

CHARTER OF

LINCOLN STREET CHARTER SCHOOL

A CALIFORNIA PUBLIC
CHARTER SCHOOL

California CDS Number 52-10520-6119606
Charter Number 1667

For the term July 1, 2018 – June 30, 2023



TABLE OF CONTENTS

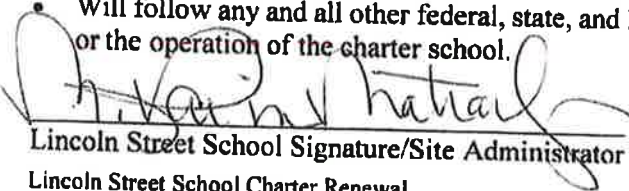
INTRODUCTION	3
AFFIRMATIONS AND ASSURANCES	3
HISTORY	4
ACCOMPLISHMENTS FROM THE PAST CHARTER TERM.....	4
CHARTER RENEWAL CRITERIA.....	6
ELEMENT 1- EDUCATIONAL PROGRAM	8
ELEMENT 2- MEASURABLE PUPIL OUTCOMES	17
ELEMENT 3- METHODS TO ASSESS PUPIL PROGRESS	21
ELEMENT 4- GOVERNANCE STRUCTURE OF LSS	23
ELEMENT 5- EMPLOYEE QUALIFICATIONS	25
ELEMENT 6- HEALTH AND SAFETY PROCEDURES.....	26
ELEMENT 7- MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE.....	27
ELEMENT 8- ADMISSION REQUIREMENTS.....	28
ELEMENT 9- FINANCIAL AUDIT.....	30
ELEMENT 10- PUPIL SUSPENSION AND EXPLUSION PROCEDURES.....	32
ELEMENT 11- RETIREMENT SYSTEMS	43
ELEMENT 12- PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	44
ELEMENT 13- EMPLOYEE RETURN RIGHTS	44
ELEMENT 14- DISPUTE RESOLUTION	46
ELEMENT 15- SCHOOL CLOSURE PROCEDURES.....	47
APPENDIX A- CDE DATAQUEST REPORTS	49
APPENDIX B- BUDGET, BUDGET ASSUMPTIONS AND FINANCIAL PROJECTIONS	57
APPENDIX C- CALIFORNIA SENATE RESOLUTION	60
APPENDIX D- CALIFORNIA CHARTER SCHOOLS ASSOCIATION REPORTS	63
APPENDIX E- CALIFORNIA DEPARTMENT OF EDUCATION REPORTS	76
APPENDIX F- LOCAL DOCUMENTS.....	81

Introduction

AFFIRMATIONS AND ASSURANCES

As the authorized representative of the renewal applicant, I hereby certify that the information submitted in this application for a charter renewal of Lincoln Street School is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter renewal, Lincoln Street School:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code). [Ref. California Education Code §47605(b)(5)(O).]
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1).]
- Will not charge tuition. [Ref. California Education Code §47605(d)(1).]
- Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B).]
- Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1).]
- Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5).]
- Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l).]
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.


 Lincoln Street School Signature/Site Administrator

2/14/18
 Date

Lincoln Street School Charter Renewal
 Introduction
 Revision


 Lincoln Street School Signature/Site Administrator

8/21/19
 TCDE Board Approved Date

HISTORY

In 1985 Tehama County Department of Education recognized the need for an Independent Study Program. Initially located in the small town of Gerber, the school originally served kindergarten through 12th grade students, including pregnant teens, expelled/suspended and group home students, and only two elementary-aged homeschooling families.

In 1990, the school was moved to the Tehama County Department of Education warehouse/bus garage in Red Bluff, the largest town in Tehama County. With the addition of continuation high schools, the clientele changed to serve K-8th grade students, which included expelled/suspended students.

In 1999, the school was moved into the Tehama County Department of Education building on Lincoln Street. With the addition of Community Day Schools in Tehama County, expelled/suspended students no longer were enrolled. For the first time, the school had access to computers and the support staff that Tehama County Department of Education could offer.

On August 16, 2001, Lincoln Street Independent School officially transitioned from a program to a public school and then in 2013, converted to a public charter school. In 2014, Lincoln Street School moved into a new state of the art school building, the first of its kind in the north state. Powered by solar panels and designed to provide a near zero energy footprint, the school is located on the Tehama County Department of Education Campus.

Lincoln Street School (LSS), serving an average of 85 -100 students per year in grades TK-8, was previously recognized for its outstanding program and received an award from the California Department of Education in conjunction with the California Consortium of Independent Study as an Exemplary Independent Study School.

ACCOMPLISHMENTS FROM THE PAST CHARTER TERM

Since 2014, LSS has maintained a high monthly attendance rate, averaging above 96%. While continuing to serve families across Northern California, students, families and staff have benefited from a strong Local Control Accountability Plan (LCAP).

LSS recently saw a brief drop in enrollment as two additional alternatives to traditional classroom educational settings opened in Tehama County. Evergreen Institute of Excellence (EIE) began offering an Independent Study program in 2015 for TK-12th grade students, and Lassen Antelope Volcanic Academy (LAVA) opened within one mile of LSS in 2016 serving 5th-8th grade students and offering a blended home-school model.



LSS has consistently offered a family-centered, highly individualized academic program. During scheduled meetings, teachers meet with one family at a time to plan their individualized, weekly, standards based assignments and to monitor student learning. To further enrich their education, LSS offers a variety of cross-curricular weekly clubs including: Math and English Language Arts Intervention, digital citizenship, STEAM (Science Technology, Engineering, Art, and Math), music, robotics, Makerspace, dance, and photography.

Students have shown growth academically through NWEA MAP testing, writing samples and informal assessments. In addition, the percentage of

students participating in the annual Smarter Balanced Assessment (SBAC) has steadily increased. In 2017, LSS met SBAC school participation rates.

With the implementation of California Common Core State Standards (CCSS), ongoing teacher professional development has promoted student achievement. LSS has increased to 4.5 teachers- all highly qualified- in addition to having special education services provided by the countywide SELPA program. LSS teachers have participated in Next Generation Science Standards (NGSS) consortium, trainings and task force, CCSS implementation trainings, English Language Arts Task Force, Google Certified Teacher Trainings, California Consortium of Independent Study Compliance Training, California Charter Schools Association conference, School Safety Summits and various local trainings.

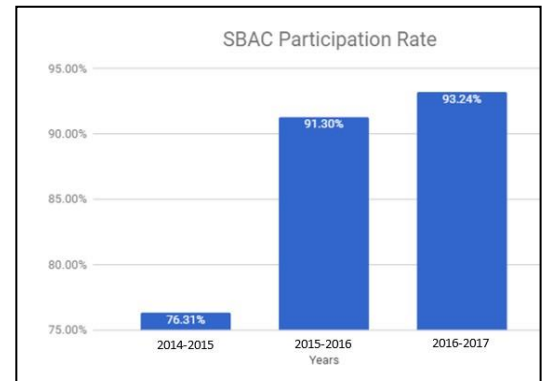


Figure 1. SBAC Participation rate during the periods of 2014-2017.

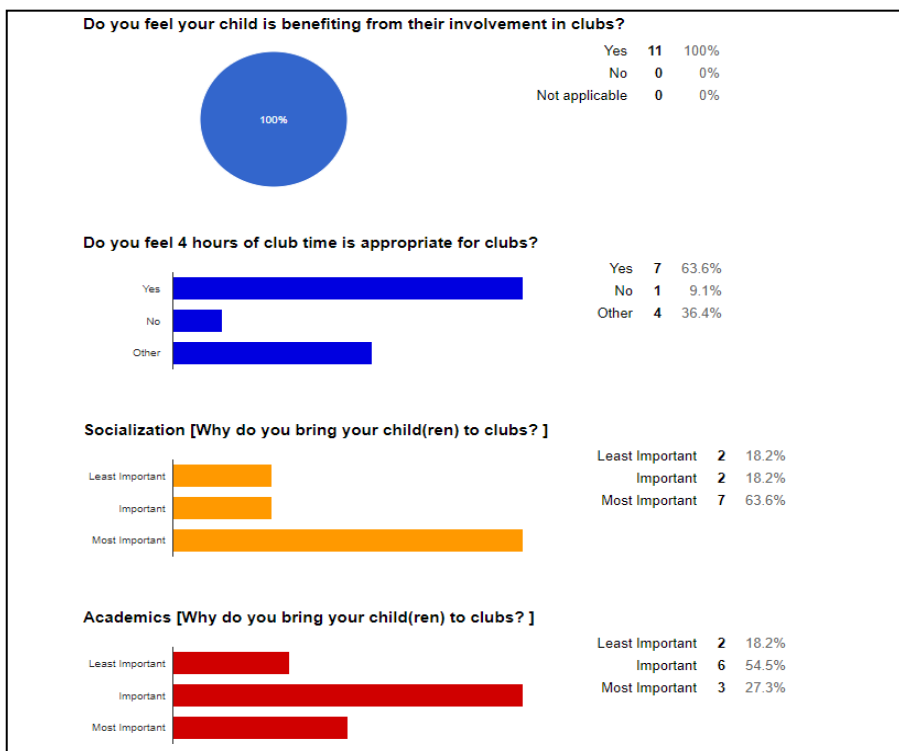


Figure 2. Survey information demonstrating parent involvement and input.

involved in their child’s education through their survey responses, consistent home-school communication and participation in school-wide committees including the Governance Board, Local Control Accountability Plan (LCAP), and Safety.

To aid students’ academic growth it is necessary for not only the supervising teacher to be highly trained, but the families as well. LSS provides a strong, family-centered alternative education program with opportunities for parent/guardian decision-making and parent learning. LSS offers parent trainings to support their daily instruction and implementation of the curriculum.

In addition to providing curriculum training to prepare all families to successfully teach across all subject areas, trainings are also provided throughout the year on a variety of parent-driven topics.

Parents and families are also directly

To further students’ strong, individualized academic program, LSS incorporated college and career readiness skills and student aptitude opportunities. LSS has benefited from strong community support and involvement allowing students to experience learning outside of their classroom and home through participation in a variety of field trips to local college campuses, guest speakers, and 21st century learning. Other opportunities for students include participation with Foundation for Agriculture, Agribee, Local county-wide field trips (Leadership Day, Farm Day, Fair Day, Career Day), Curiosity Fair, Constitution Day, Civil War Reenactment, Women and STEM Conference, and Hands-On Science Lab.

CHARTER RENEWAL CRITERIA

Education Code requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school-wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

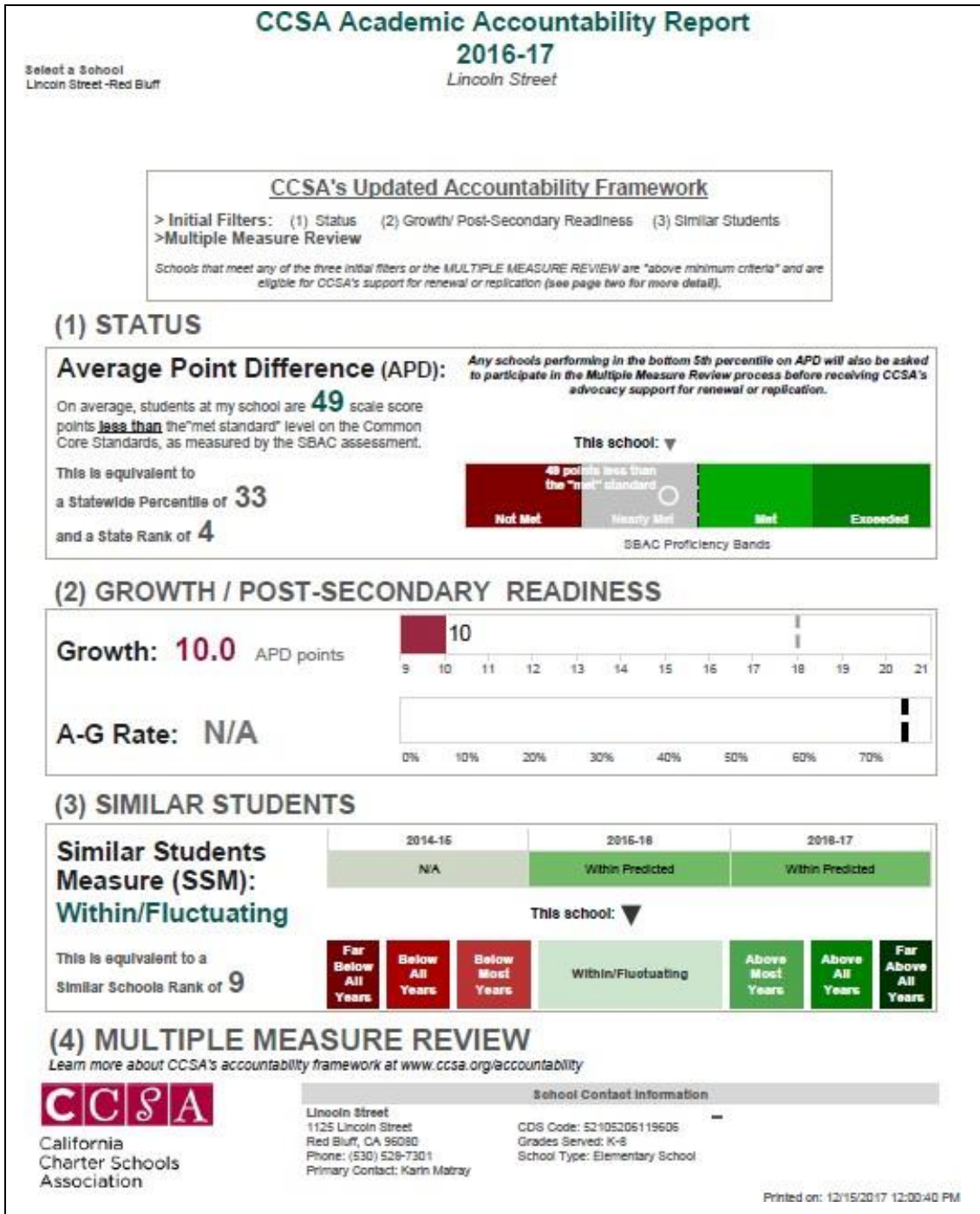


Figure 3. CCSA created the Similar Students Measure (SSM), as a key component of their Accountability Framework. The SSM identifies schools that over- and under- perform compared to schools serving similar students statewide. This functions as a "proxy value-add" measure by comparing Lincoln Street School's performance to a prediction on how schools with similar demographic characteristics perform.

