

**Introduction:**

**LEA:** Lincoln Street School **Contact (Name, Title, Email, Phone Number):** Rich DuVarney, Tehama County Superintendent of Schools, rduvarney@tehamaschools.org, 530-528-7356 **LCAP Year:** 2016-17, 2017-18, and 2018-29

## ***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. Beginning in the 2014-2015 school year,, Lincoln Street operated as a charter school 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 2016-17 LCAP update involved:</p> <ul style="list-style-type: none"> <li>• Governance Committee meeting updates, questions/answers and input</li> <li>• Families of enrolled children – through on-line posting, copies available in the office, parent survey, parent membership on the Governance Committee and presentation at parent training during Friday Club Time</li> </ul>	<p>Stakeholder involvement comments and considerations resulted in the following actions to the Lincoln Street LCAP update:</p> <ul style="list-style-type: none"> <li>• The need to establish a baseline of achievement data (SBAC and MAP) for future data analysis</li> <li>• The need to encourage greater student participation in state testing</li> <li>• The need to provide a system of interventions and tutoring for identified students</li> <li>• Continued support for fiscal solvency and transparency</li> </ul>

<ul style="list-style-type: none"> <li>Lincoln Street staff reviewed LCAP during staff meetings, Governance Committee meetings and at LCAP update design</li> <li>Students completed surveys; 8th grade student invited to represent students on LCAP update committee</li> <li>TCDE and community partners involved through website, LCAP copies and on-line surveys</li> </ul> <p>The parent survey responses rate increases each year (21 respondents in 2014; 23 respondents in 2015; 47 respondents in 2016). Lincoln Street parent stakeholders feel confident about:</p> <ul style="list-style-type: none"> <li>Strong support from their child’s teacher (91.5%)</li> <li>High comfort levels teaching the curriculum (89.4%)</li> <li>Support clubs - suggestions for Spelling Bee, online options and more Friday activities</li> <li>Flexible hours</li> <li>48% parent participation in Parent Clubs - suggestions for social time, academic, more resource sharing and technology topics</li> <li>High levels of safety (93.6%) and respect (97.9%)</li> </ul> <p>Student survey responses indicate that Lincoln Street students:</p> <ul style="list-style-type: none"> <li>Teacher support (76.2%)</li> <li>High level of teaching parent support (66.7%)</li> <li>Mixed usage of online resources (Lexia and FASTT Math the most frequently used)</li> <li>High level of safety (85.4%)</li> <li>High level of fairness from teachers (85.4%)</li> <li>Majority of students reported feeling a part of the school (61.9%)</li> </ul>	<ul style="list-style-type: none"> <li>Continued stakeholder decision-making opportunities</li> <li>The possibility of hiring an additional teacher (0.5 FTE)</li> <li>Maintain strong family involvement</li> </ul>
<p><b>Annual Update:</b></p> <p>Review and analysis of the 2015-2016 Lincoln Street Update yielded the following achievements and observations:</p> <ul style="list-style-type: none"> <li>Tutoring/interventions continues to be a need for some students.</li> <li>Staff were trained and administered MAP assessments (ELA and Math) twice during 2015-16 as</li> </ul>	<p><b>Annual Update:</b></p> <p>This review and analysis of the 2015-2016 Lincoln Street LCAP impacted the LCAP Update in these ways:</p> <ul style="list-style-type: none"> <li>Enrollment will continue to be monitored; staffing will increase as student needs indicate with the possible</li> </ul>

benchmarks. Data were reviewed and a baseline established by cohort.

- CCSS/ELD/NGSS training were provided and all teachers attended one or more sessions related to

standards overview and implementation

- Enrollment was maintained, approaching the 100 student level. Monthly attendance average = 98.38%.

- Staff worked closely with parents and provided multiple opportunities for parent engagement to include the

addition of a parent to the Governance Committee; activities were

summarized in the LCAP status report

presented to the Governance Committee on March 10, 2016.

This priority needs to continue.

- Student Clubs were expanded; the Club day changed from Monday to Friday – more content areas were

addressed and parents were included in Parent Clubs that ran concurrently to student activities.

- No suspensions or expulsions during 2015-16.

hiring of a 0.5 FTE teacher

- Administration will hire tutors to provide additional ELA and Math instructional services to students needed

more support

- Staff will continue professional development related to standards implementation and charter/independent

study school conference attendance to strengthen staff knowledge and skills;

Induction will also be

provided if needed for new teacher.

- Student clubs will be maintained with staff working toward greater student/family participation and offering

"Parent Clubs" to run concurrently

- Career readiness opportunities need to be strengthened with additional materials.

## 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 at least 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: 2016-17**

**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)
- Provide additional instruction to identified students through tutoring in ELA and/or Math.

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
1.A. Maintain Lincoln Street staffing, materials/supplies and facilities at 2015-16 levels. <ul style="list-style-type: none"> <li>• Salaries and benefits</li> <li>• Materials/supplies/textbooks</li> <li>• Software licenses</li> </ul>	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Certificated Salaries - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$237,089  Non-Certificated Salary 2000-2999: Classified Personnel Salaries Base \$37,248

<ul style="list-style-type: none"> <li>• Rent/maintenance</li> <li>• Tech support services</li> <li>• Fiscal and administrative oversight by TCDE</li> </ul>		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$82,486 Supplies/Materials/Textbooks 4000-4999: Books And Supplies Base \$46,000 Rent 5000-5999: Services And Other Operating Expenditures Base \$18,000 Maintenance 5000-5999: Services And Other Operating Expenditures Base \$8,000 Technology support 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000 Software licenses and telephone 5900: Communications Base \$2,000 Certificated Salaries & benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$36,936 Certificated Salaries & benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$8,444 Non-Certificated Benefits 3000-3999: Employee Benefits Base \$19,569
1.B. Provide all students with differentiated instruction, supports and supplemental learning activities and experiences (Monday clubs, field trips, college visits, career exploration activities, speakers/presenters, etc.).  Special Education and English Language Development services will be provided based upon student identified needs. Data on EL student English proficiency will be tracked and monitored to determine eligibility for reclassification.	School-wide	<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) <u>Special Education</u>	Supplies/Materials 4000-4999: Books And Supplies Supp/Conc \$15,000 Travel 5000-5999: Services And Other Operating Expenditures Lottery \$500 Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Supp/Conc \$15,907 Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Supp/Conc \$5,276
1.C. Compare 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

<p>1.D. Provide quality professional development for Lincoln Street staff. Topics to be addressed may include:</p> <ul style="list-style-type: none"> <li>• CCSS/ELD/NGSS implementation</li> <li>• New curriculum implementation</li> <li>• Technology integration to instruction</li> <li>• Charter, Independent Study School workshops/conferences</li> <li>• Data collection, management and analysis</li> <li>• Parent engagement</li> </ul>	<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>Travel/Training 5000-5999: Services And Other Operating Expenditures Base \$7,150</p> <hr/> <p>Supplies/Materials 4000-4999: Books And Supplies Base \$1,100</p>
<p>1.E. Purchase additional textbooks, supplemental supplies and resources as indicated by student enrollment, intervention needs 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 4000-4999: Books And Supplies Lottery \$9,000</p>
<p>1.F. Provide opportunities and resources for student academic intervention:</p> <ul style="list-style-type: none"> <li>• Diagnostic assessment in ELA and Math</li> <li>• Intervention instruction</li> <li>• Tutoring in Reading, Math and/or STEM - hire tutor as needed</li> </ul>	<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>Position related expense</p> <hr/> <p>Tutor(s) - part-time 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 20,000</p>
<p>1.G. Hire an additional teacher (part-time) based upon enrollment needs. Provide induction support if needed.</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>Certificated salary (PT) 1000-1999: Certificated Personnel Salaries Base \$30,462</p> <hr/> <p>Benefits 3000-3999: Employee Benefits Base \$4,885</p>

