4999: Books And

			<p>Supplies Base \$48,000</p> <p>Rent 5000-5999: Services And Other Operating Expenditures Base \$26,186</p> <p>Maintenance 5000-5999: Services And Other Operating Expenditures Base \$6,983</p> <p>Technology support services 5000-5999: Services And Other Operating Expenditures Base \$5,819</p> <p>Software licenses and telephone 5900: Communications Base \$2,910</p> <p>Certificated Salaries & Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,469</p> <p>Certificated Salaries & Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Concentration \$12,044</p>
<p>Provide all students with differentiated instruction, supports and supplemental learning activities and experiences (Monday clubs, field trips, college visits, career exploration activities, etc.). Special Education and English Language Development services will be provided based upon student identified needs.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Supplies/Materials 4000-4999: Books And Supplies Concentration \$12,500</p> <p>Travel 5000-5999: Services And Other Operating Expenditures Lottery \$2,530</p> <p>Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Supplemental \$19,785</p> <p>Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Concentration \$6,595</p>
<p>Monitor individual student achievement against 2015-16 baseline for ELA and Math in conjunction with the Master Agreement through annual administration of state required assessments and regular administration of local assessments. Adjust instruction based on assessment results. Establish baseline for newly enrolled students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Position related expense</p>
<p>Provide quality professional development for Lincoln Street staff. Topics to be addressed may include:</p> <ul style="list-style-type: none"> • CCSS/ELD/NGSS implementation • Technology integration to instruction • Charter, Independent Study School conferences • Data collection, management and analysis 	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Travel/Training 5000-5999: Services And Other Operating Expenditures Base \$7,150</p> <p>Supplies/Materials 4000-4999: Books And Supplies Base \$1,265</p>

<ul style="list-style-type: none"> Parent engagement 		English proficient _ Other Subgroups: (Specify)	
Purchase additional textbooks, supplemental supplies and resources as indicated by student enrollment and replacement needs.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies/Materials/Textbooks 4000-4999: Books And Supplies Lottery \$7,813
Provide opportunities and resources for student academic intervention: <ul style="list-style-type: none"> Diagnostic assessment in ELA and Math Intervention instruction 	School-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) at-risk students	See Action 2 above; position related expense

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Lincoln Street School will provide a strong, family-centered alternative education program with opportunities for parent/guardian decision-making and parent learning.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Tehama county continues to have a need for an independent study school to accommodate those families who choose to home school their children. Lincoln Street School provides such a program. Participating parents/guardians attend regularly scheduled instruction sessions with Lincoln Street teachers and provide student instruction based upon those teacher-led sessions and the Master Agreement.

Goal Applies to: Schools: Lincoln Street School
 Applicable Pupil Subgroups: ALL enrolled students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- Parent survey response rate will increase by a minimum of 10% annually. (Priorities 3, 4 and 6)
- Parent participation in school-sponsored student learning events will increase by a minimum of 5% annually (Priorities 3, 4, 5 and 6)
- Participant evaluations of school-sponsored parent training/workshops will indicate satisfaction with the training and usage of new skills learned. (Priorities 3, 4, and 6)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide frequent and positive communication between school and home (face-to-face interaction, phone, email, web-site, newsletters, etc.). Monitor parent/guardian satisfaction using a survey.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Position related expense
Establish additional ways that parents/guardians can be involved in the decision-making process. Current methods are: <ul style="list-style-type: none"> • Governance Committee participation • LCAP Update Committee participation • Regularly scheduled instruction sessions with Lincoln Street teachers 	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Position related expense

		(Specify)	
<p>Provide training/workshops for parents/guardians. Topics to be addressed will align with family-identified areas of interest/need, possibly:</p> <ul style="list-style-type: none"> • Technology applications for families • Math/writing/reading applications for home instruction • Science applications for home instruction • Secondary options • Parent effective strategy sharing <p>Make use of local consultants (TCDE, community, experienced Lincoln Street parents) as presenters.</p>	School-wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000 Supplies/Materials 4000-4999: Books And Supplies Concentration \$1,000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Parent survey response rate will increase by a minimum of 10% annually. (Priorities 3, 4 and 6)</p> <ul style="list-style-type: none"> • Parent participation in school-sponsored student learning events will increase by a minimum of 5% annually (Priorities 3, 4, 5 and 6) • Participant evaluations of school-sponsored parent training/workshops will indicate satisfaction with the training and usage of new skills learned. (Priorities 3, 4, and 6)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide frequent and positive communication between school and home (face-to-face interaction, phone, email, web-site, newsletters, etc.). Monitor parent/guardian satisfaction using a survey.</p>	School-wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Position related expense
<p>Establish additional ways that parents/guardians can be involved in the decision-making process. Current methods are:</p> <ul style="list-style-type: none"> • Governance Committee participation • LCAP Update Committee participation • Regularly scheduled instruction sessions with Lincoln Street teachers 	School-wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	Position related expense