(3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

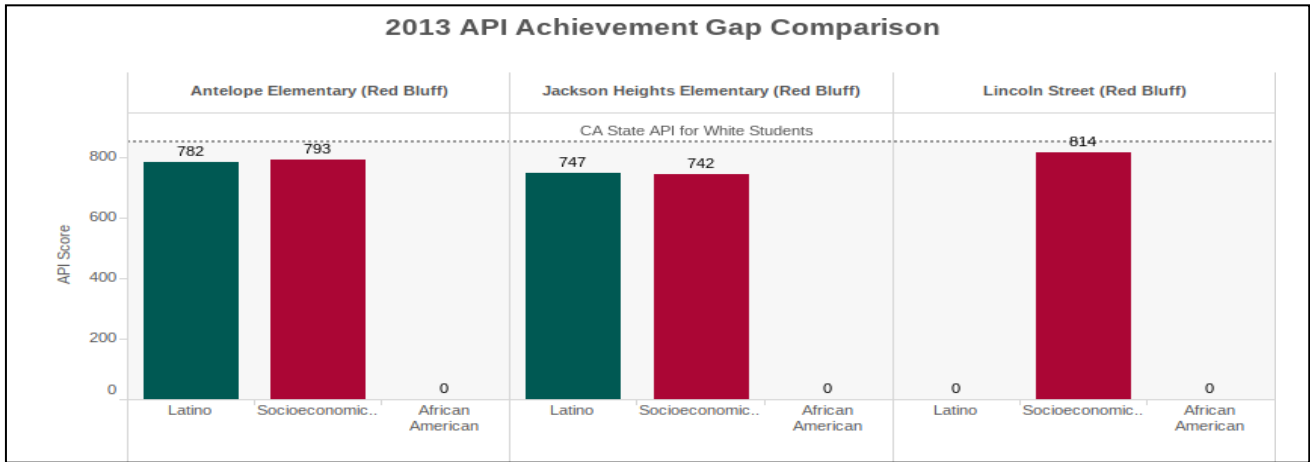


Figure 4. Last reported API data demonstrated LSS exceeded other demographically comparable schools.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

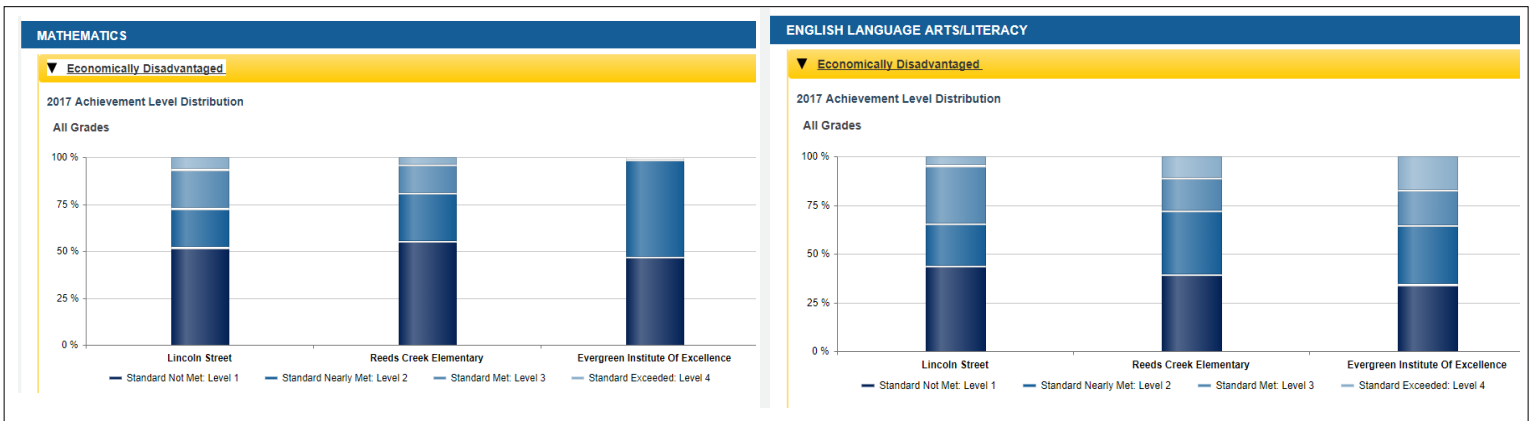


Figure 5. CDE DataQuest reports comparing Lincoln Street School with a representative sample of public schools that LSS students would otherwise have attended.

ELEMENT 1- EDUCATIONAL PROGRAM

Lincoln Street School educates any students who are seeking an alternative option for education and are aligned with the objectives of the school. The school is nonsectarian in admission policies and does not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability. The school offers an independent study program, which follows the homeschool model and provides optional enrichment clubs. The staff understands that different families have different needs, and they encourage students to engage in the clubs that best suits their needs. The school consults on a regular basis with its parents and teachers regarding the school's educational programs.

Educated Person in the 21st Century

Today's students are Digital Natives, having grown up using technology. They define community as a digital place of common interest, not just a shared physical space. While technology is important, it does not replace quality teaching. Students must have access to a responsible adult who is available on a daily basis to provide instruction to the student.

The teachers and staff believe that an "educated person" in the 21st century should possess the following characteristics:

- Students have a love for learning, achieve academic success, and become lifelong learners;
- Students possess confidence in their abilities;
- Students are self-motivated and possess self-direction, rather than reliance upon teacher/parent directives;
- Students are aware of their learning style and the accompanying strengths and weaknesses, and are able to celebrate their differences rather than hiding them;
- Students not only achieve mastery and retention of the "most important" information in each subject matter, but are also able to articulate that to others;
- Students have a love for reading, which continues throughout their life;
- Students understand the interrelationships of history, science, literature, and the arts;
- Students are well-versed in the arts. Participation in, and appreciation of music, drama, and art extends well into childhood;
- Students have determined goals and direction for the future;
- Students establish a healthy lifestyle through exercise, nutritious eating habits, and healthy practices;
- Students have learned how to relate to others with honesty, integrity, and kindness, resolving conflicts in nonviolent ways, with the intent of becoming role models for others.

Educational Philosophy

We believe that a comprehensive curriculum, high expectations, access to technology, strong instructional support, guidance from experienced teachers, a strong commitment from parents (or other caring adults), and a well-conceived educational program can help boost student achievement, serve the unique needs of students and families, and offer a model for effective public education in the 21st century.

Mission Statement

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

Vision Statement

Lincoln Street School is dedicated to developing self-motivated, life-long learners to:

- **Pursue academic excellence** with an emphasis on mastery of the “basics” through clearly delineated high content standards in all core subjects employing the systematic teaching and review of rules as well as applications of math, phonics, grammar and spelling.
- **Maximize the effectiveness and enjoyment of learning** through multi-sensory, interactive methods of instruction inclusive of critical thinking skills, use of innovative teaching methods and materials based on latest proven developmental research, and integrated teaching across the curriculum.
- **Foster the development of the whole child** through strong parental involvement with an emphasis on positive character development and service-learning in the community at large.

Expectations of Learning

A student is teachable: Every person, student and teacher, is a learner. Children need to develop listening skills, learn to share opinions, negotiate, compromise, and learn from the achievements and mistakes of others as well as themselves.

Responsibility is expected: Each student is taught to accept responsibility for personal decisions and actions. Honesty, acceptance of personal shortcomings, and asking forgiveness when necessary is part of the culture.

Strong Foundational Skills: The student has a strong foundation in the “rules of the basics.” Phonics, grammar, spelling, and mathematics all have rules. Every student is taught the rules and how to use them on a regular basis. A strong emphasis is placed on mastery instruction. Students are provided with programs that are diagnostic and prescriptive, allowing them to work at their own pace and master content.

The Learning Process: Teachers regularly question students on new material, checking for understanding.

- Teachers are trained to ask “who, what, when, where, why and how” questions for specific feedback. Questions like: “What would you do if…” or “What is another way this could have been accomplished?”
- Students learn to evaluate information set before them to determine whether it’s false or exaggerated. Examples include advertising, the media, literature, etc.
- Students participate in the learning process by learning how to “output” what they have learned. Examples include written reports, demonstrations, projects, and oral presentations.
- Students learn to edit their own work. Proofreading is encouraged as soon as a child can write.

- Testing and assessment occurs on a regular basis. Clear standards and outcomes are delineated in every subject area. Ongoing assessment clearly shows understanding, mastery, and progress.

Learning Environment Overview

Lincoln Street School uses a diagnostic and prescriptive learning model. Each student, upon enrolling, is assessed in both reading and math. Based on the results, students are appropriately placed in the curriculum. Academics are focused on the CCSS which require students to work more in a social setting. The school encourages collaboration between students with the use of Google Docs, where students can interact and comment on other students' work.

Teachers, who hold a California teaching credential, oversee the learning of each child in their class by reviewing each student's work for quality, accuracy, and understanding; accessing their academic records (including daily lessons and assessments); and communicating with the parent (or other teaching adult) on a regular basis at meetings. Teachers and parents also grade student work. Teachers deliver report cards and are available daily via phone or email when students (or adults) have questions. The content of daily lessons may be reinforced through various outings and activities at the family's discretion.

Independent Study Laws and Regulations

Lincoln Street School complies with the Charter Schools Act and its implementing regulations, regarding independent study instruction, including, but not limited to the following:

- **Written Policies**

Lincoln Street School has written policies pursuant to a public hearing, prior to commencing operation that include, but are not limited to, all of the following:

1. The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work.
2. The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record.
3. A requirement that a current written agreement for each independent study pupil shall be maintained on file.

- **Independent Study Agreements**

Lincoln Street School will maintain, on file, a current written agreement for each independent study pupil containing the following information:

1. The manner, time, frequency, and place for submitting a pupil's assignments for reporting his or her progress.
2. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.

3. The specific resources, including materials and personnel that will be made available to the pupil.
4. A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
5. The duration of the independent study agreement. Independent study agreements shall be valid for any period up to one academic year.
6. A statement of the grade for courses for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
7. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.
8. Each written agreement shall be signed and dated, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee, who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

- **Daily Engagement Record/Time Value**

Lincoln Street Charter School recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to strict State law requirements for charter school attendance, Lincoln Street Charter School expects each student to be engaged in an educational activity required of them in the assignments on each weekday that the school is in session, and asks that this "daily engagement" be documented on a daily basis on the Daily Engagement Record by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period. Lincoln Street School asks that a parent/guardian refrain from documenting any "daily engagement" on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to "make-up" weekdays where no "daily engagement" occurred.

Lincoln Street School may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certificated teacher.

- **Prohibition Against Provision of Funds or Things of Value**

The Charter School shall not provide any funds or other thing of value to the pupil or his or her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parent or guardian.

- **County or Contiguous County Residents**

The Charter School may only receive funding for the provision of independent study to pupils who are residents of Tehama County or who are residents of a county immediately adjacent to Tehama County.

- **Teacher/Student Ratio**

The Charter School student to teacher ratio shall not exceed 25:1 or be less than or equal to the largest unified school district (within Tehama County) as measured by average daily attendance.

- **Funding Determination**

The Charter School shall apply for a funding determination as necessary in accordance with Education Code.

Independent Study Roles

The Supervising Credentialed Teacher will:

- Be responsible for the written agreement for independent study;
- Assess the student's work, either orally or in written form;
- Suggest reinforcement/enrichment of content when needed or requested;
- Personally, judge the time value of student assignments or work products before ADA is earned;
- Assess the child's level of education, modifying the curriculum as necessary to meet district or county guidelines, and administer state mandated tests as required;
- Inform parents of or offer workshops that will enhance the teaching techniques of the parents;
- Arrange educational field trips and visits from professional speakers on subjects in which parents and students express an interest;
- Maintain grade records for each subject earned by all students based on work successfully completed.