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Lincoln Street students and families will:</p> <ul style="list-style-type: none"> <li>• Meet regularly with Lincoln Street instructional staff and complete school work as identified by student learning need and Master Agreement (Priority 3)</li> <li>• Maintain a monthly attendance level in excess of 96% (Priority 5)</li> <li>• 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)</li> </ul> <p>Lincoln Street staff will:</p> <ul style="list-style-type: none"> <li>• Be 100% NCLB Highly Qualified and hold a CA credential for their teaching assignment (Priority 1)</li> <li>• Participate in CCSS/ELD/NGSS Standards-aligned professional development as measured by participation and fiscal records (Priority 2)</li> <li>• Participate in charter school, independent study and technology integration professional learning opportunities</li> <li>• Provide supplemental learning opportunities for all Lincoln Street students through regularly scheduled school clubs (art, math, technology, engineering, music, etc.) (Priority 7)</li> <li>• Provide additional instruction to identified students through tutoring in ELA and/or Math.</li> </ul> <p>Lincoln Street School will:</p> <ul style="list-style-type: none"> <li>• Remain “good” or “exemplary” as measured annually on the Facilities Inspection Tool (Priority 1)</li> <li>• Ensure that every student and family has sufficient access to the textbooks and materials necessary for instruction (Priority 1)</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.A. Maintain Lincoln Street staffing, materials/supplies and facilities at 2016-17 levels.</p> <ul style="list-style-type: none"> <li>• Salaries and benefits</li> <li>• Materials/supplies/textbooks</li> <li>• Software licenses</li> <li>• Rent/maintenance</li> <li>• Tech support services</li> <li>• Fiscal and administrative oversight by TCDE</li> </ul>	<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 \$244,202</p> <hr/> <p>Non-Certificated Salary 2000-2999: Classified Personnel Salaries Base \$38,365</p> <hr/> <p>Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$84,961</p> <hr/> <p>Supplies/Materials/Textbooks 4000-4999: Books And Supplies Base \$50,000</p> <hr/> <p>Rent 5000-5999: Services And Other Operating Expenditures Base \$21,600</p> <hr/> <p>Maintenance 5000-5999: Services And Other Operating Expenditures Base \$8,000</p> <hr/> <p>Technology support services 5000-5999: Services And Other Operating Expenditures Base \$4,200</p> <hr/> <p>Software licenses and telephone 5900: Communications Base \$2,100</p> <hr/> <p>Certificated Salaries &amp; Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures</p>

			<p>Supp/Conc \$38,044</p> <p>Certificated Salaries &amp; Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$8,697</p> <p>Non-Certificated Benefits 3000-3999: Employee Benefits Base \$20,156</p>
<p>1.B. Provide all students with differentiated instruction, supports and supplemental learning activities and experiences (Monday clubs, field trips, college visits, career exploration activities, speakers/presenters, etc.).</p> <p>Special Education and English Language Development services will be provided based upon student identified needs. Data on EL student English proficiency will be tracked and monitored to determine eligibility for reclassification.</p>	School-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education</u></p>	<p>Supplies/Materials 4000-4999: Books And Supplies Supp/Conc \$18,000</p> <p>Travel 5000-5999: Services And Other Operating Expenditures Lottery \$500</p> <p>Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Supp/Conc \$16,702</p> <p>Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Supp/Conc \$5,540</p>
<p>1.C. Continue to monitor individual student achievement against baseline scores for ELA and Math (SBAC and MAP) in conjunction with the Master Agreement through annual administration of state required assessments and regular administration of local assessments.</p> <p>Adjust instruction based on assessment results. Establish baseline for newly enrolled students.</p> <p>Use identified student learning needs as an indicator for teacher professional development.</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>	Position related expense
<p>1.D. Provide quality professional development for Lincoln Street staff. Topics to be addressed may include:</p> <ul style="list-style-type: none"> <li>• CCSS/ELD/NGSS implementation</li> <li>• New curriculum implementation</li> <li>• Technology integration to instruction</li> <li>• Charter, Independent Study School conferences</li> <li>• Data collection, management and analysis</li> <li>• Parent engagement</li> </ul>	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>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>
<p>1.E. Purchase additional textbooks, supplemental supplies and resources as indicated by student</p>	School-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	<p>Supplies/Materials/Textbooks 4000-4999: Books And Supplies Lottery \$9,000</p>

<p>enrollment and replacement needs.</p>		<p><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>1.F. Provide opportunities and resources for student academic intervention:</p> <ul style="list-style-type: none"> <li>• Diagnostic assessment in ELA and Math</li> <li>• Intervention instruction</li> <li>• Tutoring to identified students as needed</li> </ul>	<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)  <u>at-risk students</u></p>	<p>See Action 2 above; position related expense</p> <hr/> <p>Tutor(s) - part-time 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$21,000</p>
<p>1.G. Hire an additional teacher (part-time) based upon enrollment needs. Provide induction support if needed.</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>Certificated Salary part-time</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Base \$31,376</p> <hr/> <p>Certificated Benefits part-time 3000-3999: Employee Benefits Base \$5,031</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Lincoln Street students and families will:</p> <ul style="list-style-type: none"> <li>• Meet regularly with Lincoln Street instructional staff and complete school work as identified by student learning need and Master Agreement (Priority 3)</li> <li>• Maintain a monthly attendance level in excess of 96% (Priority 5)</li> <li>• 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)</li> </ul> <p>Lincoln Street staff will:</p> <ul style="list-style-type: none"> <li>• Be 100% NCLB Highly Qualified and hold a CA credential for their teaching assignment (Priority 1)</li> <li>• Participate in CCSS/ELD/NGSS Standards-aligned professional development as measured by participation and fiscal records (Priority 2)</li> <li>• Participate in charter school, independent study and technology integration professional learning opportunities</li> <li>• Provide supplemental learning opportunities for all Lincoln Street students through regularly scheduled school clubs (art, math, technology, engineering, music, etc.) (Priority 7)</li> <li>• Provide additional instruction to identified students through tutoring in ELA and/or Math.</li> </ul> <p>Lincoln Street School will:</p> <ul style="list-style-type: none"> <li>• Remain “good” or “exemplary” as measured annually on the Facilities Inspection Tool (Priority 1)</li> <li>• Ensure that every student and family has sufficient access to the textbooks and materials necessary for instruction (Priority 1)</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.A. Maintain Lincoln Street staffing, materials/supplies and facilities at 2017-18 levels.</p> <ul style="list-style-type: none"> <li>• Salaries and benefits</li> <li>• Materials/supplies/textbooks</li> <li>• Software licenses</li> <li>• Rent/maintenance</li> <li>• Tech support services</li> <li>• Fiscal and administrative oversight by TCDE</li> </ul>	<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 \$251,528</p> <hr/> <p>Non-Certificated Salary 2000-2999: Classified Personnel Salaries Base \$39,516</p> <hr/> <p>Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$87,509</p> <hr/> <p>Non-Certificated Benefits 3000-3999: Employee Benefits Base \$20,761</p> <hr/> <p>Supplies/Materials/Textbooks 4000-4999: Books And Supplies Base \$52,500</p> <hr/> <p>Rent 5000-5999: Services And Other Operating Expenditures Base \$21,600</p> <hr/> <p>Maintenance 5000-5999: Services And Other Operating Expenditures Base \$8,000</p> <hr/> <p>Technology support services 5000-5999: Services And Other Operating Expenditures Base \$4,200</p> <hr/> <p>Software licenses and telephone 5900: Communications Base \$2,100</p>