		(Specify)	
<p>Provide training/workshops for parents/guardians. Topics to be addressed will align with family-identified areas of interest/need, possibly:</p> <ul style="list-style-type: none"> • Technology applications for families • Math/writing/reading applications for home instruction • Science applications for home instruction • Secondary options • Parent effective strategy sharing <p>Make use of local consultants (TCDE, community, experienced Lincoln Street parents) as presenters.</p>	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,500</p> <p>Supplies 4000-4999: Books And Supplies Concentration \$1,250</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Parent survey response rate will increase by a minimum of 10% annually. (Priorities 3, 4 and 6) • Parent participation in school-sponsored student learning events will increase by a minimum of 5% annually (Priorities 3, 4, 5 and 6) • Participant evaluations of school-sponsored parent training/workshops will indicate satisfaction with the training and usage of new skills learned. (Priorities 3, 4, and 6)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide frequent and positive communication between school and home (face-to-face interaction, phone, email, web-site, newsletters, etc.). Monitor parent/guardian satisfaction using a survey.</p>	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Position related expense
<p>Establish additional ways that parents/guardians can be involved in the decision-making process. Current methods are:</p> <ul style="list-style-type: none"> • Governance Committee participation • LCAP Update Committee participation • Regularly scheduled instruction sessions with Lincoln Street teachers 	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Position related expense

		(Specify)	
<p>Provide training/workshops for parents/guardians. Topics to be addressed will align with family-identified areas of interest/need, possibly:</p> <ul style="list-style-type: none"> • Technology applications for families • Math/writing/reading applications for home instruction • Science applications for home instruction • Secondary options • Parent effective strategy sharing <p>Make use of local consultants (TCDE, community, experienced Lincoln Street parents) as presenters.</p>	School-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,050</p> <p>Supplies/Materials 4000-4999: Books And Supplies Concentration \$1,563</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Lincoln Street School will incorporate college and career readiness skills and student aptitudes into the instructional program for all students.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need : Stakeholders expressed a need for greater attention and support to ready Lincoln Street students for college and careers.

Goal Applies to: Schools: Lincoln Street School
 Applicable Pupil Subgroups: ALL enrolled students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- All Lincoln Street teachers will provide college and career readiness integrated lessons to all students at all grade levels; evidence to be provided by club activities, college visitation schedule and curriculum connections. (Priorities 3, 4, 5, 6, 7 and 8)
- At least 25% of Lincoln Street 8th graders will participate in the 8th Grade Leadership Day sponsored by College Options. (Priority 8)
- At least 50% of 8th grade families will participate in the Lincoln Street annual transition day with local high schools and community college. (Priority 8)
- At least 33% of Lincoln Street 8th graders will participate in the College and Career Day sponsored by Tehama County Education Foundation (Priority 8)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will integrate college and career readiness awareness and skills into the instructional program for all students at all grade levels.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See Goal 1, Action 2; Position related expense
Lincoln Street students and their parents/guardians will participate in local college and career readiness activities such as: <ul style="list-style-type: none"> • College Options 8th Grade Leadership Day • Career Day 	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Transportation 5000-5999: Services And Other Operating Expenditures Base \$2,000

<ul style="list-style-type: none"> College campus visitations 		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Lincoln Street will organize and conduct an annual Transition Day to inform 8th grade students and families about local high school options, college and career training options. Parents will participate with students.	8th grade students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies/Materials 4000-4999: Books And Supplies Base \$500

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All Lincoln Street teachers will provide college and career readiness integrated lessons to all students at all grade levels; evidence to be provided by club activities, college visitation schedule and curriculum connections. (Priorities 3, 4, 5, 6, 7 and 8) At least 25% of Lincoln Street 8th graders will participate in the 8th Grade Leadership Day sponsored by College Options. (Priority 8) At least 50% of 8th grade families will participate in the Lincoln Street annual transition day with local high schools and community college. (Priority 8) At least 33% of Lincoln Street 8th graders will participate in the College and Career Day sponsored by Tehama County Education Foundation (Priority 8)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will integrate college and career readiness awareness and skills into the instructional program for all students at all grade levels.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal 1, Action 2; Position related expense
Lincoln Street students and their parents/guardians will participate in local college and career readiness activities such as: <ul style="list-style-type: none"> College Options 8th Grade Leadership Day 	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	Transportation 5000-5999: Services And Other Operating Expenditures Base \$2,200