The Teaching Adults will:

- Be committed to understand and use the independent study/homeschool strategy appropriately;
- Provide an appropriate environment for the student's study;
- Participate with the teacher(s) in the development of the student's educational plan, including goals, objectives, and assignments (While the supervising teacher is responsible for the educational design, the parent must be concerned about his or her role and the student's needs and interests.);

- Along with the student, prepare a study schedule that incorporates family and educational responsibilities;
- Facilitate and enable, as much as possible, the student's effective and successful study under the written agreement. This would include avoiding disturbances during study such as phone calls, TV watching, and conflicting family duties;
- Supervise the student while following the plan as the student is working on assignments, making sure that the student's effort at least meets the minimum requirement set forth in the written agreement;
- Take steps to ensure the timely submission to the Supervising Teacher of all student work, completed assignments, and accurate records that will be needed for the assessment of student progress and attendance accounting as specified in the written agreement;
- Participate in a supportive role in regularly scheduled Supervising teacher/student meetings;
- Participate in the student's instruction and assessment of learning and skills mastery while under the direction of the supervising teacher, and with the assistance of any other assigned Lincoln Street School staff;
- Assume responsibility for supplied textbooks, instructional materials and supplies, and equipment;
- Make intermediate assignments;
- Introduce curricular elements;
- Reinforce learning;
- Promptly check student work for errors, which the student should then correct and return to the supervising teacher;
- Whenever possible, attend workshops that provide instruction and guidance that will make independent study a satisfying and beneficial experience for the participating child and the parents;
- Ensure the student's voluntary participation in and understanding of independent study and facilitate the student's transfer to traditional instruction when ready or when the student is unwilling to continue in independent study.

The Students will:

- Make regular, scheduled contact with the Supervising Teacher as specified in the written agreement, with parent participation;
- Complete *at least 80%* the assigned work by the due date;
- Have all possible assignments available at meetings with Supervising Teacher;
- Make an effort to participate in pertinent public or private extracurricular activities, including social activities with other children and adults;

- Be responsible for other tasks that may be required to fulfill the written agreement.

Curriculum

Lincoln Street School provides a personalized learning program for each student. The curriculum used is state-adopted textbooks and materials. The curriculum is aligned with CCSS and provides many opportunities to meet students' individual needs. Each course is divided into chapters and units. Each unit is comprised of lessons, projects, quizzes and tests. When the grade level curriculum does not meet student needs, approaching and beyond level materials are available to provide differentiated instruction, whether intervention or enrichment based.

Each student receives a complete set of curriculum materials for core academic subjects: Math, English Language Arts, History, and Science. Curriculum materials include Teacher and Student Editions, supplementary books and materials, as well as some online support. Examples of supplementary materials may include: workbooks, math manipulatives, science lab materials, etc.

Teaching Methodology

Credentialed teachers are charged with assigning lessons, managing the student progress, evaluating student work, answering technical and curriculum questions as they arise, and tracking and recording student progress/attendance.

Lincoln Street School's approach to education assumes that students learn best when information is presented through a variety of modalities. Thus, each lesson contains content that is presented through the following modalities: visual, auditory and kinesthetic. In addition, teachers are available to assist students with supplementary materials or recommended approaches should the student have difficulty understanding the content of a lesson. The option of online quizzes and unit assessments ensures that students have access to immediate feedback.

Technology

Technology plays a critical role in our school community. When necessary, students are provided with a laptop or Chromebook to assist in their studies and aid in developing their digital literacy. Some of the curriculum is supported online, such as English Language Arts and math video tutorials, vocabulary and grammar enrichment, and virtual science labs. Tutorials and assessments are linked to the core curriculum materials. Supplemental online programs have been purchased to aid instruction. Communication between families and the Supervising Teacher can take place via email and through the use of Google Docs, in addition to the conventional telephone and one-on-one meetings.

Placement Tests

Students will complete placement tests in mathematics and English Language Arts upon enrollment. The placement tests will help parents and Supervising Teachers identify the appropriate curriculum level for each student. Students will receive access to appropriate curriculum based on their identified needs. Teachers will work with the students throughout the year to ensure that they have the skills they need to show growth towards their age appropriate grade level in curriculum.

State Mandated Standardized Test Data

The results of each student's achievement on state mandated standardized tests will be shared with both parents and teachers. Parent and teacher may discuss results to identify areas of weakness or strength and use this information to drive instruction.

Teacher Involvement

Teachers will provide parents and students with guidance as to maximize student-learning opportunities within the curriculum as well as with supplemental materials. Teachers will provide information on additional resources that are available to the parents such as special learning projects or useful websites. Teachers are available for additional support by appointment, based on availability.

Parent Education

Lincoln Street School provides training in the curriculum to all families enrolled. Parent education sessions will be led by teachers and will take place at a physical location with some trainings accessible online. Teachers are available to provide training to the individual parent as needed.

Parent Clubs will also be provided throughout the school year with topics driven by parent request and teacher suggestions.

Enrichment

In addition to the core subjects (language arts, mathematics, history, and science), Lincoln Street School offers fine arts, and physical education. A variety of enrichment clubs, such as art, music, and photography are also provided. New clubs are continually being added to the curriculum selection.

English Learners

Lincoln Street School will identify English Language Learners based upon parent responses on the Home Language Survey Section of the Lincoln Street School enrollment form for incoming Kindergartners and students new to the state. Lincoln Street School will follow up state English proficiency testing as required by law.

Once a student has been identified as an English Language Learner, Lincoln Street School will provide the following support:

- Lincoln Street School will provide support designed to assist parents/teaching adults of English Language Learners throughout the academic school year. This will include Designated English proficiency instruction to leverage the K-8th grade curriculum to meet the needs of English Language Learners;
- Lincoln Street School will provide Integrated English proficiency support strategies and supplemental materials for ELL throughout the year.. Teachers will lead lessons or provide additional tutoring depending on the individual English proficiency needs of the student;
- The curriculum is designed to meet the individual needs of each student. Thus, teachers can pick and choose from the entire curriculum to identify the lessons that will best meet their student's academic needs;
- With the support of the Tehama County Department of Education, Lincoln Street School has the books and resources designed to assist ELL students. These materials will be available for parents/teaching adults to use with their English Language Learners per their teacher's direction.

IDEA/Section 504/ADA

Lincoln Street School is linked directly to the Tehama County Department of Education regarding the flow of special education services and/or funding to Lincoln Street School students in accordance with Education Code section 47646.

Services for students with special education needs will be provided by Lincoln Street School as a participating Local Education Agency (LEA) member of the Tehama County Special Education Local Plan Area (SELPA), in accordance with the SELPA's regulations. Lincoln Street School is its own LEA for purposes of special education. Lincoln Street School shall comply with all state and federal laws regarding students with disabilities, including but not limited to Section 504 and IDEA requirements.

ELEMENT 2- MEASURABLE PUPIL OUTCOMES

Based on the California Department of Education Independent Study Manual, student compulsory attendance is based on outcomes rather than seat time. Lincoln Street Charter School also requires each student to be engaged in an educational activity required of them in the assignments on each weekday that the school is in session, and requires that the daily engagement be documented on a Daily Engagement Record. Students are required to submit all work products, including assessments and evaluations, on a regular basis. Attendance is based on the teacher's evaluation of the time value of student work product and the Daily Engagement Record. A credentialed teacher evaluates all work.

Student outcomes are based upon instructional state standards and curriculum, which is aligned with the state priorities in its LCAP, which has been submitted to TCDE and is updated annually. Content standards are derived from the current state standards.

The curriculum areas are broken into units. Study skills, critical thinking skills, and research skills are tightly integrated into all aspects of the curriculum in which students are required to demonstrate mastery. Incorporating the rigorous state standards as a guide, lesson plans are developed for, and with, parents that offer incremental and systematic instruction. Parents are also given grade level standard guides to ensure that all required subject matter is taught.

English Language Arts: Proficient literacy is a high priority. State adopted textbooks are used as the core reading program, supplemented with quality classical and modern literature. Students learn the rudiments of English, syntax, and the key elements of narrative, informational/explanatory, and argumentative writing. Writing is embedded throughout all subjects.

Mathematics: Students learn basic mathematical facts and concepts through direct, systematic instruction, and concrete hands-on learning experiences. Key math concepts move from the concrete to the abstract, including application of the key mathematical practices. Algebra and geometry concepts are integrated at every level of math when appropriate.

Science: The goals of science education in the 21st Century are to stimulate a sense of curiosity and develop strong science-based skills within specific content areas, including skills such as critical thinking and inquiry-based problem solving. Students learn the scientific and engineering method, as well as engage in three dimensional learning as they grapple with the core ideas, crosscutting concepts, and scientific practices as presented in the Next Generation Science Standards.

Social Studies: The social studies curriculum is designed to provide a chronological overview of state, national and world history, to learn geographical definitions and important geographical locations, and to introduce children to other cultures. Students learn history through exposure to excellent biographies, historical fiction, timelines, and geography. At the middle school level, analysis of the influence of various ways of thinking on the development of Western civilization, as well as current events, are included.

Attitude/Character Development: Students are taught to be self-directed learners and accountable for their personal actions. Effective conflict resolution is taught in conjunction with respect for self and others. To ensure a well-rounded student, Lincoln Street School enhances the curriculum by offering art,

photography, music, and computer sciences. Furthermore, guest presenters are periodically brought in to enrich students' learning as well.

Academic Goals:

1. Students will demonstrate mastery of a curriculum that meets or exceeds the California Common Core State Standards.
 - In all grades, students will master the curriculum aligned to the CCSS, attaining the knowledge and skills that California has identified as important in each subject area.
 - Students in grades 3-8 will demonstrate their mastery through participation in the Smarter Balanced Assessment Consortium and local assessments.
2. Students will demonstrate strong proficiency in English Language Arts.
 - Students will demonstrate decoding skills when reading, as well as an understanding of the relationship between phonemes and letter groups.
 - Students will demonstrate an understanding of writing, including writing strategies appropriate for different audiences and purposes— argumentative, informational/expository, and narrative.
 - Students will develop and use the conventions of successful composition: spelling, grammar, mechanics, and penmanship.
 - Students will develop and use an advanced vocabulary in verbal and written communications.
 - Students will grasp meaning, content, tone, and style from a variety of genres (i.e., fiction, poetry, essays, and informational text).
 - Students will gain exposure to as well as an appreciation for great works of literature.
 - Students will master the skills of the writing process: researching, brainstorming, drafting, revising, editing, and publishing.
3. Students will demonstrate strong proficiency in mathematics.
 - Students will understand and apply basic and advanced properties of numbers (ranging from the concept of whole numbers to the theorems of roots and exponents).
 - Students will use basic and advanced procedures while performing computations (ranging from adding whole numbers to simplifying radical expressions).
 - Students will understand and apply basic and advanced properties of the concept of measurement (ranging from determining length and width to the acceleration of the Space Shuttle).
 - Students will understand and apply the basic and advanced properties of algebra, geometry, statistics, and probability at their appropriate level.

- Students will apply mathematical skills to solve real-world problems.
4. Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Science, Art, Music, Photography, and other disciplines.
 - Students will use this base of information to understand the important connections among these disciplines and their application in daily living.
 - Students will be able to identify and draw on these interdisciplinary connections when faced with complex issues and problems, demonstrating an ability to approach them from multiple perspectives.
 5. Students will develop critical reasoning and higher-order thinking skills.
 - Students will demonstrate the use of problem-solving and analytical techniques on open-ended questions as per grade level standards.
 - Students will demonstrate the ability to recognize alternative positions and evaluate their validity as per grade level standards.
 - Students will be able to analyze, synthesize, evaluate, and apply their knowledge.
 6. Students will acquire skills and appreciation in both art and music as part of their aesthetic development.
 - Students will understand and appreciate artistic and musical techniques.
 - Students will know and be able to speak intelligently about works of art and music.
 - Students will develop a sense of the history of art and music and how ideas, movements, and trends from one era inform another.

Non-Academic Goals:

Our primary non-academic goal is to view each child as a whole and appreciate everyone’s individual strengths. Our enrichment opportunities and unit themes help to build commonly shared values such as honesty, integrity, courage, discipline, compassion, respect for others, and appreciation of the work ethic. While children are learning the basics of computation, decoding, and analysis, they will also be wrestling with moral dilemmas, writing about courage and justice, and learning about times when history was shaped by moral surrender and heroic deeds. Furthermore, Lincoln Street School provides an alternative environment giving parents more of a leading role in their child’s education.

1. Parents and students will develop personal goals to work on throughout the year. Students will demonstrate an ability to work toward personal, team, and school goals. Parents will revisit their goals throughout the year to see how their needs are changing and/or being met.
2. Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence. Students will take responsibility for

their actions and will be asked and encouraged to learn from their mistakes. Students will understand and be able to explain the value of our country's vibrant diversity and common civic heritage.

3. Students will demonstrate respect for others in school, community, and extracurricular activities and an appreciation of differences among individuals and groups. Students will learn about individuals who have contributed their talents and efforts to improve their local school and community.
4. Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government, and civic affairs. They will work effectively with technology and learn to collaborate effectively with other students. Students will also be expected to meet deadlines.
5. Students will rise to meet high expectations of behavior and performance. They will be expected to give their best effort in their schoolwork and their active participation in school events. They will respect their parents, teachers, and fellow students and abide by the school's guidelines and rules. Students will conduct themselves with integrity at all times.
6. Students will learn habits of healthy living by being encouraged to monitor and attend to their social, emotional, and physical well-being. They will learn to balance school responsibilities with the other demands of their lives (personal, family, social, athletic, and artistic) and, when appropriate, will be encouraged to engage in social activities and school events to enrich their academic work with real-world experiences.

ELEMENT 3- METHODS TO ASSESS PUPIL PROGRESS

State Testing System: Measures Student's Achievement of the California Common Core State Standards

Curriculum-based assessments built around rigorous standards are used to determine acquisition and mastery of the curriculum. Lincoln Street School desires an increased measure of accountability and seeks close alignment between what is taught and what is assessed. Testing is only one avenue to see if students are achieving the required standards. The instructional program includes supplemental assessment measures to test the accuracy and viability of the educational program that is administered. Student outcomes have been developed to align to the CCSS.