			<p>Certificated Salaries &amp; Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 39,185</p> <p>Certificated Salaries &amp; Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$8,958</p>
<p>1.B. Provide all students with differentiated instruction, supports and supplemental learning activities and experiences (Monday clubs, field trips, college visits, career exploration activities, speakers/presenters, etc.).</p> <p>Special Education and English Language Development services will be provided based upon student identified needs. Data on EL student English proficiency will be tracked and monitored to determine eligibility for reclassification.</p>	School-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education students</u></p>	<p>Supplies/Materials 4000-4999: Books And Supplies Supp/Conc \$18,900</p> <p>Travel 5000-5999: Services And Other Operating Expenditures Lottery \$750</p> <p>Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Supp/Conc \$17,537</p> <p>Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Supp/Conc \$5,817</p>
<p>1.C. Continue to monitor individual student achievement against baseline scores for ELA and Math (SBAC and MAP) in conjunction with the Master Agreement through annual administration of state required assessments and regular administration of local assessments.</p> <p>Adjust instruction based on assessment results. Establish baseline for newly enrolled students.</p> <p>Use identified student learning needs as an indicator for teacher professional development.</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>	Position related expense
<p>1.D. Provide quality professional development for Lincoln Street staff. Topics to be addressed may include:</p> <ul style="list-style-type: none"> <li>• CCSS/ELD/NGSS implementation</li> <li>• New curriculum implementation</li> <li>• Technology integration to instruction</li> <li>• Charter, Independent Study School workshops/conferences</li> <li>• Data collection, management and analysis</li> <li>• Parent engagement</li> </ul>	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>Travel/Training 5000-5999: Services And Other Operating Expenditures Base \$7,500</p> <p>Supplies/Materials 4000-4999: Books And Supplies Base \$1,350</p>
<p>1.E. Purchase additional textbooks, supplemental supplies and resources as indicated by student</p>	School-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	<p>Supplies/Materials/Textbooks 4000-4999: Books And Supplies Lottery \$9,500</p>

<p>enrollment and replacement needs.</p>		<p><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>1.F. Provide opportunities and resources for student academic intervention:</p> <ul style="list-style-type: none"> <li>• Diagnostic assessment in ELA and Math</li> <li>• Intervention instruction</li> <li>• Tutoring to identified students as needed</li> </ul>	<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>See Action 2 above; position related expense</p> <p>Tutor(s) - part-time 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$22,000</p>
<p>1.G. Hire an additional teacher (part-time) based upon enrollment needs. Provide induction support if needed.</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>Certificated Salary part-time 1000-1999: Certificated Personnel Salaries Base \$32,317</p> <p>Certificated Benefits part-time 3000-3999: Employee Benefits Base \$5,200</p>

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: 2016-17**

**Expected Annual Measurable Outcomes:**

- Parent survey response rate will increase by a minimum of 10% annually and report satisfaction with school program and staff. (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)
- Lincoln Street Governance Committee will have parent/guardian representation.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.A. 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
2.B. Establish additional ways that parents/guardians can be involved in the decision-making process. Current methods are: <ul style="list-style-type: none"> <li>• Governance Committee participation</li> <li>• LCAP Update Committee participation</li> <li>• Regularly scheduled instruction sessions with</li> </ul>	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	Position related expense

<p>Lincoln Street teachers</p> <ul style="list-style-type: none"> <li>Parent Club feedback</li> </ul>		<p>English proficient                  _ Other Subgroups:                  (Specify)</p>	
<p>2.C. 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"> <li>Technology applications for families</li> <li>Math/writing/reading applications for home instruction</li> <li>Science applications for home instruction</li> <li>Secondary options</li> <li>Parent effective strategy sharing</li> <li>Appropriate use of instructional tools - Math manipulative, rubrics, graphic organizers</li> </ul> <p>Make use of local consultants (TCDE, community, experienced Lincoln Street parents) as presenters.</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>Consultants/Trainers 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$10,000                  Supplies 4000-4999: Books And Supplies Supp/Conc \$1,250</p>

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>Parent survey response rate will increase by a minimum of 10% annually and report satisfaction with school program and staff. (Priorities 3, 4 and 6)</li> <li>Parent participation in school-sponsored student learning events will increase by a minimum of 5% annually (Priorities 3, 4, 5 and 6)</li> <li>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)</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.A. 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>	<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>2.B. Establish additional ways that parents/guardians can be involved in the decision-making process.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:</p>	<p>Position related expense</p>

<p>Current methods are:</p> <ul style="list-style-type: none"> <li>• Governance Committee participation</li> <li>• LCAP Update Committee participation</li> <li>• Regularly scheduled instruction sessions with Lincoln Street teachers</li> <li>• Parent Club feedback</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>2.C. Continue to provide training/workshops for parents/guardians. Topics to be addressed will align with family-identified areas of interest/need, as identified in parent surveys, student data and staff observation.</p> <p>Make use of local consultants (TCDE, community, experienced Lincoln Street parents) as presenters.</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>Consultants 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$10,500</p> <p>Supplies/Materials 4000-4999: Books And Supplies Supp/Conc \$1,313</p>
<p><b>LCAP Year 3: 2018-19</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• Parent survey response rate will increase by a minimum of 10% annually and report satisfaction with school program and staff. (Priorities 3, 4 and 6)</li> <li>• Parent participation in school-sponsored student learning events will increase by a minimum of 5% annually (Priorities 3, 4, 5 and 6)</li> <li>• 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)</li> <li>• Lincoln Street Governance Committee will have parent/guardian representation.</li> </ul>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>2.A. 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>	<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>2.B. Establish additional ways that parents/guardians can be involved in the decision-making process.</p> <p>Current methods are:</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>	<p>Position related expense</p>

<ul style="list-style-type: none"> <li>• Governance Committee participation</li> <li>• LCAP Update Committee participation</li> <li>• Regularly scheduled instruction sessions with Lincoln Street teachers</li> <li>• Parent Club feedback</li> </ul>		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>2.C. Continue to provide training/workshops for parents/guardians. Topics to be addressed will align with family-identified areas of interest/need, as identified in parent surveys, student data and staff observation.</p> <p>Make use of local consultants (TCDE, community, experienced Lincoln Street parents) as presenters.</p>	<p>School-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$11,000</p> <hr/> <p>Supplies/Materials 4000-4999: Books And Supplies Base \$1,400</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: 2016-17**

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
3.A. 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
3.B. Lincoln Street students and their parents/guardians will participate in local college and career readiness activities such as: <ul style="list-style-type: none"> <li>• College Options 8th Grade Leadership Day</li> <li>• Career Day</li> </ul>	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 \$3,000

<ul style="list-style-type: none"> <li>College campus visitations</li> </ul> <p>Transportation will be provided if needed.</p>		<ul style="list-style-type: none"> <li>Redesignated fluent English proficient</li> <li>Other Subgroups: (Specify)</li> </ul>	
<p>3.C. 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/guardians will participate with students.</p>	<p>7th and 8th grade students</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>Low Income pupils</li> <li>English Learners</li> <li>Foster Youth</li> <li>Redesignated fluent English proficient</li> <li>Other Subgroups: (Specify)</li> </ul>	<p>Supplies/Materials 4000-4999: Books And Supplies Base \$550</p>
<p>3.D. Purchase materials necessary for 3-D Virtual Reality College Tours. Materials to include books, Android devices, cardboard device stands.</p> <p>College tours to be provided to all students, TK-8.</p>	<p>School-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>Low Income pupils</li> <li>English Learners</li> <li>Foster Youth</li> <li>Redesignated fluent English proficient</li> <li>Other Subgroups: (Specify)</li> </ul>	<p>Supplies and Materials 4000-4999: Books And Supplies Base \$5,000</p>

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>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)</li> <li>At least 25% of Lincoln Street 8th graders will participate in the 8th Grade Leadership Day sponsored by College Options. (Priority 8)</li> <li>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)</li> <li>At least 33% of Lincoln Street 8th graders will participate in the College and Career Day sponsored by Tehama County Education Foundation (Priority 8)</li> <li>At least 33% of Lincoln Street 8th graders will participate in the College and Career Day sponsored by Tehama County Education Foundation (Priority 8)</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.A. Staff will continue to integrate college and career readiness awareness and skills into the instructional</p>	<p>School-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> </ul>	<p>See Goal 1, Action 2; Position related expense</p>