<ul style="list-style-type: none"> • Career Day • College campus visitations 		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Lincoln Street will organize and conduct an annual Transition Day to inform 8th grade students and families about local high school options, college and career training options. Parents will participate with students.	8th grade students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies/Materials 4000-4999: Books And Supplies Base \$550

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All Lincoln Street teachers will provide college and career readiness integrated lessons to all students at all grade levels; evidence to be provided by club activities, college visitation schedule and curriculum connections. (Priorities 3, 4, 5, 6, 7 and 8) • At least 25% of Lincoln Street 8th graders will participate in the 8th Grade Leadership Day sponsored by College Options. (Priority 8) • At least 50% of 8th grade families will participate in the Lincoln Street annual transition day with local high schools and community college. (Priority 8) • At least 33% of Lincoln Street 8th graders will participate in the College and Career Day sponsored by Tehama County Education Foundation (Priority 8)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will integrate college and career readiness awareness and skills into the instructional program for all students at all grade levels.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal 1, Action 2; Position related expense
Lincoln Street students and their parents/guardians will participate in local college and career readiness activities such as:	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	Transportation 5000-5999: Services And Other Operating Expenditures Base \$2,420

<ul style="list-style-type: none"> • College Options 8th Grade Leadership Day • Career Day • College campus visitations 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Lincoln Street will organize and conduct an annual Transition Day to inform 8th grade students and families about local high school options, college and career training options. Parents will participate with students.</p>	<p>8th grade studentts</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Supplies/Materials 4000-4999: Books And Supplies Base \$782</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	<p>Continue to explore additional ways that parents can be involved in the decision making process. Results to be collected in 2013-14 and will be used to inform planning for 2014-15 and beyond. (Priority #3)</p> <p>2. Continue to monitor and maintain high levels of communications between school and home (surveys, phone, newsletters, website communications and face to face interaction). (Priority #6C) Increase parent survey response by 5% annually.</p> <p>3. Continue to provide students with 1:1 differentiated instructional supports when they physically attend school clubs or activities through staffing. (Priority #5A and #6C).</p> <p>4. Continue to administer annual staff, parent and student surveys and use the results toward improvement. (Priorities #3,5 & 6).</p> <p>5. Establish a baseline and continue to monitor completion of student progress in conjunction with the master agreement. (Priority #5A, B).</p> <p>6. Continue to provide fiscal and instructional oversight of Lincoln Street School.</p> <p>7. Continue to identify and increase connections between community colleges and Lincoln Street School.</p> <p>8. Continue to improve communication between independent study strategies and high schools.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to: Schools: Lincoln Street School</p> <hr style="border-top: 1px dashed black;"/> <p>Applicable Pupil Subgroups: ALL enrolled students</p>			
Expected Annual Measurable Outcomes:	<p>Student engagement and the opportunity for increased achievement occurs in an environment where parents are made to feel welcome and supported and staff and students feel safe.</p> <p>1. 100% of students will experience some level of parent involvement with Lincoln Street School.</p> <p>2. 35% of parents will participate in the annual survey.</p> <p>8. 38% of the parents will believe that communication between high schools and the independent school can be strengthened.</p>	Actual Annual Measurable Outcomes:	<p>Lincoln Street School parent involvement successes for 2014-2015 include:</p> <p>~Every student experienced some level of parent involvement</p> <p>~A parent is now serving on the Governance Committee</p>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent survey is administered on line, and sent home with parents when they are on site. The results of the survey are shared at school site council and governance meetings.		Analysis of parent survey completed.	Copying expense 4000-4999: Books And Supplies Base \$50