- **Standardized Testing:** The state-mandated California Assessment of Student Performance and Progress (CAASPP) is administered to students grades 3 through 8, as well as criterion-referenced tests.
- **Student Work Samples:** Work samples create an ongoing record of student work and learning experiences.
- **Rubrics:** Curriculum rubrics are used to evaluate student work.
- **Projects:** Student projects demonstrate student mastery of various content areas.

Placement Tests

Lincoln Street School uses state approved assessments designed to identify the correct placement of students in the mathematics curriculum. The San Diego Quick, fluency and math diagnostic assessments aid in the placement of students for the English Language Arts and math curriculum. Placement tests are administered when the student enters the program to ensure proper academic placement.

Chapter Assessments

Students are assessed at the end of each chapter to demonstrate whether the student has achieved the objectives or whether a review of some, or all, of the lessons is advisable.

Unit Assessments

In English Language Arts, mathematics, science, and history, the student takes an assessment at the end of a unit. These assessments show whether or not the student has retained key learning objectives for the unit. Assessment results can be used to guide review or additional practice.

The aforementioned assessments are presented in different ways, some are assessment sheets to be printed and others are questions to be answered directly online or in person. Within these assessment types, the individual items take a variety of forms. In the early grades, many items are short, open-ended questions, to which the student responds with a word or number, a phrase, or a sentence or two. Other items require longer responses, and still others are selected response. Using multiple item formats allows students to demonstrate what they have learned in a variety of ways.

Student Work Samples

In addition to the quantitative evaluation described above, Lincoln Street School will also implement a system of qualitative evaluation through student work samples. Students will bring all work completed from the designated subject areas. Students will share their work and assist in evaluating their own progress, and teachers use their record of observations and the collection of student work to note academic progress or highlight learning concerns. These work samples will be kept with the students' files.

Report Cards

Each semester, students will receive a report card from their teacher. Both quantitative and qualitative information will be considered in assigning grades and recommending promotion for individual students. Transitional Kindergarten through third grade students earn marks of either Complete or Incomplete, based on their work. Fourth through eighth grade students earn an overall percentage, which is an average score of their monthly work in each subject area. School enrichment opportunities the students participate in are also indicated on the report card, along with attendance credit.

Individual Student Achievement Improvement Goals and Academic Growth

Third through eighth grade students will participate in CAASPP testing each year. The results of each student's tests will be mailed to parents/guardians when they become available. Included with the test results will be a letter from the school to parents and students which provides context for the students' test scores in relation to the state's grade level averages.

A school-wide pre and post assessment will be administered annually. Results will be closely monitored to identify student's present performance. Student growth is continually monitored to further identify specific academic needs of students in English Language Arts and math.

School Wide Improvement Goal

Improving the school as a whole is very important. To achieve this objective, Lincoln Street School staff will collectively analyze the school data collected from CAASPP pre/post testing, along with parent and teacher input. The team will develop a plan to improve any areas of weakness identified in conjunction with the Local Control Accountability Plan (LCAP).

ELEMENT 4- GOVERNANCE STRUCTURE OF LSS

Governance Structure

Lincoln Street School will be governed by the Lincoln Street School Governance Committee and shall operate under the oversight of the Tehama County Board of Education with administrative support from the Tehama County Department of Education. The Lincoln Street School Governance Committee shall be composed of the following:

- The Tehama County Superintendent of Schools Designee;
- Representative from the Educational Support Services Department of the Tehama County Department of Education;
- A Tehama County Community representative;
- Representative from the Information Technology Department of Tehama County Department of Education;
- A Lincoln Street School parent representative.

The Lincoln Street School Governance Committee members shall endeavor to adhere to the following standards recommended by the California School Boards Association (CSBA) for members of public school governing boards:

- Keeps learning and achievement for all students as the primary focus;
- Values, supports and advocates for public education;
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community;
- Acts with dignity, and understands the implications of demeanor and behavior;
- Keeps confidential matters confidential;
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader;
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.

The Lincoln Street School Governance Committee will meet regularly to oversee the management, operation, activities, and affairs of the charter school. The Lincoln Street School Governance Committee will define, compose, and revise (as needed) the policies and ensure compliance with its charter agreement and applicable laws and regulations. Because of the home-school emphasis, the role of the parent will be prominent, as a home-based instructor and supporter of the overall program.

All Lincoln Street Governance Committee meetings will be held in compliance with the Brown Act. The Lincoln Street Governance Committee, at its discretion, may vote to expand its membership and/or create

Sub-committees. Specific responsibilities of the Lincoln Street Governance Committee are defined in the By-Laws.

Notwithstanding the foregoing and at all times relevant herein, the Tehama County Superintendent of Schools shall retain the right and authority to review, revise, stay and/or rescind any action, policy or decision of the Lincoln Street School Governance Committee.

Additional Parent Involvement

Parents are actively encouraged to participate in school-wide planning, organizational meetings, Lincoln Street Governance Committee, and other meetings. They are also encouraged to offer ideas for field trips, social events, and other outings.

Lincoln Street School currently offers an extensive network of communication tools designed to connect parents and children to both the school community, and to each other. The teachers and administration of the school will communicate weekly with parents and children, knitting the community together with bulletins, teaching tips, school events, and more. Teachers initiate regular conferences and conversations with parents about their child's progress, and also about parents' needs and concerns about the operation of the school.

Parents are encouraged to be proactive; to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community. Parents may participate in field trips and educational outings with their children.

Parents will help evaluate the school's program each year through meetings and surveys. Parents will also serve as mentors to new families and families that are struggling with technology complications or curriculum problems. Parents will be given an opportunity to make their voices heard about their likes and dislikes about the school. Some parents will be asked to give critiques and/or testimonials about the program. Direct parental involvement is fundamental to the school's success.

Parental involvement at Lincoln Street School is enhanced by the fact that the school will be educating not only students but also its parents as well. Parents will be taught how to be effective instructional coaches, under the guidance of qualified and certificated teachers. Many parents will learn how to efficiently use computers- some for the first time. Parents also will be exposed to a content-rich curriculum, a comprehensive re-telling of the story of history, scientific concepts and enrichment such as art, photography and music.

ELEMENT 5- EMPLOYEE QUALIFICATIONS

Alternative Education Principal/Site Administrator

The Lincoln Street School Site Administrator shall be an employee of the Tehama County Department of Education who will serve under the policy direction of the Lincoln Street Governance Committee. The Lincoln Street School Site Administrator shall regularly report to the Tehama County Superintendent of Schools and/or designee. Under the supervision of the County Superintendent or designee, this position provides leadership and administrative functions for Tehama County Department of Education Alternative Education programs and schools. This position ensures a comprehensive instructional program that prepares students to transition to post-secondary education or a work setting.

See school website for specific Job Description.

Teaching Staff

Lincoln Street School employs both full time and part time teachers from Tehama and its surrounding counties. In addition, Lincoln Street School will seek to hire both full and part time credentialed teachers to meet the demands of student enrollment.

Attracting high quality teachers will be a priority for Lincoln Street School. A standard pay scale will use teacher's education level and years of experience when determining a teacher's salary. This pay scale will be comparable to that of other Certificated Salary Schedules within Tehama County.

Each teacher will, at minimum:

- Hold a valid California Teaching Credential,
- Meet the definition of "highly qualified" according to the Every Student Succeeds Act (ESSA),
- Demonstrate proficiency in technology and technology support,

See school website for specific Job Description.

Office Manager

Performs a wide variety of managerial, secretarial and clerical duties including developing timelines for meeting deadlines, compiling, calculating and preparing data for detailed reports. Prepares and types a variety of material, including material of a confidential nature, letters, reports and other documents. Screens and collects necessary data as required from a variety of office contacts.

See school website for specific Job Description.

Business Manager

Under the supervision of the Tehama County Department of Education Assistant Superintendent-Business Services, this position will perform duties that require a high degree of organizational, planning, personnel, accounting and business skills which will be applied in dealing with program managers, business and clerical staff. The position involves extensive analytical, interpretive, and communication activities, in a computerized reporting environment. This position is responsible for the oversight of daily and long-range functions of the fiscal department and shall be responsible for regular reporting to the Lincoln Street School Governance Board.

See school website for specific Job Description.

ELEMENT 6- HEALTH AND SAFETY PROCEDURES

Lincoln Street School takes staff and student health and safety very seriously. The administrative office currently complies with all ADA, OSHA, and local health and safety requirements. The school has obtained all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

Immunization forms and other pertinent medical records will be kept (confidentially) on file by the school administration. Parents are expected to ensure that their children obtain proper immunizations, as required by the school, prior to enrolling. Those parents who are having difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community.

The school has drafted health and safety procedures that the school will follow to ensure the health and safety of pupils, which shall include compliance with the criminal background check requirements.

See school website for School Policies.

ELEMENT 7- MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE

Lincoln Street School utilizes a student recruitment strategy that includes procedures that ensure a racial and ethnic balance. These procedures include enrollment timelines that allow for a broad-based application process and the distribution of promotional materials across the service area of Lincoln Street School.

See Appendix A for more information regarding school demographics.

Non-Discrimination

In order to strive to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the Tehama County Department of Education, Lincoln Street School Governance Committee, Site Administration and teaching staff will reach out broadly to populations within the County and adjacent counties. The effort will be comprehensive and will include the activities listed below:

Website

Because Lincoln Street School is seeking to reach a variety of individuals in a large geographic area, we will leverage our website www.lincolnstreetschool.org. The site contains background information about the school, its admissions procedures, calendar of events, curriculum links, enrichment resources, and other pertinent information. Request for Participation forms and all contact information are hosted on the site for parents and students to access.

Recruitment Materials

Lincoln Street School advertises in various media sources in the north state. School informational flyers are available at events throughout the county that target school age families and children. Recruitment materials and interpreting services are available upon request.

Parent Information

Interested parents can complete a Request for Participation, available on our website or in office. Orientations are available throughout the year and provide further, detailed information about the program, and parent and student roles.

ELEMENT 8- ADMISSION REQUIREMENTS

Every aspect of the admissions process is an opportunity to educate potential applicants about the mission of Lincoln Street School. The admissions process seeks to ensure that all potential families understand our mission and the responsibilities, challenges, and rewards of joining our school. Lincoln Street School is nonsectarian in its programs, admission policies, employment practices, and all other operations LSS shall not charge tuition and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability. Independent study is an optional educational alternative that families and students voluntarily select. All students who choose independent study must be eligible for continuous choice of classroom instruction.

Enrollment

Lincoln Street School will provide that no student otherwise eligible to enroll in the school will be denied nor discouraged from enrollment due to a disability or due to the school's concerns about its ability to provide appropriate services. Lincoln Street School will:

- Comply with all the provisions of federal law and implement regulations related to the rights of disabled students and their parents (20 U.S.C. Chapter 33, the Individuals with Disabilities Education Act (IDEA));
- Adhere to the policies, procedures and requirements of the Tehama County SELPA Local Plan and its policies and procedures;
- Ensure that students are referred, assessed, identified, and served in a timely manner;
- Ensure that staff members providing special education services are properly credentialed;
- Assure that the facilities used do not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program and affirms responsibilities under Section 504 of the Rehabilitation Act of 1073 (34 CFR 104) hereinafter, "504.";
- Assure that all federal laws regarding discipline, change of placement, disenrollment, suspension and expulsion policies and procedures shall ensure that protections of applicable federal and state law are afforded to eligible students as students entitled to 504 protections.

Enrollment Application Procedures

To enroll at Lincoln Street School, parents or guardians first must complete a Request for Participation. A Lincoln Street School teacher will then call and conduct a phone interview and set up a time and date for an orientation. During the orientation, a teacher will explain the school policies, procedures, expectations, and curriculum. Students will be given placement assessments in math and ELA. Parents and guardians will be given an Enrollment Packet. Enrollment Packets are due within one week of orientation.

Once the completed Enrollment Packet is received with all required documentation, the school will evaluate availability. If there are openings, a supervising teacher will be assigned and an enrollment appointment will be established. If no available openings exist, students will be put on a waiting list ranked in order based on the date and time the completed Enrollment Packet was received. When a family is notified of an opening, they have three (3) days to accept or refuse their spot. After the third day, the school will remove the student from the waitlist and offer the placement to the next student on the waitlist. Enrollment is not official until all signatures are signed on the Master Agreement.

Lottery

At the beginning of the school year, if it is determined that there are more applicants than available space, a lottery will be held. Existing students of the school shall automatically be enrolled and shall not be a part of the lottery. The lottery will be held in a public location with adequate oversight to ensure the integrity of the procedure and that all students have fair and equal access to the process. The lottery shall be held in stages in order of preference group as follows: 1) siblings of existing students; 2) transitional kindergarten and kindergarten, 3) Tehama County residents; and 4) all other applicants. After all open positions are filled by lottery, the remaining applicants will be drawn by lottery to determine the order in which they will be placed on a waiting list.

ELEMENT 9- FINANCIAL AUDIT

Budget

Attached hereto and incorporated herein by reference is an operating budget, including cash flow and multi year financial projections based on current LCFF information, and plans for establishment of an equivalent to that which is required by law for a school district of comparable size. Lincoln Street shall prepare and present an annual budget, First Interim and Second Interim to the TCDE. Lincoln Street School shall reimburse the Tehama County Department of Education for all administrative support and personnel costs provided to Lincoln Street School in accordance with a schedule of costs determined by the Tehama County Superintendent of Schools. The Tehama County Department of Education shall not be obligated to fund Lincoln Street School operating costs beyond the actual funding received for Lincoln Street School.