<p>program for all students at all grade levels.</p>		<p><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>3.B. Lincoln Street students and their parents/guardians will participate in local college and career readiness activities such as:</p> <ul style="list-style-type: none"> <li>• College Options 8th Grade Leadership Day</li> <li>• Career Day</li> <li>• College campus visitations</li> </ul> <p>Transportation will be provided if needed.</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>Transportation 5000-5999: Services And Other Operating Expenditures Base \$3,150</p>
<p>3.C. 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>7th and 8th grade students</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 4000-4999: Books And Supplies Base \$578</p>
<p>3.D. Continue to support 3-D Virtual Reality College Tours. Materials to include books, Android devices, cardboard device stands.                  College tours to be provided to all students, TK-8.</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 and Materials 4000-4999: Books And Supplies Base \$2,000</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>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)</li> <li>At least 25% of Lincoln Street 8th graders will participate in the 8th Grade Leadership Day sponsored by College Options. (Priority 8)</li> <li>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)</li> <li>At least 33% of Lincoln Street 8th graders will participate in the College and Career Day sponsored by Tehama County Education Foundation (Priority 8)</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.A. Staff will continue to 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
3.B. Lincoln Street students and their parents/guardians will participate in local college and career readiness activities such as: <ul style="list-style-type: none"> <li>College Options 8th Grade Leadership Day</li> <li>Career Day</li> <li>College campus visitations</li> </ul> Transportation will be provided if needed.	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)	Transportation 5000-5999: Services And Other Operating Expenditures Base \$3,300
3.C. 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.	7th and 8th grade students	<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)	Supplies/Materials 4000-4999: Books And Supplies Base \$600

<p>3.D. Continue to support 3-D Virtual Reality College Tours. Materials to include books, Android devices, cardboard device stands. College tours to be provided to all students, TK-8.</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 and Materials 4000-4999: Books And Supplies Base \$2,100</p>
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**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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Lincoln Street School will provide a family-centered, individualized academic program to enrolled students that will ensure high academic and social achievement.</p>	<p>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</p>
<p>Goal Applies to:</p>	<p>Schools: Lincoln Street School          Applicable Pupil Subgroups: ALL enrolled students</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Lincoln Street students and families will:</p> <ul style="list-style-type: none"> <li>Meet regularly with Lincoln Street instructional staff and complete school work as identified by student learning need and Master Agreement (Priority 3)</li> <li>Maintain a monthly attendance level in excess of 96% (Priority 5)</li> <li>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)</li> </ul> <p>Lincoln Street staff will:</p> <ul style="list-style-type: none"> <li>Be 100% NCLB Highly Qualified and hold a CA credential for their teaching assignment (Priority 1)</li> <li>Participate in CCSS/ELD/NGSS Standards-aligned professional development as measured by participation and fiscal records (Priority 2)</li> <li>Participate in charter school, independent study and technology integration professional learning opportunities</li> <li>Provide supplemental learning opportunities for all Lincoln Street students through regularly scheduled school clubs (art, math, technology, engineering, music, etc.) (Priority 7)</li> </ul> <p>Lincoln Street School will:</p> <ul style="list-style-type: none"> <li>Remain “good” or “exemplary” as measured annually on the Facilities Inspection Tool (Priority 1)</li> <li>Ensure that every student and family has sufficient access to the textbooks and materials necessary for instruction (Priority 1)</li> </ul>	<p>Actual Annual Measurable Outcomes:</p> <p>During 2015-16, Lincoln Street LCAP outcomes included:</p> <ul style="list-style-type: none"> <li>~ regular meetings between Lincoln St. instructional staff and parents/guardians addressing school work delivery and completion as aligned with students needs and the Master Agreement</li> <li>~ an average attendance rate of 98.46% (P2)</li> <li>~ participation rates in state and local assessments were better than 2014-15, however not all students participated in 2016 testing. The school participation rate for 2015 testing was lower than the state required rate of 95%. Lincoln St. parents/guardians do not fully embrace state/local testing requirements. A proficiency baseline was established with the 2015 testing (see attached data display).</li> <li>~ 100% NCLB Highly Qualified staff; 0 teacher mis-assignments</li> <li>~ staff participation in CA CCSS/ELD/NGSS Standards-aligned professional development: Topics included SEES grant participation, Academic Language training (Kinsella), Project-based Learning.</li> <li>~ staff participation in charter school, independent study and technology integration professional development (CCIS, Google Educator training)</li> <li>~ supplemental learning opportunities for all Lincoln Street students through school clubs - topics included Math, language arts, career readiness exploration, STEM activities, PE, music, art.</li> <li>~ "Good/Exemplary" rates on the December 2015 Facilities Inspection Tool</li> <li>~ 100% access sufficiency of textbooks and materials for every</li> </ul>

student and every family. Additional materials were ordered mid-year based on need. During 2015-16 there was an increased need for Special Education related instructional materials.

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain Lincoln Street staffing, materials/supplies and facilities at 2014-15 levels. <ul style="list-style-type: none"> <li>Salaries and benefits</li> <li>Materials/supplies/textbooks</li> <li>Software licenses</li> <li>Rent/maintenance</li> <li>Tech support services</li> <li>Fiscal and administrative oversight by TCDE</li> </ul>	Certificated Salaries -- MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$255,731	Lincoln Street staffing, materials/supplies and facilities were maintained at the 2014-15 level. <ul style="list-style-type: none"> <li>Salaries and benefits</li> <li>Materials/supplies/textbooks</li> <li>Software licenses</li> <li>Rent/maintenance</li> <li>Tech support services</li> <li>Fiscal and administrative oversight by TCDE</li> </ul>	Certificated Salaries -- MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$255,731
	Classified Salary - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$35,642		Classified Salary 2000-2999: Classified Personnel Salaries Base \$35,642
	Employee Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$88,255		Employee Benefits - MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$72,072
	Supplies/Materials/Textbooks 4000-4999: Books And Supplies Base \$40,000		Employee Benefits 3000-3999: Employee Benefits Base \$16,183
	Rent 5000-5999: Services And Other Operating Expenditures Base \$18,000		Supplies/Materials/Textbooks 4000-4999: Books And Supplies Base \$40,000
	Maintenance/Operations Costs 5800: Professional/Consulting Services And Operating Expenditures Base \$4,800		Rent/Maintenance & Operations Costs 5000-5999: Services And Other Operating Expenditures Base \$22,800
	Tech Services MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000		Tech Services MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000
	Software licenses and telephone service 5900: Communications Base \$2,000		Software licenses and telephone service 5900: Communications Base \$2,000
	Certificated Salaries & benefits -- MOU with TCDE 5800:		Certificated Salaries & benefits -- MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$28,472
			Certificated Salaries & benefits -- MOU with TCDE 5800:

	<p>Professional/Consulting Services And Operating Expenditures Supp/Conc \$28,472</p>		<p>Operating Expenditures Supp/Conc \$6,550</p>
<p>Certificated Salaries &amp; benefits-- MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$6,550</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>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>Supplies/Materials 4000-4999: Books And Supplies Supp/Conc \$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 Supp/Conc \$12,662</p> <p>Contracted Staffing Services for Special Education/ELD instruction 7000-7439: Other Outgo Supp/Conc \$4,221</p>	<p>All students were provided with differentiated instruction, supports and supplemental learning activities; student needs dictated Special Education and ELD services.</p> <p>One Lincoln St. EL was re-designated; one moved after a short enrollment.</p> <p>Special Education students had an increased need for additional supplies and materials.</p>	<p>Supplies/Materials 4000-4999: Books And Supplies Supp/Conc \$8,000</p> <p>Travel 5000-5999: Services And Other Operating Expenditures Lottery \$2,000</p> <p>Contracted Staffing Services for Special Education 7000-7439: Other Outgo Supp/Conc \$5,000</p> <p>Contracted Staffing Services for Special Education 7000-7439: Other Outgo Supp/Conc \$4,600</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 checked="" type="checkbox"/> English Learners</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 checked="" type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education Students</u></p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education Students</u></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>Position related expense</p>	<p>Student achievement baseline was established for ELA and Math using MAP assessment; academic progress monitoring completed with appropriate adjustments to instruction. MAP data will be tracked by cohort. MAP is administered twice/year. Results are shared with students, parents/guardians and analyzed by staff.</p>	<p>Position related expense</p>
<p>Scope of Service   School-wide</p> <hr/> <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>Scope of Service   School-wide</p> <hr/> <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>Provide quality professional development for Lincoln Street staff. Topics to be addressed may include:</p> <ul style="list-style-type: none"> <li>• CCSS/ELD/NGSS implementation</li> <li>• Technology integration to instruction</li> <li>• Charter, Independent Study School conferences</li> <li>• Data collection, management and analysis</li> <li>• Parent engagement</li> </ul>	<p>Training/Travel 5000-5999: Services And Other Operating Expenditures Base \$6,500</p> <p>Supplies/Materials 4000-4999: Books And Supplies Base \$1,000</p>	<p>Professional development provided:</p> <ul style="list-style-type: none"> <li>• CCSS/ELD/NGSS implementation - SEES grant participation, Academic Language Vocabulary training (Kinsella), and Project-based Learning</li> <li>• Technology integration to instruction - Google Educator</li> <li>• Charter, Independent Study School conferences - CCIS</li> <li>• Data collection, management and analysis - MAP training; MAP reports training, SBAC scores and student score sheets</li> <li>• Parent engagement - 4 Parent Club</li> </ul>	<p>Training/Travel 5000-5999: Services And Other Operating Expenditures Base \$6,500</p> <p>Supplies/Materials 4000-4999: Books And Supplies Base \$1,000</p>



		trainings; beginning of the year curriculum training					
<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 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>					
Purchase additional textbooks, supplemental supplies and resources as indicated by student enrollment and replacement needs.	Supplies/Materials/Textbooks 4000-4999: Books And Supplies Lottery \$5,000	Textbooks and supplemental supplies purchased according to enrollment needs. Special Education needs greater than in the past.	Supplies/Materials/Textbooks 4000-4999: Books And Supplies Lottery \$7,000				
<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 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education</u></p>					
<p>Provide opportunities and resources for student academic intervention:</p> <ul style="list-style-type: none"> <li>Diagnostic assessment in ELA and Math</li> <li>Intervention instruction</li> </ul>	Expense included with Goal 1, Action 2	<p>Academic intervention opportunities and resources provided.</p> <p>Diagnostic assessment - San Diego Quick, Treasures Fluency (ELA); Glencoe Diagnostic (Math)</p> <p>Intervention instruction provided through Fast Forward Math, Number Worlds, KeyTo Math, Fast Math (Math); Jamestown, Lexia, Reality</p>	Expense included with Goal 1, Action 2				

		Central (ELA)		
Scope of Service	School-wide		Scope of Service	School-wide
<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			<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	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal 1 and all related actions/services will remain constant. Additional funds will be appropriated for the increasing costs of instructional materials. Intervention plan remains a need as does tutoring for identified students. Parent Clubs were a successful addition and helped with Friday Club student attendance and parent engagement. These will continue in the future.		

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:	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	
Goal Applies to:	Schools:	Lincoln Street School		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Parent survey response rate will increase by a minimum of 10% annually. (Priorities 3, 4 and 6)</li> <li>Parent participation in school-sponsored student learning events will increase by a minimum of 5% annually (Priorities 3, 4, 5 and 6)</li> <li>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)</li> </ul>		Actual Annual Measurable Outcomes:	During 2015-16, Lincoln Street School LCAP outcomes included: ~ Parent surveys were collected at Parent Clubs, mid-year and end-of-the-year. Response rate of 47 met the goal of increasing by 10%. Parent responses are used for planning club activities and schedule, club topics, club value (more positive social purpose responses than academic.purpose). See Section 1 for summary of survey results. ~ Parent training/workshop participant evaluations were included in club surveys.
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
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.	Budgeted Expenditures		Frequent and positive communication took place. Parent survey administered in November 2015.  Communication strategies with parents include face-to-face interaction, email, texting, website updates, Remind system, club agendas.	Estimated Actual Annual Expenditures
	Position related expense			Position related expense
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR:	-----		<input checked="" type="checkbox"/> All OR:	-----

<p><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><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>Establish additional ways that parents/guardians can be involved in the decision-making process. Current methods are:</p> <ul style="list-style-type: none"> <li>• Governance Committee participation</li> <li>• LCAP Update Committee participation</li> <li>• Regularly scheduled instruction sessions with Lincoln Street teachers</li> </ul>	<p>Position related expense</p>	<p>Parents were involved in decision-making through:</p> <ul style="list-style-type: none"> <li>• Governance Committee participation</li> <li>• LCAP Update Committee participation</li> <li>• Regularly scheduled instruction sessions with Lincoln Street teachers</li> <li>• Parent Club activities</li> </ul>	<p>Position related expense</p>
<p>Scope of Service   School-wide</p> <hr/> <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>Scope of Service   School-wide</p> <hr/> <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>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"> <li>• Technology applications for families</li> <li>• Math/writing/reading applications for home instruction</li> <li>• Science applications for home instruction</li> </ul>	<p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$5,000</p> <p>Supplies/Materials 4000-4999: Books And Supplies Supp/Conc \$1,000</p>	<p>Training for parents took place on Friday clubs. Topics addressed included:</p> <ul style="list-style-type: none"> <li>• Technology applications for families</li> <li>• Math/writing/reading applications for home instruction</li> <li>• Science applications for home instruction</li> <li>• Secondary options</li> <li>• Parent-to-parent effective strategy</li> </ul>	<p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$5,000</p> <p>Supplies/Materials 4000-4999: Books And Supplies Supp/Conc \$1,000</p>

<ul style="list-style-type: none"> <li>• Secondary options</li> <li>• Parent effective strategy sharing</li> </ul> <p>Make use of local consultants (TCDE, community, experienced Lincoln Street parents) as presenters.</p>		<p>sharing</p> <p>Presenters were solicited from local resources (TCDE, City of Red Bluff, Landfill, Sheriff, Department of Water Resources, Crane Mills, Tehama County Cattle Women)</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 2 and related actions will continue. Parent training opportunities may address different topics but will continue. Parent participation on Governance Committee was successful and will continue. Community presenters were a welcome addition to instructional program.</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 3 from prior year LCAP:	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	
Goal Applies to:	Schools: Lincoln Street School	Applicable Pupil Subgroups: ALL enrolled students	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>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)</li> <li>At least 25% of Lincoln Street 8th graders will participate in the 8th Grade Leadership Day sponsored by College Options. (Priority 8)</li> <li>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)</li> <li>At least 33% of Lincoln Street 8th graders will participate in the College and Career Day sponsored by Tehama County Education Foundation (Priority 8)</li> </ul>	Actual Annual Measurable Outcomes:	<p>During 20145-16, Lincoln Street LCAP outcomes included:</p> <ul style="list-style-type: none"> <li>~ incorporation of college and career readiness integrated lessons for all students. Examples include: 8th grade career reports - focus = Science; presenters related to curriculum; career interest inventory (K-8)</li> <li>~ 53.33% of Lincoln Street 8th grade students participated in the Tehama 8th Grade Leadership Day sponsored by College Options</li> <li>~ 47.66% of Lincoln Street 8th grade students and families participated in the annual transition day with local high schools and community college.</li> <li>~ 57% of Lincoln Street 8th graders participated in the College and Career Day sponsored by the Tehama County Education Foundation.</li> </ul>
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
Staff will integrate college and career readiness awareness and skills into the instructional program for all students at all grade levels.	Budgeted Expenditures	College and career readiness opportunities were successfully integrated into Friday Clubs and regular lessons.  Staff requested additional supplies/materials for 2016-17.	Estimated Actual Annual Expenditures
	See Goal 1, Action 2; Position related expense		See Goal 1, Action 2; Position related expense