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Scope of Service	School-wide						
Scope of Service	School-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Continue to provide fiscal and instructional oversight of Lincoln Street School.</p>	<p>0.35 Fiscal & Administrative 5800: Professional/Consulting Services And Operating Expenditures Base \$51,000</p>	<p>Fiscal oversight provided by Business Services Department at TCDE: administrative oversight provided by TCDE Asst. Superintendent.</p>	<p>0.35 FTE Fiscal and Administrative 5800: Professional/Consulting Services And Operating Expenditures Base \$56,431</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>	Scope of Service	School-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>	Scope of Service	School-wide	
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<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Provide instructional supports as determined through special education services.</p>	<p>MOU with TCDE for services 7000-7439: Other Outgo Supplemental \$14,761</p>	<p>Special Education, Nurse and Psych services provided through Tehama SELPA. Resource Specialist services at 0.2 FTE; Nurse services at 0.2 FTE; Psych as needed.</p>	<p>MOU with TCDE for service 7000-7439: Other Outgo Supplemental \$11,203</p> <p>MOU with TCDE for service 7000-7439: Other Outgo Concentration \$3,734</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>	Scope of Service	School-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>	Scope of Service	School-wide	
Scope of Service	School-wide						
Scope of Service	School-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>					

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Special education services provided through MOU with Tehama SELPA; parent survey administered and stakeholder feedback considered in LCAP Update. Fiscal and administrative oversight provided by TCDE.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	<ol style="list-style-type: none"> 1. Continue to receive "good" or "excellent" facilities report status. (Priority #1) 2. Continue to insure that 100% of Lincoln Street teachers are fully credentialed and highly qualified. (Priority #1) 3. Continue to insure that all students have sufficient access to the standards-aligned instructional materials that include crosswalks with Houghton Mifflin "Treasures" in English Language Arts. (Priority #2 and 7) 4. Continue to attend local and state sponsored professional development opportunities that include technology. (Priority #2) 5. Purchase standards aligned instructional and supplemental materials. (Priority #1 & #2). 6. One staff member currently attends region and National Science Teacher Association (NSTA) sponsored NGSS trainings. 7. Continue to provide fiscal and instructional oversight of Lincoln Street School. 	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Lincoln Street School	
	Applicable Pupil Subgroups:	ALL enrolled students

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. The new school contains a science lab, library and classrooms and will provide greater instructional opportunities for students. 2. 100% of the students will receive instruction from highly qualified staff. 3. 100% of the students will have access to a broad range of standards-aligned curriculum that includes the integration of art. 	Actual Annual Measurable Outcomes:	Lincoln Street School is located in a new facility that receives a good or excellent facilities report status. All instructional staff at Lincoln Street School are highly qualified and hold the appropriate teaching credential. CCSS/ELD/ NGSS-aligned curricular options include textbooks, supplemental materials, software, on-line instructional resources; arts are integrated into instruction for all students. Parents are included in standards aligned materials usage and check-out.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to insure that facilities have "good" or "excellent" report status.	Facilities 5000-5999: Services And Other Operating Expenditures Base \$13,000	TCDE provides necessary support and services required for the new school facility through an MOU.	Janitorial and Maintenance service 5000-5999: Services And Other Operating Expenditures Base \$4,800 Facility rental 5000-5999: Services And Other Operating Expenditures Base \$12,000
Scope of Service		Scope of Service	School-wide

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to insure that 100% of Lincoln Street teachers are fully credentialed to teach in their subject areas.</p>	<p>Continue to support staffing who will provide high quality instruction to Lincoln Street School students. 5000-5999: Services And Other Operating Expenditures Base \$115,198</p> <p>Office staff and instructional support. 5000-5999: Services And Other Operating Expenditures Base \$41,400</p>	<p>Lincoln St. has an MOU with TCDE for teacher services (salary and benefits). Office Manager services also provided through an MOU with TCDE.</p>	<p>4.0 FTE Teachers 5000-5999: Services And Other Operating Expenditures Base \$311,697</p> <p>Office Manager 5000-5999: Services And Other Operating Expenditures Base \$47,367</p>
<p>Scope of Service School-wide</p>		<p>Scope of Service School-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to insure that all students have sufficient access to the standards-aligned instructional materials for CORE subject areas in Math, ELA, Next Generation Science Standards and Social Studies.</p>	<p>Purchase CCSS aligned instructional and supplemental materials. 4000-4999: Books And Supplies Base \$40,000</p> <p>Purchase CCSS aligned instructional and supplemental materials. 4000-4999: Books And Supplies Concentration \$7,000</p>	<p>CCSS aligned textbooks were provided to students and parents; printed materials were provided as supplemental instructional materials.</p>	<p>Textbooks and supplemental printed materials 4000-4999: Books And Supplies Concentration \$3,000</p> <p>Textbooks and supplemental printed materials 4000-4999: Books And Supplies Lottery \$30,548</p> <p>Textbooks and supplemental printed materials 4000-4999: Books And Supplies Supplemental \$10,000</p>

Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal language redundant; CCSS aligned textbooks and materials purchased; Professional development provided; facilities excellent and teachers fully credentialed. LCAP Update to incorporate these actions into revised goal.				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	1. Lincoln Street School will continue to monitor and report current and future statewide assessment data for all and statistically significant student populations. (Priority #4A and B) 2. Continue to administer locally determined assessments, monitor individual student growth and modify instructional practices as needed. (Priority # 8) 3. Lincoln Street School is conveniently located within Tehama County Department of Education (TCDE) and as a result it has direct access to all of the professional development opportunities provided by Educational Support Services. Teachers attend the annual California Consortium for Independent Study. 4. Continue to provide students with opportunity to earn/recover credits and graduate from grade eight. (Priority #5C) 5. Lincoln Street students will continue to participate in county and locally sponsored events. (Priority #8) 6. Continue to provide fiscal and instructional oversight of Lincoln Street School.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Lincoln Street School Applicable Pupil Subgroups: ALL enrolled students		
Expected Annual Measurable Outcomes:	Results from the Smarter Balanced in 2014-15 will be used to modify and align curriculum and improve instructional practice. 100% of staff participate in CCSS professional development as provided through TCDE and/or CA. 100% of students will participate in one or more of the county and/or locally sponsored events.	Actual Annual Measurable Outcomes: All Lincoln Street staff participated in CCSS/ELD/NGSS professional development opportunities offered locally at TCDE or offered at state-wide conferences. Smarter Balanced testing administered during the spring of 2015 - scores to be received and analyzed in preparation for 2015-16 school year. Opportunities for student participation in county and locally sponsored events provided and promoted; 100% participation target was not reached.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of Service	School-wide		
Staff will attend local and state sponsored CCSS professional development opportunities.	Training 5000-5999: Services And Other Operating Expenditures Base \$5,000	Staff attended professional development addressing NGSS, and CCSS aligned independent study conference and CA Charter Schools Conference.	Travel and Training for Teachers 5000-5999: Services And Other Operating Expenditures Base \$4,000
Scope of Service	School-wide	Scope of Service	School-wide

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to provide fiscal and instructional oversight of Lincoln Street School.</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$15,822</p> <p>5000-5999: Services And Other Operating Expenditures Base \$24,401</p> <p>5000-5999: Services And Other Operating Expenditures Base \$10,672</p>	<p>Fiscal and Administrative support provided. See Goal 1.</p>	<p>See Goal 1</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal language redundant; eliminate goal.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Lincoln Street School will continue to monitor and report on statewide assessments for statistically significant student populations as required through the California Assessment of Student Performance and Progress (CAASPP)-Smarter Balanced Assessment Consortium (SBAC), California English Language Development Test (CELDT)/ English Language Proficiency Assessments for California (ELPAC) and Physical Fitness Test (PFT). (Priority #4A) 1. Increase instructional supports for students with the addition of .5 FTE certificated staff. 2. Continue to provide fiscal and instructional oversight of Lincoln Street School.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Lincoln Street School		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	100% of students will be provided with targeted and individualized instructional supports. 100% of student progress is monitored and instruction is adjusted to meet the individual needs of students. Frequent analysis of student progress results in increased interventions and supports as needed.	Actual Annual Measurable Outcomes:	All Lincoln Street students receive individualized instructional supports that are targeted to their specific learning needs. All student progress is closely monitored by instructional staff working with parents. Adjustments to instruction are made based on frequent (weekly) analysis of student progress.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Staff support will increase to provide one on one support during onsite instruction in response to student enrollment/need.	Budgeted Expenditures See Goal 2	Lincoln St. School added an additional 0.5 FTE certificated teacher during 2014-2015.	Estimated Actual Annual Expenditures See Goal 2
Scope of Service	School-wide	Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Continue to provide fiscal and instructional oversight of Lincoln Street School.	See Goal 1	Fiscal and Administrative oversight provided - see Goal 1.	Goal 1				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>School-wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School-wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>School-wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School-wide	
Scope of Service	School-wide						
Scope of Service	School-wide						
Increase instructional supports for students in ELA and Math with the addition of .5 FTE.	Staff support will increase to provide one on one support during onsite instruction in response to student enrollment/need.		See Goal 2				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td></td> </tr> </table> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
Scope of Service							
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal language redundant; revise goal to better align with school and student needs and stakeholder feedback.						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$65,905</u>
Lincoln Street School is a Home School/Independent Study program that provides enrolled students and their parents with regular teacher/parent/student instruction and guidance for home study. The school had a 2014-15 unduplicated percentage of 62.69%. The 2015-16 LCAP identifies the following increased services for unduplicated students: regular Monday clubs (salary and materials) to provide differentiated instruction in academic and college/career ready classes, integrated ELD instruction for EL students and training for parent ELD home delivery, and intervention diagnosis and delivery (salary and materials) for identified at-risk students that is in addition to the regular school program.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