Financial Reporting

Lincoln Street School will work directly with the Tehama County Department of Education which shall maintain the budget and act as the fiscal agent for Lincoln Street School.

Insurance

Lincoln Street School budgets yearly for general liability, workers' compensation, and any other necessary insurance.

Facilities

Lincoln Street School will coordinate with the Tehama County Department of Education to secure adequate facilities.

Financial Audit

The Tehama County Department of Education will oversee the selection of an independent auditor and the completion of an annual audit of Lincoln Street School's financial affairs. The audit will verify the accuracy of the School's financial statement, attendance enrollment accounting procedures, and review Lincoln Street School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and in accordance with the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget circulars. It is anticipated that the annual audit will be completed by December 15th after the end of each school fiscal year, and that a copy of the auditor's findings will be forwarded to the Chief Financial Officer of the Tehama County Department of Education.

The Lincoln Street School Governance Committee will review any audit exceptions or deficiencies and report to Lincoln Street School staff with recommendations on how to resolve them. The Lincoln Street School Governance Committee will report to the Tehama County Department of Education Board regarding how the exceptions and deficiencies have been or will be resolved. The Final Audit report shall be submitted by the Tehama County Department of Education to the State Controller. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the Tehama County Superintendent of Schools for final resolution.

Performance Evaluation

Programmatic outcomes are composed of goals for student learning, student attendance, and other objectives described in this application. Annually, the school will report in detail its performance against these programmatic objectives, describe deficiencies in performance, and set forth corrective actions for remediating these deficiencies through LCAP review and revision. Findings will be presented at the last board meeting of the school year. Additionally, the school will comply with any other requirements that the state might specify at a later point.

Funding Determination

The Charter School shall apply for an Independent Study SB-740 funding determination as required.

ELEMENT 10- PUPIL SUSPENSION AND EXPLULSION PROCEDURES

The Pupil Suspension and Expulsion Policy (the “Policy”) for Lincoln Street School (“School”) has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, the School intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from the School.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy will be available on the website and may be printed upon request. A summary of this Policy will be distributed as part of the Student Handbook and will clearly describe discipline expectations. The Administrator/Designee shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at Lincoln Street School’s main office.

Discipline includes, but is not limited to: advising and counseling students, conferring with parents/guardians, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 (“ADA”) and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

I. Suspension

1. Definition

Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Referral to a certificated employee designated by the Administrator/Designee to advise pupils;
- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the Administrator/Designee.

The School shall consider suspension from School only when other means of correction fail to bring about proper conduct or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

2. Authority

The Administrator/Designee may suspend a student from class, classes or the school for a period not to exceed five days. The Administrator/Designee may extend a student's suspension pending final decision by the Governance Board of the School on a recommendation for expulsion. On a recommendation for expulsion, the Governance Board may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of Lincoln Street School. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds;
- While going to or coming from school;
- During, or while going to or coming from a school sponsored activity;
- All acts related to school activity or school attendance occurring within the School.

3. Grounds

The Administrator/Designee may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense;
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Administrator/Designee written concurrence;
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind;
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;

- Stole or attempted to steal school property or private property (as used in this policy, “school property” includes but is not limited to electronic files and databases);
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel and e-cigarettes, whether or not they contain tobacco;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5;
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties:
 - A pupil enrolled in kindergarten or in grades 1 through 3 shall not be suspended for any of the acts enumerated in the previous bullet, and the previous bullet point shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 8 to be recommended for expulsion.
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4;
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness;
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma;
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. “Hazing” does not include athletic events or school-sanctioned events;
- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property;
 - Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;
 - Causing a reasonable pupil to experience substantial interference with his or her academic performance;
 - Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school;

- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
 - A message, text, sound or image
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above;
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated;
 - Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying:
 - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act;
 - Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities;
 - An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet;
 - A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- Made terrorist threats against school officials and/or school property;
- Committed sexual harassment;
- Caused or participated in an act of hate violence;
- Carried, possessed, sold or otherwise furnished an electronic signaling device;
- Committed hazing;
- Committed vandalism/malicious mischief;

- Violated academic ethics;
- Falsified or misinterpreted notes or phone calls of parents or guardians;
- Falsely activated fire alarm;
- Habitually violated the dress code;
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment;
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression, religion, or association with one or more of these actual or perceived characteristics;
- A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or recommended for expulsion for misconduct not specified above.

4. Procedures Required to Suspend

Step One

The Administrator/Designee shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by an Administrator/Designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. *Illegally possessed items shall be confiscated and turned over to the police.*

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Administrator/Designee and the student in which the student shall be orally informed of the reason for the suspension, the evidence against him, and be given the opportunity to present informal proof of his/her side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to inform him/her of the suspension and the reasons therefor.

If a student is suspended without the informal conference, both the student and the parent/guardian will be notified of a student's right to return to school for the purpose of a conference.

Step Three

The Administrator/Designee determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

Step Four

The Administrator/Designee fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and to the student. A copy of this form is also placed in the student's cumulative file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if the School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

The Administrator/Designee determines whether the offense warrants a police report. Administrator/Designee will report certain offenses to law enforcement authorities in accordance with Education Code section 48902.

When Administrator/Designee releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the Administrator/Designee shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse.

Step Six

The Administrator/Designee may require the student and his/her parent/guardian to sign a contract that states the conditions that the student is expected to meet while at the School. Copies of the signed contract are kept by the school and given to the parent/guardian.

SPECIAL EDUCATION AND SECTION 504 STUDENT SUSPENSIONS

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The Administrator/Designee shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify Tehama County Department of Education's SELPA Director of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent and the LEA).

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability under the IDEA or section 504; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP or 504 Plan. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Team must conduct a behavioral assessment (or other appropriate assessment for the 504 student), create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504 Plan. For special education and 504 students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the School; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the School; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School.

5. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Advisory Board's decision to expel shall be final.

II. Expulsion

1. Definition

Expulsion means involuntary disenrollment from the charter school.

2. Authority

A student may be expelled either by the Board following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education

in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

3. Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

The Administrator/Designee shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee;
- Brandishing a knife at another person;
- Unlawfully selling a controlled substance;
- Committing or attempting to commit a sexual assault or committing a sexual battery;
- Possession of an explosive.

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the Administrator/Designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense;
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician;
- Robbery or extortion;
- Assault or battery on a school employee.

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the Administrator/Designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

4. Procedures to Expel a Student

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Step One

Administrator/Designee investigates the incident and determines whether the offense results in a suspension. If so, the Administrator/Designee follows the procedures to suspend the student as outlined above.

Step Two

At the discretion of Administrator/Designee, a student's suspension may be extended pending expulsion. In this case, a meeting is held within 10 school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with Administrator/Designee. Other school personnel may also be present.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the Administrator/Designee has determined, after the meeting, that the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

The School shall send a letter to the student and parent/guardian regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the student or his/her parent/guardian.

The letter shall be sent via certified mail to the student and his/her parent/guardian to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules relating to the alleged violation;

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

The Administrator/Designee shall maintain documents that may be used at the hearing and make them available for review by the student and/or his/her parent/guardian. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by other school personnel; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

Step Five

An expulsion hearing shall be held before Administrative Panel. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made.

While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the Administrative Panel that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Step Six

The decision of the Administrative Panel shall be in the form of a written recommendation, with findings of fact, to the Governance Board who will make a final determination regarding the expulsion. The final decision by the Governance Board shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the pupil's removal from the School for the incident for which the recommendation for expulsion is made. If the Administrative Panel decides not to recommend

expulsion, the pupil shall be reinstated and permitted to return to the regular program. The decision not to recommend expulsion shall be final.

Step Seven

The Administrator/Designee following a decision of the Governance Board to expel a student, shall send written notice of the decision to expel, including the Administrative Panel's findings of fact, to the student or parent/guardian. The notice shall include the following:

- Notice of the specific offense committed by the student;
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school.

Within 30 days of the decision to expel, the Administrator/Designee shall send written notice of the decision to expel to the student's district of residence, the Tehama County Department of Education and the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Step Nine

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for Tehama County Department of Education's review upon request.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Governance Board, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Governance Board or its designee following a meeting with the Administrator/Designee and the pupil and parent/guardian to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Administrator/Designee shall make a recommendation to the Governance Board following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

ELEMENT 11- RETIREMENT SYSTEMS

Lincoln Street School will participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff. Lincoln Street School participates in the STRS and/or PERS systems.

Certificated employees participate in STRS or PERS. Non-credentialed employees shall be covered by Social Security and PERS if they qualify.

Those non-credentialed employees not participating in PERS will be offered an alternative school sponsored retirement plan as applicable.

ELEMENT 12- PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Lincoln Street School is a voluntary educational program. No student may be required to attend Lincoln Street School. Students who opt not to attend Lincoln Street School may attend another charter school, private school or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their school district of residence. No student shall be allowed to be concurrently enrolled in more than one school.

ELEMENT 13- EMPLOYEE RETURN RIGHTS

Employee Representation

Lincoln Street School shall be deemed the exclusive public school employer of the employees of Lincoln Street School for the purposes of the Educational Employment Relations Act.

Employee Return Rights

All employees hired by Lincoln Street School after the date of adoption of the initial charter shall be “at-will” employees of Lincoln Street School and shall have no right to or expectation of employment by the Tehama County Department of Education.

Employees of the Tehama County Department of Education working at Lincoln Street School as of the date of adoption of the initial charter shall retain their employment status and rights with the Tehama County Department of Education.

No Return Rights

After the date of adoption of the original charter, employees of the Tehama County Department of Education who resign their employment with Tehama County Department of Education in order to work at Lincoln Street School, shall have no right to return to a comparable position in Tehama County Department of Education.

ELEMENT 14- DISPUTE RESOLUTION

In the event that Lincoln Street School Governance Committee and/or Tehama County Department of Education have disputes regarding the terms of this charter, or any other issue regarding the Lincoln Street School and Tehama County Department of Education's relationship, both parties agree to follow the process as outlined below:

1. The issue shall be framed in written format and referred to the Site Administrator/Lead Teacher. In the event that it is believed that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement;
2. The Site Administrator/Lead Teacher and the Tehama County Superintendent of Schools Designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute. This joint resolution shall be represented in written format and returned to the disputing party;
3. In the event the Site Administrator/Lead Teacher and the Tehama County Superintendent of Schools Designee are unable to resolve the dispute informally, the dispute will be heard before the Lincoln Street School Governance Board;
4. If the joint resolution fails to resolve the dispute, the Tehama County Superintendent of Schools Designee and the Site Administrator/Lead Teacher shall jointly present the dispute to the Tehama County Superintendent of Schools for resolution. The determination of the Tehama County Superintendent of Schools shall control.

Personnel/Student Dispute Resolution

The Lincoln Street School complaint procedure as defined in the school policy shall be followed.

See school website for School Policies.

ELEMENT 15- SCHOOL CLOSURE PROCEDURES

Closure Protocol

Lincoln Street School will follow the following process in the event that the school is closed:

Document Closure Action

Lincoln Street School will document the decision to close with an official action of the Tehama County Board of Education. The action will identify the reason for the school's closure, whether the charter was revoked, not renewed, or closed voluntarily and the effective date of the closure. School closure will only occur at the end of the academic year. The Lincoln Street School Governance Committee and the Tehama County Department of Education will work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

Notify the California Department of Education (CDE) and Tehama County Department of Education (TCDE)

TCDE will send a notice of the school closure to the Charter Schools Division at the CDE. The notification will include the following information:

- Charter school name, charter number, and County-District-School (CDS) code;
- Date of closure action;
- Effective date of the closure, if different;
- Reason for the closure (Specify revoked, not renewed, or other reason. If the charter is revoked pursuant to Education Code Sections 47604.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that Lincoln Street School is being closed, but not revoked.)
- After receiving the notification of closure, CDE will notify TCDE if it is aware of any liabilities that Lincoln Street School owes the state, such as overpayment of apportionments, unpaid revolving fund loans, grants, etc. CDE may contact TCDE or independently contract for an audit of Lincoln Street School if it has reason to believe that the school received state funding for which it was not eligible.

Notification to Parents and Students

Parents and students will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records. The notification will be sent via U.S. Mail to each student's home. Parents will also be provided with a certified packet of student information. This will facilitate transfer to another school.

Notification to Receiving Districts

TCDE will notify any school district that may be responsible for providing education services to the former students so that the receiving district(s) may assist in facilitating student transfers.

Student and School Records Retention and Transfer

Lincoln Street School will follow the established process for the transfer of student records to the student's district of residence or other school to which the student will transfer. Lincoln Street School will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records.

Financial Close-Out

Lincoln Street School and TCDE will have an independent audit completed within six months after the closure of the school. This may coincide with the regular required annual audit of the school. The purpose of the audit will be to determine the net assets or net liabilities. The assessment will include but not be limited to: an accounting of all school assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.

Dissolution of Assets

Upon completion of the closeout audit, TCDE and Lincoln Street School will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the school.

To the extent feasible, any assets will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source. Any unused funds after dissolution will remain with TCDE.