<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>Lincoln Street students and their parents/guardians will participate in local college and career readiness activities such as:</p> <ul style="list-style-type: none"> <li>• College Options 8th Grade Leadership Day</li> <li>• Career Day</li> <li>• College campus visitations</li> </ul>	<p>Transportation 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>	<p>Parents/guardians participated in:</p> <ul style="list-style-type: none"> <li>• College Options 8th Grade Leadership Day</li> <li>• Career Day</li> <li>• College campus visitations (Chico State)</li> </ul> <p>Campuses visited were Chico State, and Simpson University.</p>	<p>Transportation 5000-5999: Services And Other Operating Expenditures Base \$2,000</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   4th - 8th graders</p> <hr/> <p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>4th through 8th graders</u></p>	
<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>Supplies/Materials 4000-4999: Books And Supplies Base \$500</p>	<p>Transition Day took place in early March. College Options presented with a focus on high school accreditation, A to G requirements and high school graduation requirements.</p> <p>7th and 8th grade students and parents/guardians participated.</p>	<p>Supplies/Materials 4000-4999: Books And Supplies Base \$500</p>

Scope of Service 8th grade students		Scope of Service 7th and 8th graders	
<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 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) <u>7th and 8th graders</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 3 and related actions/services will remain constant. Additional CCR integration may occur based on teacher professional development. Teachers reported a need for CCR instructional materials and these were added to the LCAP.		

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>\$90,314</u>
<p>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 2015-16 unduplicated percentage of 60% with a Free/Reduced student percentage of 60%. The district and its stakeholders believe the most effective use of LCFF funds is to improve the educational program for all students through a district/school-wide service model rather than a targeted model. This is due the individualized features of curriculum and instructional delivery by Lincoln Street parents/families. All students will benefit from district/school-wide delivery of services.</p> <p>The 2016-17 LCAP identifies the following increased services for unduplicated students: 1.) regular Friday clubs (supplies and materials) to provide differentiated instruction in academic and college/career ready classes and modeling of instruction for parents/families; 2.) integrated ELD instruction for EL students and training for parent ELD home delivery; and, 3.) intervention diagnosis and delivery (tutoring and materials) for identified at-risk students that is in addition to the regular school program and Friday Parent Clubs addressing academics and instructional resources.</p>	

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.

12.9 3	%
<p>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 2015-16 unduplicated percentage of 61.61%. Services provided at Lincoln Street will be school wide. The 2016-17 LCAP identifies the following increased services for unduplicated students: regular Friday clubs (supplies 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, intervention diagnosis and delivery (tutoring and materials) for identified</p>	

at-risk students that is in addition to the regular school program, and Friday Clubs for Parents addressing academics and instructional resources. 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 2016-17 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	531,333.00	526,050.00	628,852.00	653,430.00	675,128.00	1,957,410.00
Base	458,428.00	458,428.00	506,539.00	524,134.00	541,481.00	1,572,154.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	7,000.00	9,000.00	9,500.00	9,500.00	10,250.00	29,250.00
Supp/Conc	65,905.00	58,622.00	112,813.00	119,796.00	123,397.00	356,006.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00

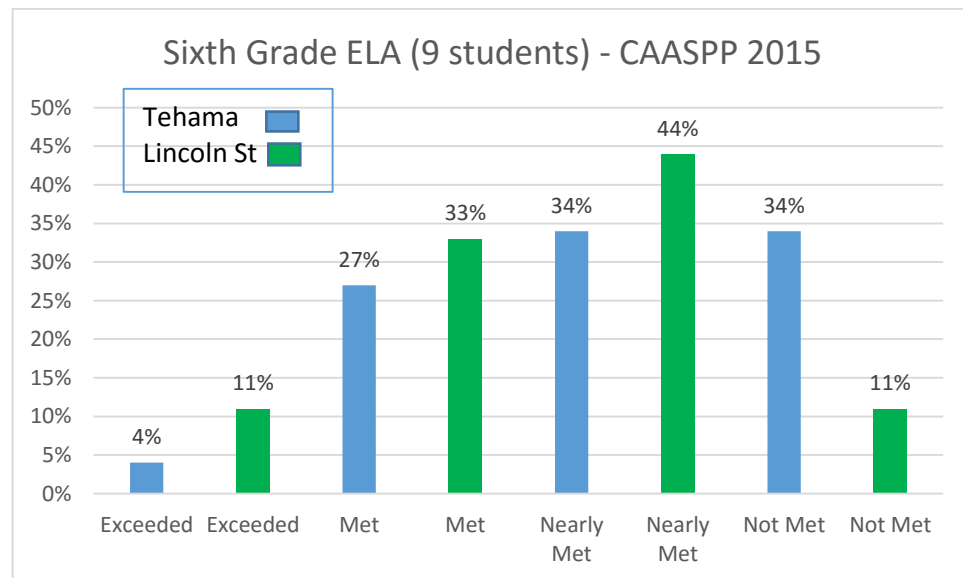
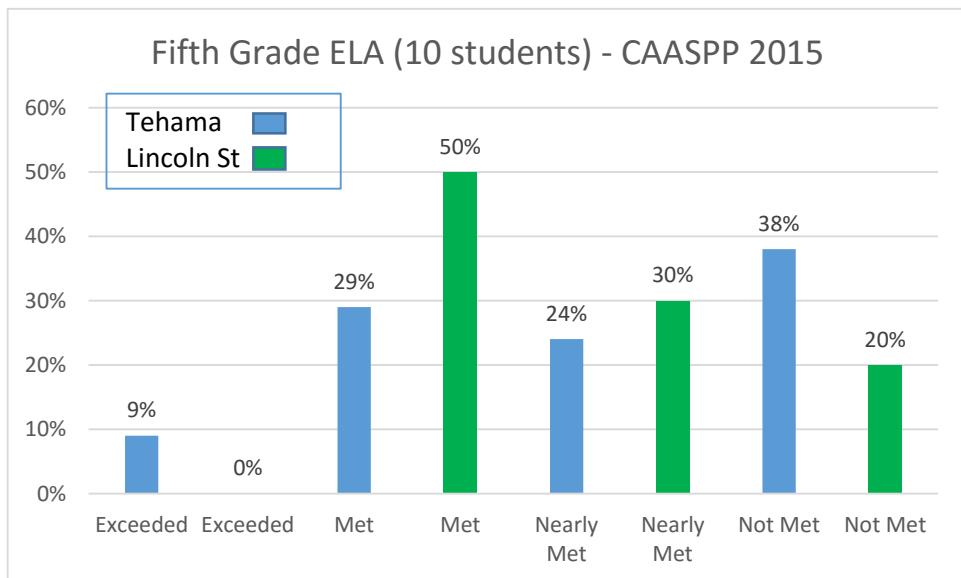
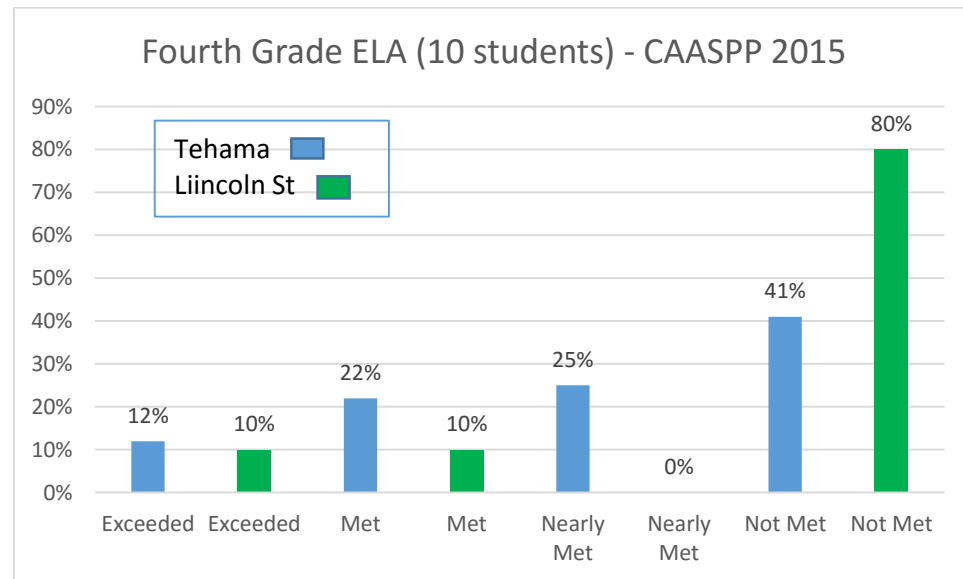
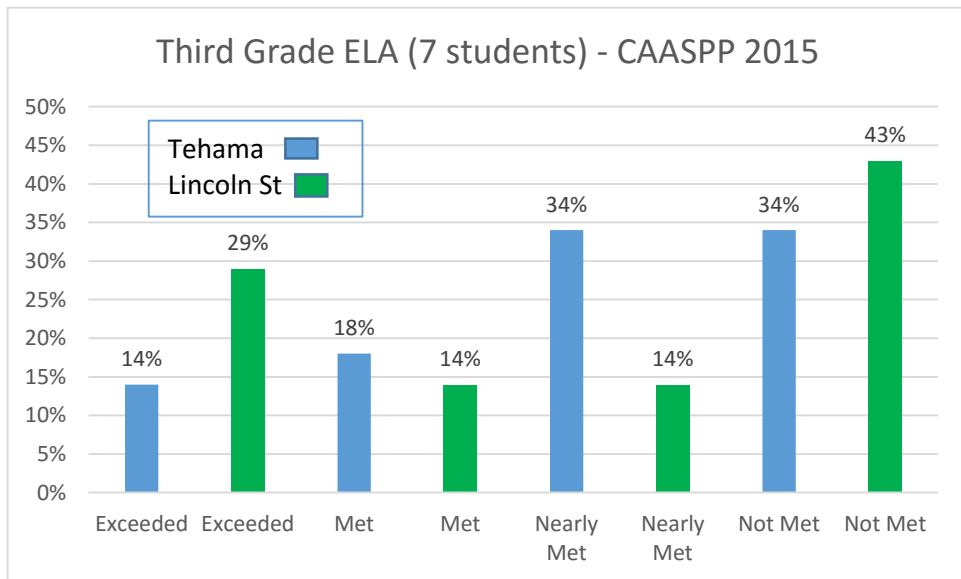
Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	531,333.00	526,050.00	628,852.00	653,430.00	675,128.00	1,957,410.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	30,462.00	31,376.00	32,317.00	94,155.00
2000-2999: Classified Personnel Salaries	0.00	35,642.00	37,248.00	38,365.00	39,516.00	115,129.00
3000-3999: Employee Benefits	0.00	16,183.00	24,454.00	25,187.00	25,961.00	75,602.00
4000-4999: Books And Supplies	55,500.00	57,500.00	77,900.00	82,156.00	86,350.00	246,406.00
5000-5999: Services And Other Operating Expenditures	28,500.00	33,300.00	36,650.00	44,600.00	45,350.00	126,600.00
5800: Professional/Consulting Services And Operating Expenditures	428,450.00	371,825.00	398,955.00	407,404.00	420,180.00	1,226,539.00
5900: Communications	2,000.00	2,000.00	2,000.00	2,100.00	2,100.00	6,200.00
7000-7439: Other Outgo	16,883.00	9,600.00	21,183.00	22,242.00	23,354.00	66,779.00