10.9 9	%
Lincoln Street School is a Home School/Independent Study program that provides enrolled students and their parents with regular teacher/parent/student instruction and guidance for home study. The school had a 2014-15 unduplicated percentage of 62.69%. The 2015-16 LCAP identifies the following increased services for unduplicated students: regular Monday clubs (salary and materials) to provide differentiated instruction in academic and college/career ready classes, integrated ELD instruction for EL students and training for parent ELD home delivery, and intervention diagnosis and delivery (salary and materials) for identified at-risk students that is in addition to the regular school program.	
Lincoln Street parents spend an average of 4 to 5 hours of home instruction, equaling at the least 720 hours of instruction a year; time spent on instruction with Lincoln Street teachers varies, but is at least 1 hour/week which represents minimally 36 hours/year. This represents the the minimum a total of 756 hours of instruction per child per year. The increased services identified in the 2015-16 LCAP, represent, at a minimum, an additional 100 hours of instruction a year or 13.9%.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	338,254.00	494,830.00	531,333.00	578,799.00	649,057.00	1,759,189.00
Base	316,493.00	436,345.00	458,428.00	487,115.00	530,708.00	1,476,251.00
Concentration	7,000.00	6,734.00	19,771.00	24,970.00	32,702.00	77,443.00
Lottery	0.00	30,548.00	7,000.00	8,450.00	10,343.00	25,793.00
Supplemental	14,761.00	21,203.00	46,134.00	58,264.00	75,304.00	179,702.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	338,254.00	494,830.00	531,333.00	578,799.00	649,057.00	1,759,189.00
4000-4999: Books And Supplies	47,000.00	43,598.00	55,500.00	65,150.00	71,923.00	192,573.00
5000-5999: Services And Other Operating Expenditures	225,493.00	379,864.00	28,500.00	37,770.00	51,088.00	117,358.00
5800: Professional/Consulting Services And Operating Expenditures	51,000.00	56,431.00	428,450.00	452,475.00	496,756.00	1,377,681.00
5900: Communications	0.00	0.00	2,000.00	2,300.00	2,910.00	7,210.00
7000-7439: Other Outgo	14,761.00	14,937.00	16,883.00	21,104.00	26,380.00	64,367.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	338,254.00	494,830.00	531,333.00	578,799.00	649,057.00	1,759,189.00
4000-4999: Books And Supplies	Base	40,000.00	50.00	41,500.00	47,650.00	50,047.00	139,197.00
4000-4999: Books And Supplies	Concentration	7,000.00	3,000.00	9,000.00	11,250.00	14,063.00	34,313.00
4000-4999: Books And Supplies	Lottery	0.00	30,548.00	5,000.00	6,250.00	7,813.00	19,063.00
4000-4999: Books And Supplies	Supplemental	0.00	10,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	225,493.00	379,864.00	26,500.00	35,570.00	48,558.00	110,628.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	2,000.00	2,200.00	2,530.00	6,730.00
5800: Professional/Consulting Services And Operating Expenditures	Base	51,000.00	56,431.00	388,428.00	401,595.00	429,193.00	1,219,216.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5800: Professional/Consulting Services And Operating Expenditures	Concentration	0.00	0.00	6,550.00	8,444.00	12,044.00	27,038.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	33,472.00	42,436.00	55,519.00	131,427.00
5900: Communications	Base	0.00	0.00	2,000.00	2,300.00	2,910.00	7,210.00
7000-7439: Other Outgo	Concentration	0.00	3,734.00	4,221.00	5,276.00	6,595.00	16,092.00
7000-7439: Other Outgo	Supplemental	14,761.00	11,203.00	12,662.00	15,828.00	19,785.00	48,275.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).