- Count of Matched Foster Students by Enrollment and Grade
- Enrollment by English Language Acquisition Status (ELAS) and Grade
- Enrollment by Ethnicity - Lincoln Street School
- Enrollment by Ethnicity - Lincoln Street School continued
- Enrollment by Subgroup for Charter and Non-Charter Schools - Lincoln Street School
- Enrollment by Subgroup for Charter and Non-Charter Schools - Lincoln Street School continued
- Lincoln Street Detailed Data - California Accountability Model Math
- Lincoln Street Detailed Data - California Accountability Model ELA



Count of Matched Foster Students by School of Enrollment and Grade for 2015-16

Lincoln Street Report

Year: ▼
 Subgroup: ▼
 Gender: ▼

[Glossary of Terms for Foster Reports](#)

School	Grade																Total
	KN	1	2	3	4	5	6	7	8	UE	9	10	11	12	US		
Lincoln Street	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	5

Report Total

Name	Grade																Total
	KN	1	2	3	4	5	6	7	8	UE	9	10	11	12	US		
Lincoln Street	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	5
Tehama County Department of Education	1	1	0	1	1	0	1	1	0	0	5	7	5	5	0	0	28
Tehama County	39	24	29	17	25	18	19	17	13	0	20	20	20	19	0	0	280
Statewide	6,024	5,098	4,965	4,774	4,539	4,179	3,808	3,790	3,946	16	4,802	5,177	5,314	6,051	127	0	82,610

Download a semicolon-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software for analysis.

Year: 2015-16, Subgroup: All, Gender: All



2016-17 Enrollment by English Language Acquisition Status (ELAS) and Grade

Lincoln Street School Report (52-10520-6119606)

Report: Enrollment by English Language Acquisition Status (ELAS) and Grade ▼

School: 0000000 - Select a School ▼

Year: 2016-17 ▼

School Type: All Schools Charter Schools Non Charter School

Gender: All Male Female

Students With Disabilities: Yes No All Students

Disadvantaged Subgroups: - No Subgroup Filters ▼

Subgroup filters have been disabled to protect student privacy. [\(Why?\)](#)

View Data As: Numbers Percents

[Glossary of Terms for EL Reports](#)

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
KN	100.0%	0.0%	0.0%	0.0%	0.0%	9
01	100.0%	0.0%	0.0%	0.0%	0.0%	6
02	100.0%	0.0%	0.0%	0.0%	0.0%	9
03	100.0%	0.0%	0.0%	0.0%	0.0%	12
04	100.0%	0.0%	0.0%	0.0%	0.0%	4
05	100.0%	0.0%	0.0%	0.0%	0.0%	10
06	100.0%	0.0%	0.0%	0.0%	0.0%	11
07	100.0%	0.0%	0.0%	0.0%	0.0%	5
08	100.0%	0.0%	0.0%	0.0%	0.0%	13

Report Totals

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
Lincoln Street	100.0%	0.0%	0.0%	0.0%	0.0%	79
Tehama County Department of Education	93.6%	0.5%	4.1%	1.8%	0.0%	219
Tehama County	71.9%	1.1%	17.9%	8.9%	0.2%	10,822
State	57.1%	4.4%	21.4%	16.8%	0.3%	6,228,235

[Web Policy](#)

2016-17 Enrollment by Ethnicity

Lincoln Street School Report (52-10520-6119606)

– Report Description

This report displays the annual K-12 public school enrollment by student ethnicity for the selected report level (state, county, district, or school) and year. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. Please contact the district or school if you have any questions about their certified CALPADS data.

Source: These data were submitted and certified by LEAs and/or charter schools as part of the annual CALPADS Fall 1 submission.

+ Report Options and Filters

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>Lincoln Street</u>	79	0.0%	0.0%	0.0%	0.0%	12.7%	0.0%	79.7%	6.3%	1.3%

Report Totals

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>Lincoln Street</u>	79	0.0%	0.0%	0.0%	0.0%	12.7%	0.0%	79.7%	6.3%	1.3%

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>Tehama County Department of Education</u>	219	1.4%	0.0%	0.0%	0.0%	21.0%	0.0%	70.8%	5.5%	1.4%
<u>Tehama County</u>	10,822	0.9%	2.4%	0.9%	0.2%	39.9%	0.2%	52.5%	2.4%	0.7%
<u>Statewide</u>	6,228,235	5.6%	0.5%	9.0%	2.5%	54.2%	0.5%	23.6%	3.3%	0.7%



2016-17 Enrollment by Subgroup

Lincoln Street School Report (52-10520-6119606)

– Report Description

This report displays the annual K-12 public school enrollment by student subgroup for charter and non-charter schools for the selected report level (state, county, district, or school) and year. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. Please contact the district or school if you have any questions about their certified CALPADS data.

Source: These data were submitted and certified by LEAs and/or charter schools as part of the annual CALPADS Fall 1 submission.

Note: Subgroup counts are not mutually exclusive and therefore do not sum to the report total.

+ Report Options and Filters

Subgroup	Enrollment
English Learners	0.0%
Foster Youth	0.0%
Homeless Youth	1.3%
Migrant Education	0.0%
Students with Disabilities	10.1%
Socioeconomically Disadvantaged	58.2%
All Students	79

Lincoln Street (Red Bluff, CA)
Tehama County Department of Education

[Return to Five-by-Five Placement Grid](#)

Mathematics (Grades 3-8) Indicator - Fall 2017

[Download Data](#) [View Layout](#)

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from level 3	CAA - current year number of valid students	CAA-current year number of valid students with SCORE 1	CAA-current year percent of valid students with SCORE 1	CAA-current year number of valid students with SCORE 2	CAA-current year percent of valid students with SCORE 2	CAA-current year number of valid students with SCORE 3
All Students	Yellow	Low	Increased Significantly	-43.4	34.1	46	48	-77.6	0	*	*	*	*	*
Socioeconomically Disadvantaged	None	Low	Increased Significantly	-59.6	41.2	29	30	-100.7	*	*	*	*	*	*
Students with Disabilities	None	*	*	*	*	4	6	*	*	*	*	*	*	*
Hispanic	None	*	*	*	*	3	6	*	*	*	*	*	*	*
Two or More Races	None	*	*	*	*	4	2	*	*	*	*	*	*	*
White	Yellow	Low	Increased Significantly	-37.8	35.5	39	39	-73.3	*	*	*	*	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

Lincoln Street (Red Bluff, CA)
Tehama County Department of Education

[Return to Five-by-Five Placement Grid](#)

English Language Arts (Grades 3-8) Indicator - Fall 2017

[Download Data](#) [View Layout](#)

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from level 3	CAA - current year number of valid students	CAA-current year number of valid students with SCORE 1	CAA-current year percent of valid students with SCORE 1	CAA-current year number of valid students with SCORE 2	CAA-current year percent of valid students with SCORE 2	CAA-current year number of valid students with SCORE 3
All Students	Yellow	Low	Increased Significantly	-22.2	17.8	46	48	-40.1	0	*	*	*	*	*
Socioeconomically Disadvantaged	None	Low	Increased Significantly	-49.8	16	29	30	-65.8	*	*	*	*	*	*
Students with Disabilities	None	*	*	*	*	4	6	*	*	*	*	*	*	*
Hispanic	None	*	*	*	*	3	6	*	*	*	*	*	*	*
Two or More Races	None	*	*	*	*	4	2	*	*	*	*	*	*	*
White	Yellow	Low	Increased	-15.9	12.4	39	39	-28.3	*	*	*	*	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

APPENDIX B BUDGET, BUDGET ASSUMPTIONS AND FINANCIAL PROJECTIONS

Lincoln Street School Multi-Year Projections
Lincoln Street 2017-2018

Multi-Year Projections:

2018-19:

REVENUE:

Based on FCMAT Calculator dated May 2016, 104 enrolled and ADA of 101.00

Revenues include-

- LCFF
- Lottery
- Mandated Cost reimbursement

EXPENSE:

5% Step and Column increase for staff

10% Increase to benefits to cover increased costs for PERS and STRS

5% increase in Books & Supplies

10% increase to Service & Operating expense

20% increase to Other Outgo for projected increase in Special Education expense

2019-20:

REVENUE:

Based on FCMAT Calculator dated May 2016, 108 enrolled and ADA of 105

Revenues include-

- LCFF
- Lottery
- Mandated Cost reimbursement

EXPENSE:

5% Step and Column increase for staff

10% Increase to benefits to cover increased costs for PERS and STRS

5% increase in Books & Supplies

10% increase to Service & Operating expense

20% increase to Other Outgo for projected increase in Special Education expense

Lincoln Street 2017-18

16-17 Yr End, 17-18 Budget & Multi-year projections

		2016/17	2017/18	2018/19	2019/20
		Yr End	Budget	Projected	Projected
16/17 P2 & Projected ADA		80.19	85.00	85.00	85.00
REVENUE:					
LCFF Net State Aid (0000)	8011	522,337	576,554	600,718	622,889
EPA (1400)	8012	15,830	17,000	17,000	17,000
In lieu Property Tax (0000)	8096	123,512	128,830	129,105	129,105
Lottery (1100)	8560	13,542	11,520	11,520	11,520
Lottery IMF (6300)	8560	4,157	3,600	3,600	3,600
Mandated Cost Reimb (0000)	8550	1,306	1,306	1,306	1,306
Mandated Cost 1 Time (0000)	8550	16,374	0	0	0
Educator Effectiveness		0	0	0	0
Interest (0000)	8660	5,000	5,500	5,500	5,500
Prior yr Adjustments (1100 & 6300)	8561	0	0	0	0
Other Local (0000)	8699	1,900	0	0	0
TOTAL		703,958	744,310	768,749	790,920
EXPENDITURES:					
Certificated Salaries	1000's	31,422	31,376	32,631	32,610
Classified Salaries	2000's	38,853	39,497	41,472	43,545
Employee Benefits	3000's	25,846	27,295	30,025	33,027
Books & Supplies	4000's	93,028	74,225	77,936	81,833
Services & Other Operating Exp	5000's	553,810	530,210	583,231	641,554
Capital Outlay	6000's	0	0	0	0
Other Outgo (7100-7299)	7000's	20,070	14,547	18,184	22,730
TOTAL		\$763,029	\$717,150	\$783,478	\$855,299
(+/-) Revenues over Expenditures		(59,071)	27,160	(14,729)	(64,379)
TRANSFERS IN/OUT:					
Transfers In	89xx	0	0	0	0
Transfers Out	76xx	0	0	0	0
TOTAL		0	0	0	0
INCREASE/DECREASE		(59,071)	27,160	(14,729)	(64,379)
FUND BALANCE					
Beginning Fund Balance (8965)		\$300,919	\$241,848	\$269,008	\$254,279
Ending Fund Balance		\$241,848	\$269,008	\$254,279	\$189,899
DESIGNATIONS					
Restricted		\$9,066	\$0	\$0	\$0
Assigned - REU		\$65,000	\$65,000	\$75,000	\$100,000
Assigned-ADA/Enroll Variance		\$148,411	\$204,008	\$179,279	\$89,899
Lottery		\$19,371	\$0	\$0	\$0
Total		\$241,848	\$269,008	\$254,279	\$189,899

2004 California Senate Resolution 36

BILL NUMBER: SR 36 ENROLLED
BILL TEXT

PASSED THE SENATE JULY 12, 2004
AMENDED IN SENATE JULY 6, 2004

INTRODUCED BY Senators Ackerman, Denham, Florez, Knight, McPherson,
Morrow, and Oller

APRIL 28, 2004

Relative to personalized learning.

LEGISLATIVE COUNSEL'S DIGEST
HOUSE OR SENATE RESOLUTIONS DO NOT CONTAIN A DIGEST

WHEREAS, The personalized learning model has evolved in the public school system as an innovative and distinguished learning model and choice in California public education, including charter schools; and

WHEREAS, The personalized learning model shall be distinguished from other learning models through its creation of uniquely tailored, personalized learning programs that are developed through an ongoing partnership between certificated teachers, parents, pupils, and personalized learning schools, according to the individual needs of each and every enrolled pupil; and supported by the school through a broad-based and in-depth array of learning programs, environments, curriculum choices and options for each pupil; and

WHEREAS, The personalized learning model integrates key components from the latest education research as to how pupils learn successfully, including smaller class sizes; more frequent one-on-one interaction with certificated teachers; greater parental involvement; direct pupil decisionmaking participation; emphasis on pupil learning responsibility; varied choices in curriculum; online learning options; assessments of learning styles, paces, and preferences; multiple assessments of state standards progress; and options in learning environments; and

WHEREAS, The personalized learning model blends learning environments both within and beyond the classroom, including facilities-based instruction that supports a wide array of instruction-related activities, home-based instruction, online instruction, and community-based instruction to help pupils learn successfully who, for various reasons, do not and cannot thrive in a full-time classroom-based structure alone; and

WHEREAS, The personalized learning model serves pupils of diverse learning needs, challenges, and backgrounds, and is a particularly effective alternative for those pupils at both the low end and high end of the bell curve who have become discouraged with their learning progress and disengaged with the traditional public education system; and

WHEREAS, The personalized learning model offers a promising and viable education choice within the California public education system for the growing percentage of pupils who need an alternative learning model to succeed; and

WHEREAS, The personalized learning model has demonstrated a proven track record over the past 10 years of helping many of pupils in California public education to learn successfully who had previously struggled in a traditional classroom model; and

WHEREAS, The personalized learning model is passionately supported by many of elected officials, business leaders, education leaders,

advocacy groups and representatives, administrators, teachers, parents, and pupils throughout California; now, therefore, be it

Resolved by the Senate of the State of California, That the Senate of the State of California commends personalized learning and calls upon Californians to recognize personalized learning as a distinct learning model in California public education and to further recognize the benefits and contributions of personalized learning as a promising choice in the California public education system for the growing number of pupils who need an alternative choice to learn successfully; and be it further

Resolved, That the Secretary of the Senate transmit copies of this resolution to the author for appropriate distribution.