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	531,333.00	526,050.00	628,852.00	653,430.00	675,128.00	1,957,410.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	30,462.00	31,376.00	32,317.00	94,155.00
2000-2999: Classified Personnel Salaries	Base	0.00	35,642.00	37,248.00	38,365.00	39,516.00	115,129.00
3000-3999: Employee Benefits	Base	0.00	16,183.00	24,454.00	25,187.00	25,961.00	75,602.00
4000-4999: Books And Supplies	Base	41,500.00	41,500.00	52,650.00	53,843.00	57,950.00	164,443.00
4000-4999: Books And Supplies	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	5,000.00	7,000.00	9,000.00	9,000.00	9,500.00	27,500.00

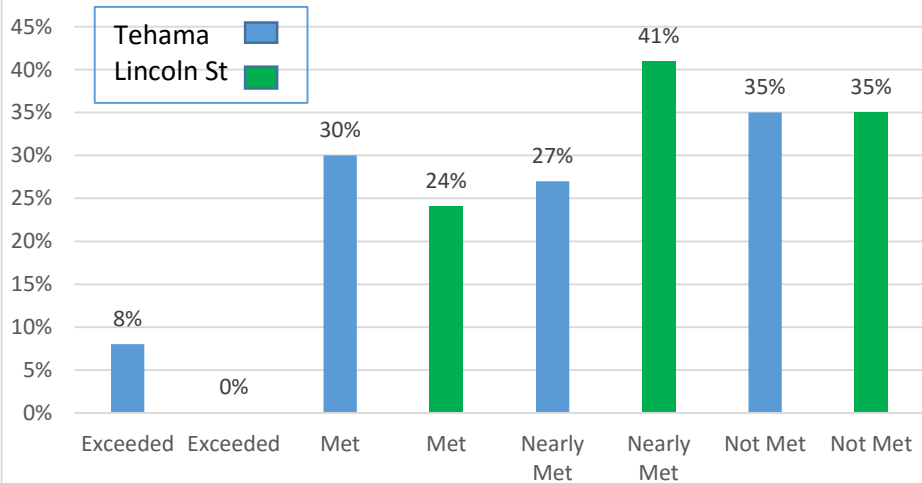