APPENDIX D.....CALIFORNIA DEPARTMENT OF EDUCATION REPORTS

- Lincoln Street School Dashboard Detailed Report
- Lincoln Street School Dashboard Equity Report
- Lincoln Street School Dashboard Status and Change Report
- Lincoln Street School Dashboard Group Report
- Lincoln Street School SARC Report 2015-2016

Detailed Report

Lincoln Street - Tehama County

Dashboard Release:

Fall 2017

Enrollment: 79

Socioeconomically Disadvantaged: 58.2%

English Learners: 0%

Foster Youth: 0%

Grade Span: K-8

Charter School: Yes

Detailed Report

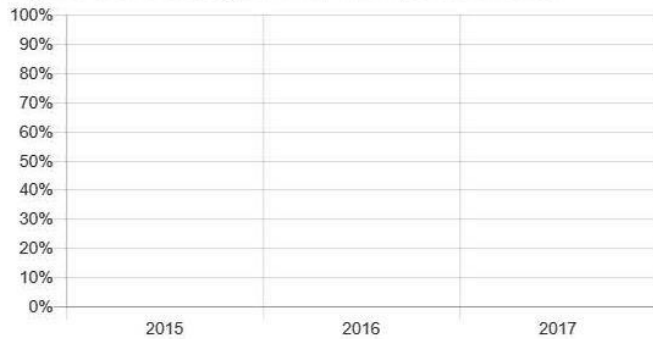
This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic Performance



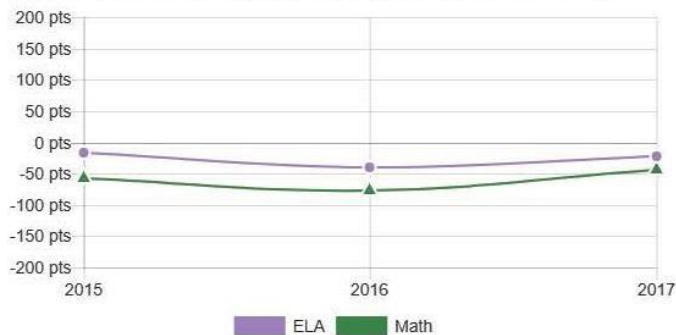
State Indicators

English Learner Progress Indicator (Grades K-12)



The percent of English Learners who made progress towards English proficiency.

Academic Indicators (Grades 3-8): Distance from Level 3



Select any of the underlined local indicators to see the local data for those with a met rating.

Equity Report

Lincoln Street - Tehama County

Dashboard Release:

Fall 2017

Enrollment: 79

Socioeconomically Disadvantaged: 58.2%

English Learners: 0%

Foster Youth: 0%

Grade Span: K-8

Charter School: Yes

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

Chronic Absenteeism

All Students Performance	N/A
Total Student Groups	N/A
Student Groups in Red/Orange	N/A

Suspension Rate (K-12)

All Students Performance	
Total Student Groups	2
Student Groups in Red/Orange	0

English Language Arts (3-8)

All Students Performance	
Total Student Groups	1
Student Groups in Red/Orange	0

Mathematics (3-8)

All Students Performance	
Total Student Groups	1
Student Groups in Red/Orange	0

Select any of the underlined local indicators to see the local data for those with a met rating.

Basics (Teachers, Instructional Materials, Facilities)

Ratings	Met
---------	-----

Implementation of Academic Standards

Ratings	Met
---------	-----

Parent Engagement

Ratings	Met
---------	-----

Local Climate Survey

Ratings	Met
---------	-----

Status and Change Report

Lincoln Street - Tehama County

Dashboard Release:

Fall 2017

Enrollment: 79

Socioeconomically Disadvantaged: 58.2%

English Learners: 0%

Foster Youth: 0%

Grade Span: K-8

Charter School: Yes

Status and Change Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

Chronic Absenteeism

All Students Performance	N/A
Status	N/A
Change	N/A

Suspension Rate (K-12)

All Students Performance	
Status	Very Low 0%
Change	Maintained 0%

English Language Arts (3-8)

All Students Performance	
Status	Low 22.2 points below level 3
Change	Increased Significantly +17.8 points

Mathematics (3-8)

All Students Performance	
Status	Low 43.4 points below level 3
Change	Increased Significantly +34.1 points

Performance Levels:

-  Red (Lowest Performance)
-  Orange
-  Yellow
-  Green
-  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Student Group Report

Lincoln Street - Tehama County

Dashboard Release:

Fall 2017

Enrollment: 79

Socioeconomically Disadvantaged: 58.2%

English Learners: 0%

Foster Youth: 0%

Grade Span: K-8

Charter School: Yes

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.



Lincoln Street School

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

Michelle Barnard, Principal
mbarnard@tehamaschools.org
www.lincolnstreetschool.org

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Lincoln Street School

1135 Lincoln Street
Red Bluff, CA 96080
(530) 527-5811
www.tehamaschools.org

District Governing Board

Tim Morehouse
Lorna Manuel
Linda Houchins
Karin Matray
Julie Kincheloe

District Administration

Rich DuVarney
Superintendent
Karin Matray
Associate Superintendent
Michelle Barnard
Principal

School Description

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

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

About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	6
Grade 1	10
Grade 2	11
Grade 3	4
Grade 4	12
Grade 5	16
Grade 6	8
Grade 7	10
Grade 8	13
Total Enrollment	90

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.1
Asian	0
Filipino	0
Hispanic or Latino	11.1
Native Hawaiian or Pacific Islander	0
White	82.2
Two or More Races	3.3
Socioeconomically Disadvantaged	61.1
English Learners	0
Students with Disabilities	11.1
Foster Youth	3.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Lincoln Street School	14-15	15-16	16-17
With Full Credential	4	4	4.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lincoln Street School	14-15	15-16	16-17
With Full Credential	♦	♦	4.5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Street School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

The table below displays the results of the most recently completed school site inspection to determine the school facility's good repair status. The inspection was completed in December of 2016.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	26	36	--	38	34	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	*	12.5	12.5

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	31	30	28	23	44	48
Math	14	17	11	10	34	36

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	32	28	87.5	35.7
Male	11	10	90.9	40.0
Female	21	18	85.7	33.3
White	26	22	84.6	31.8
Socioeconomically Disadvantaged	17	16	94.1	25.0

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

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	12	10	83.3	20.0
	5	17	15	88.2	33.3
	6	12	12	100.0	41.7
	8	15	13	86.7	23.1
Female	8	12	10	83.3	30.0
White	4	11	9	81.8	22.2
	5	15	13	86.7	38.5
	6	11	11	100.0	45.5
	8	11	9	81.8	22.2
Socioeconomically Disadvantaged	8	12	11	91.7	18.2

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (-) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	12	10	83.3	20.0
	5	17	15	88.2	26.7
	6	12	12	100.0	
White	4	11	9	81.8	22.2
	5	15	13	86.7	30.8
	6	11	11	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (-) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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

State Priority: School Climate

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

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

School Safety Plan

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

During the 2013-14 school year Lincoln Street School was housed in the Tehama Department of Education building. With the transition to the new Lincoln Street School facility, a new safety plan was developed for the 2015-16 year and was reviewed and discussed with school faculty in October 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

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

* One Full Time Equivalent (FTE) equals one staff member working full time;

one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	3	6	6	4	4	4	0	0	0	0	0	0
1	1	8	8	3	4	4	0	0	0	0	0	0
2	2	2	2	4	2	2	0	0	0	0	0	0
3	3	8	8	4	4	4	0	0	0	0	0	0
4	2	11	11	3	4	4	0	0	0	0	0	0
5	1	6	6	3	4	4	0	0	0	0	0	0
6	3	7	7	4	4	4	0	0	0	0	0	0

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English												
Mathematics												
Science												
Social Science												

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

Professional Development provided for Teachers

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

During each of the last three school years, three days have been provided for professional development. Because our teachers are responsible for nine grade levels, curriculum is an on-going focus. Time is spent each year on subject area adoptions. One of our teachers was on the Language Arts Adoption Task Force. The California Consortium for Independent Study is a forum for teacher collaboration on a regional and statewide basis, and our teachers attend the annual state meeting. The California Charter School Association holds an annual conference that our teachers attend every other year. Our teachers also attend workshops and extended courses offered by the county offices of education and by CSU, Chico. They have been a part of curriculum task forces and technology education. One teacher has achieved Google's Level 1 certification. One of the teachers participated in Engineering is Elementary (EiE), a newer STEM curriculum training. During 2015-2016, Lincoln Street teachers participated in professional development that addressed the California Standards (Common Core, Next Generation Science Standards, and English Language Development). Some of the teachers attended and even presented at the Expanded Learning Summer Conference. Three Lincoln Street teachers are also participants in the regional Science and Environmental Engineering for Secondary teachers grant.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	41,558	unknown
Mid-Range Teacher Salary	59,150	unknown
Highest Teacher Salary	79,455	unknown
Average Principal Salary (ES)	73,188	unknown
Average Principal Salary (MS)	na	unknown
Average Principal Salary (HS)	na	unknown
Superintendent Salary	151,252	unknown
Percent of District Budget		
Teacher Salaries	46.69	unknown
Administrative Salaries	3.59	unknown

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$ 5,937.95	\$ 1,036.49	\$ 4,901.46	\$ 63,203.00
District	♦	♦	----	
State	♦	♦	\$5,677	
Percent Difference: School Site/District			----	0.2
Percent Difference: School Site/ State			-100.0	----

* Cells with ♦ do not require data.

Types of Services Funded

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

APPENDIX ECALIFORNIA CHARTER SCHOOLS REPORTS

- Lincoln Street School Academic Accountability Report
- Lincoln Street School Academic Accountability Report continued
- Lincoln Street School Comparison Snapshot
- Lincoln Street School Comparison Snapshot continued

CCSA Academic Accountability Report 2015-16

Select a School
Lincoln Street (Red Bluff)

Lincoln Street

ABOVE OR BELOW MINIMUM CRITERIA FOR RENEWAL/REPLICATION? Not Applicable

CCSA's Updated Accountability Framework

- > Initial Filters: (1) Status (2) Growth/ Post-Secondary Readiness (3) Similar Students
- > Multiple Measure Review

Schools that meet any of the three initial filters or the MULTIPLE MEASURE REVIEW are "above minimum criteria" and are eligible for CCSA's support for renewal or replication (see page two for more detail).

(1) STATUS

Average Point Difference (APD):

On average, students at my school are **67** scale score points **less than** the "met standard" level on the Common Core Standards, as measured by the SBAC assessment.

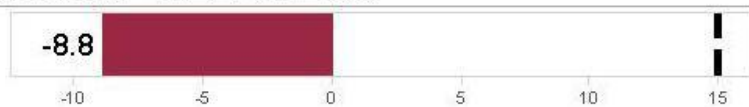
This is equivalent to
a Statewide Percentile of **16**
and a State Rank of **2**

Any schools performing in the bottom 5th percentile on APD will also be asked to participate in the Multiple Measure Review process before receiving CCSA's advocacy support for renewal or replication.



(2) GROWTH / POST-SECONDARY READINESS

Growth: **-8.8** APD points



A-G Rate: **N/A**

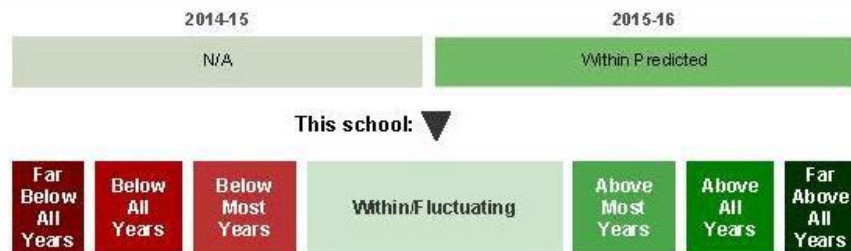


(3) SIMILAR STUDENTS

Similar Students Measure (SSM):

Within/Fluctuating

This is equivalent to a
Similar Schools Rank of **8**



(4) MULTIPLE MEASURE REVIEW

Learn more about CCSA's accountability framework at www.ccsa.org/accountability



California
Charter Schools
Association

School Contact Information

Lincoln Street
1125 Lincoln Street
Red Bluff, CA 96080
Phone: (530) 527-5811
Primary Contact: Karin Matray

CDS Code: 52105206119606
Grades Served: K-8
School Type: Elementary School

Charter Start Date: 2014
Charter Expiration Date: 2018
Authorizer: Tehama County Office of Education

Printed on: 11/1/2017 3:18:19 PM

CCSA Academic Accountability Report 2015-16

Lincoln Street

Demographics of Students Tested			
Number of Valid CAASPP Test Scores	39	African American	0.0%
Socioeconomically Disadvantaged	71.8%	Asian	0.0%
English Learners	0.0%	Latino/Hispanic	12.8%
Students with Disabilities	15.4%	White	82.1%
Average Parent Education*	2.87	Other**	5.1%
Parent Education Responses Received	97.4%		

The above data are publicly reported to the California Department of Education through the CAASPP student answer documents released 10/18/16. They are used for the calculation of schools' Similar Students Measure.

*Parent Education Level Scale: 1-did not finish high school; 2-graduated high school; 3-some college; 4-undergraduate degree; 5-at least some graduate school completed
**Other includes Indian, Pacific Islander, Filipino, and Multi-Racial groups and nonresponses.