## Lincoln Street School County to School SBAC Score Comparison Spring 2015

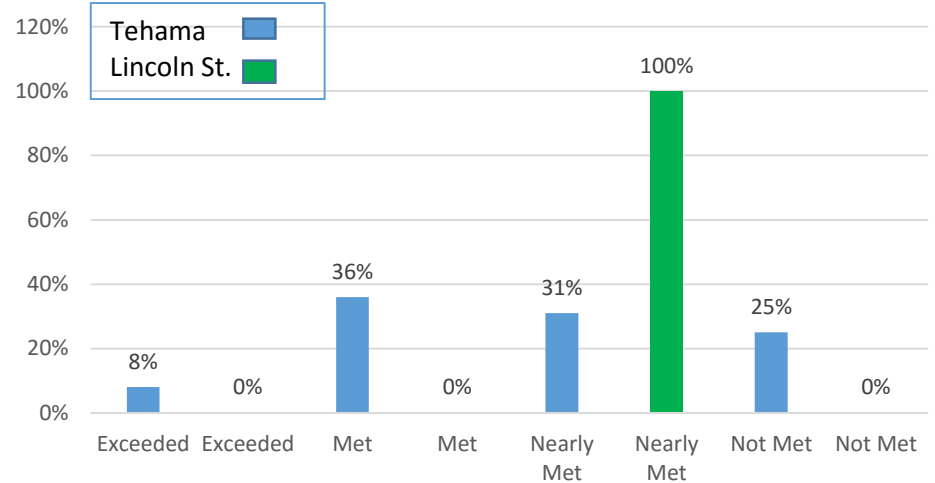
### ENGLISH/LANGUAGE ARTS



Seventh Grade ELA (17 students) - CAASPP 2015

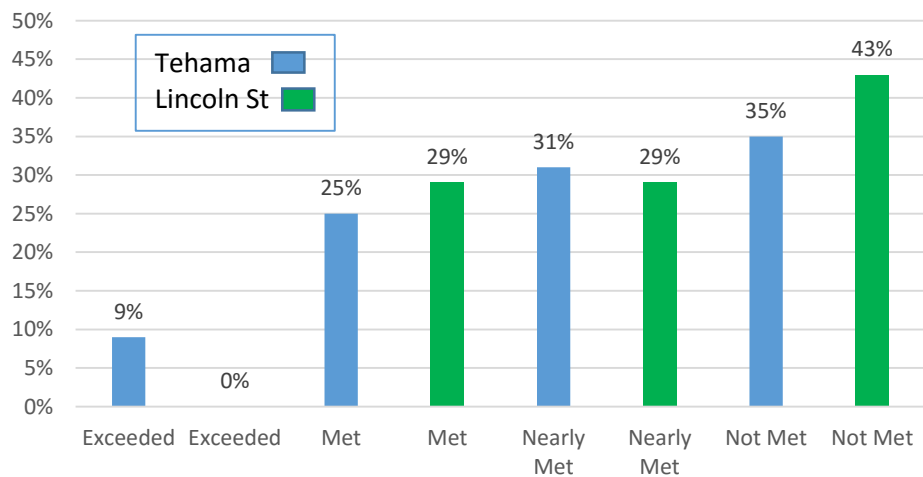


Eighth Grade ELA (2 students) - CAASPP 2015

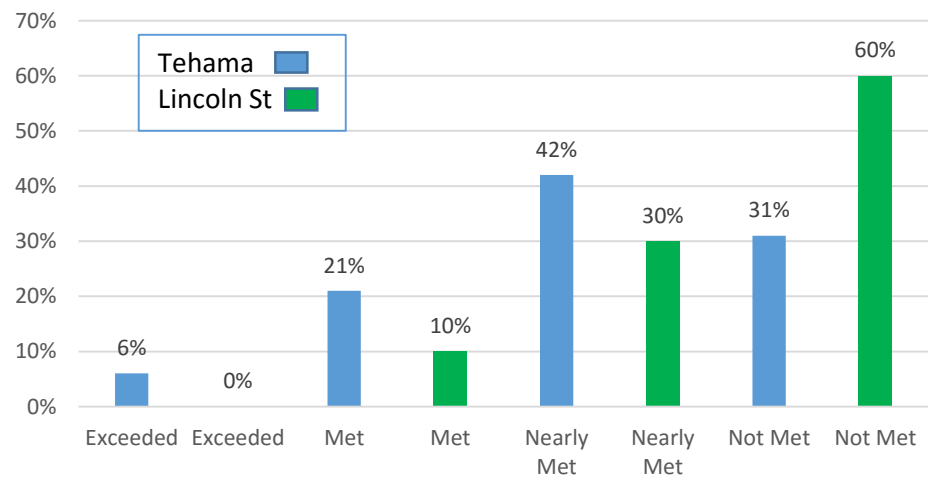


**MATHEMATICS**

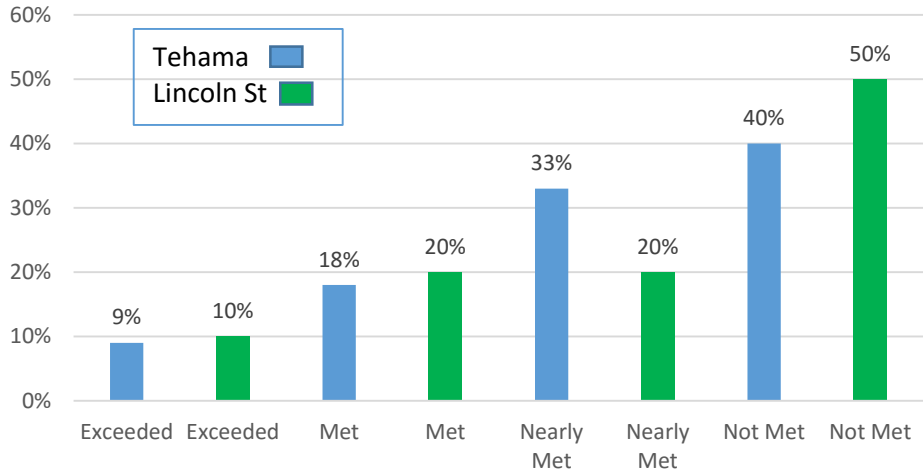
Third Grade Math (7 students) - CAASPP 2015



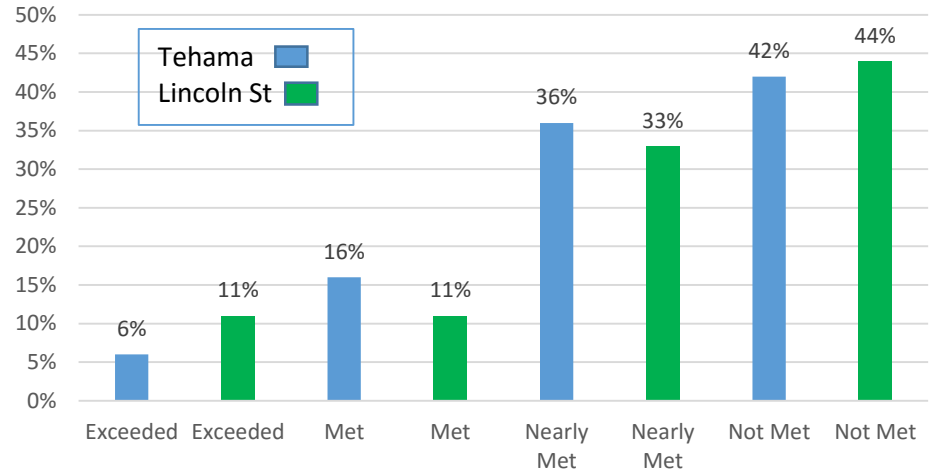
Fourth Grade Math (10 students) - CAASPP 2015



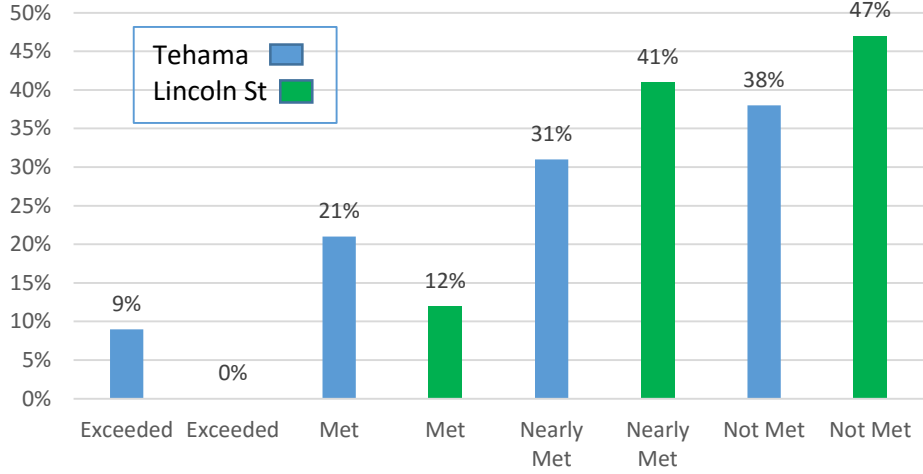
Fifth Grade Math (10 students) - CAASPP 2015



Sixth Grade Math (9 students) - CAASPP 2015



Seventh Grade Math (17 students) - CAASPP 2015



Eighth Grade Math (2 students) - CAASPP 2015