CCSA'S ACCOUNTABILITY FRAMEWORK CONSISTS OF THE FOLLOWING CRITERIA:

Schools that meet any of the three initial filters or pass the MULTIPLE MEASURE REVIEW are "above minimum criteria" and are eligible for CCSA's support for renewal or replication.

Schools that are ASAM, Alternative, fewer than four years old, or have fewer than 30 valid test takers in both 2014-15 and 2015-16 will not be evaluated on CCSA's framework.

My school is 2 years old.

(1) STATUS:	<p>The Average Point Difference (APD) is the number of scale score points above or below the state standard for "met" on the CAASPP. The APD is used to calculate a percentile score, where the school ranks from 0-100th percentile compared to all schools in the state.</p> <p><i>Schools must be above the 40th percentile to meet this criterion. Schools performing in the bottom 5th percentile will also need to participate in CCSA's Multiple Measure Review.</i></p> <p>Also shown as state rank to provide comparison to 2013.</p>
(2) GROWTH/ POST- SECONDARY READINESS:	<p>Elementary & Middle Schools: Improvement of at least 15 APD points from the prior year of SBAC scores, growing to a 3-year average over time as more years of data become available.</p> <p>High Schools: Schools with 75% or more of 12th grade graduates completing all "a-g" college preparatory coursework meet this criterion.</p>
(3) SIMILAR STUDENTS:	<p>How Does This School Compare to Schools That Serve Similar Students? CCSA's Similar Students Measure (SSM) compares this school's performance to how this school would be predicted to perform (based on schools serving similar students). Learn more at www.ccsa.org/ssm. Schools scoring "within" or better on at least one of the last two years on the SSM metric meet this criterion.</p>
(4) MULTIPLE MEASURE REVIEW:	<p>Schools below ALL the initial filters can share outcomes aligned to California's 8 state priorities as described in the school's Local Control Accountability Plan (LCAP). Schools can tell their own story of success by choosing measures most closely aligned to their mission.</p>

ABOVE OR BELOW MINIMUM CRITERIA FOR RENEWAL/REPLICATION? Not Applicable

Note: This academic accountability report was supported in part by a National Leadership Activities grant from the U.S. Department of Education's Charter Schools Program. However, the content of the report does not necessarily represent the policy of the U.S. Department of Education, and you should not assume the endorsement by the Federal Government.
All testing data included in this report reflects that included in the California Department of Education file issued 10/18/2016.

Printed on:
11/1/2017 3:18:19
PM

Select Schools to Compare: Lincoln Street (Red Bluff)
 (For assured printing quality, we advise no more than three school selections)
 Shasta Charter Academy (Redding)
 Tehama eLearning Academy (Red Bluff)

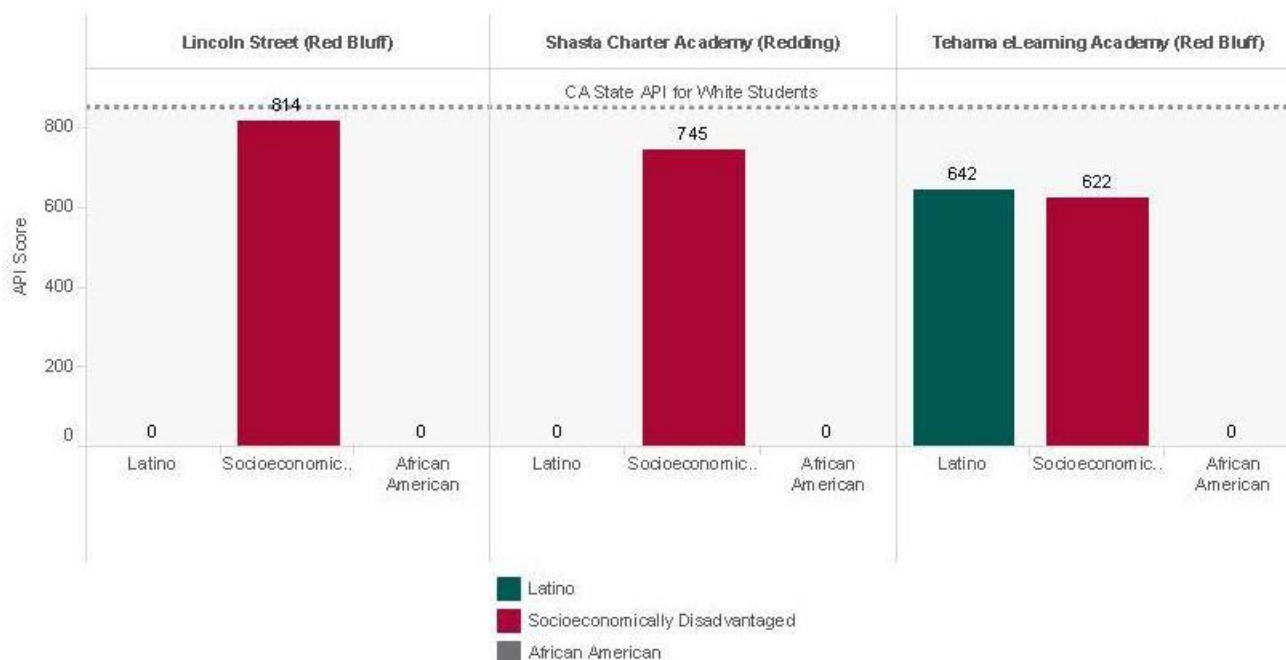
General School Data

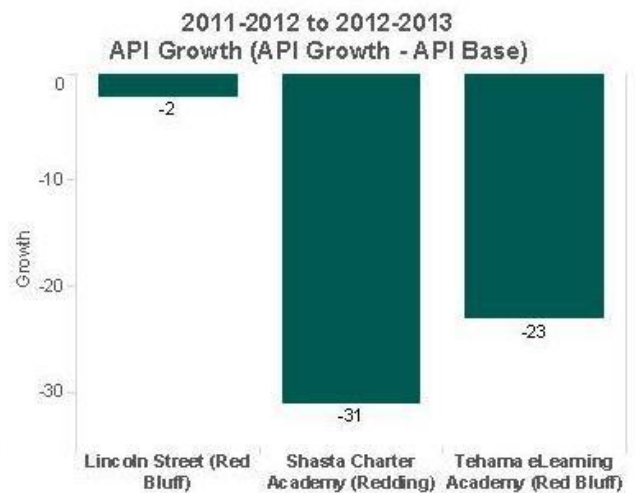
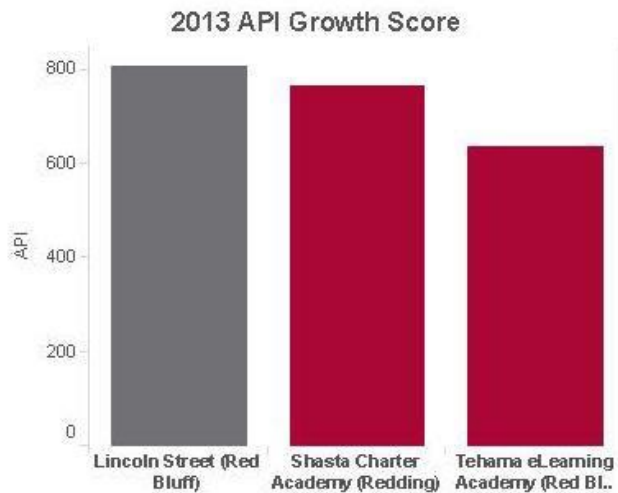
Lincoln Street (Red Bluff)	Shasta Charter Academy (Redding)	Tehama eLearning Academy (Red Bluff)
CDS Code: 52105206119606	CDS Code: 45701364530267	CDS Code: 52105206119671
Primary Contact: Richard DuVarney	Primary Contact: Benjamin Claassen	Primary Contact: Shannon Barrow
Phone: (530) 528-7301	Phone: (530) 245-2600	Phone: (530) 527-0188
Address: 1135 Lincoln St. Red Bluff, CA, 96080	Address: 1401 Gold St Redding, CA, 96001	Address: 715 Jackson Street Suite B Red Bluff, CA, 96080
Open Date: 8/16/2001, 14 Years Old	Open Date: 8/18/1999, 16 Years Old	Open Date: 7/1/2002, 13 Years Old

2014-15 Student Demographics

Lincoln Street (Red Bluff)	Shasta Charter Academy (Redding)	Tehama eLearning Academy (Red Bluff)
African American: 0.0%	African American: 1.2%	African American: 0.8%
Latino: 10.4%	Latino: 11.2%	Latino: 10.2%
White: 80.6%	White: 75.5%	White: 84.7%
Asian: 0.0%	Asian: 0.8%	Asian: 0.0%
Other: 9.0%	Other: 11.2%	Other: 4.2%
Free/Reduced Lunch: 61.2%	Free/Reduced Lunch: 32.9%	Free/Reduced Lunch: 64.0%
English Learner: 1.5%	English Learner: 0.4%	English Learner:

2013 API Achievement Gap Comparison

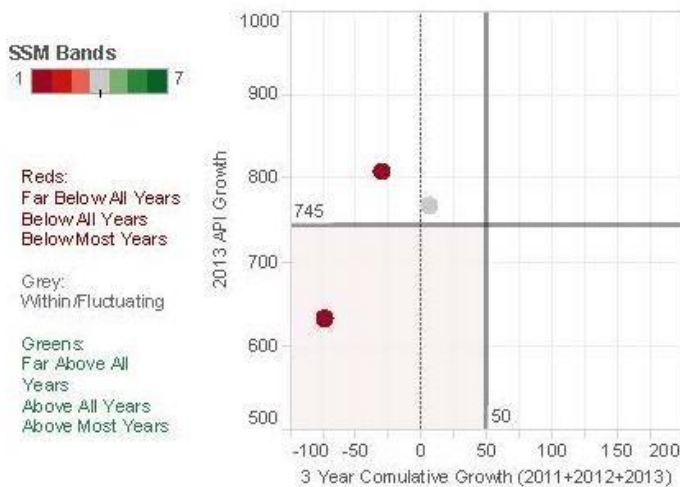




Similar Students Measure (SSM) Performance Bands

	2010-2011	2011-2012	2012-2013
Lincoln Street	N/A	N/A	N/A
Shasta Charter Academy	Within Predicted	Above Predicted	Within Predicted
Tehama eLearning Academy	N/A	N/A	N/A

CCSA Minimum Criteria: API Status, Growth & SSM Performance Band



Lincoln Street (Red Bluff)	2013 API (growth): 809 3- Year Cumulative API Growth: -30 SSM Performance Band: Above or Below Minimum Criteria:
Shasta Charter Academy (Redding)	2013 API (growth): 768 3- Year Cumulative API Growth: 6 SSM Performance Band: Within/Fluctuating Above or Below Minimum Criteria: Above
Tehama eLearning Academy (Red Bluff)	2013 API (growth): 633 3- Year Cumulative API Growth: -74 SSM Performance Band: Above or Below Minimum Criteria: N/A (ASAM)

Lincoln Street School Master Agreement
Lincoln Street School Daily Engagement Sample

Lincoln Street School
INDEPENDENT STUDY AGREEMENT

Attendance Credit

--

SAMPLE

Student Name:	Hm. District	Grade:
Address:	Age:	DOB
City:	Zip:	Phone:
Duration: 1 Semester	Start	End:
		Alt. Phone:

Objectives, Methods of Study, Methods of Evaluation, and Resources: The student is to complete the subjects/courses listed below. Subject/course objectives reflect the curriculum adopted by the Tehama County Department of Education governing board and are consistent with California State Standards as outlined in the "Content Standards for California Schools Parent Resource Book". The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement will be described in the assignment sheets and the Learning Maps, which are part of this agreement. Students will demonstrate satisfactory accomplishment of the objectives specified at the beginning of each unit of the assigned text or course outline through evaluation methods specified and used by the teacher.

Subjects	Text	Grade
Math		
Literature		
Language Arts		
Social Studies		
Science		
Health & P.E.		
Enrichment Opportunities		

REPORTING:
 Students are required to report to their teacher (s) as scheduled. Manner of Reporting: one on one/mail/e-mail/fax
 Time: _____ Day: _____ Frequency: weekly/biweekly Place: 1125 Lincoln St.
 Meetings take place at Lincoln Street School - 1125 Lincoln St., Red Bluff

Assignments
 According to the TCDE policy for grades **K** through **8**, the maximum length of time allowed between the assignment and the date the assignment is due is **4 weeks**, unless an exception is made in accordance with the TCDE policy. After **3 missed assignments or appointments**, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

Voluntary Statement
 Independent study is an optional educational alternative that students voluntarily select. All students who choose independent study must be offered the alternative of classroom instruction, and they must have the continuing option of returning to the classroom. Instruction may be provided for a Section 48915 (expulsion) or 48917 (suspended expulsion) student through independent study only if the student has the continuous choice of classroom instruction. (Education Code 51747 (c) (7), 5 CCR 11700 (d) (2) (B))

Student	Date	Parent/Guardian	Date
Personnel Resource/Supervising Teacher	Date	Other	Date

Lincoln Street Charter School Daily Engagement Record

Student Name: _____ Grade: _____ Teacher: _____
 Dates: 8/21/17 – 9/15/17 Days Taught: 19 days Month: 1

Parent- For each day, please check the subject(s) in which the student was engaged.

Mon 8/21/17	Tues 8/22/17	Wed 8/23/17	Thurs 8/24/17	Fri 8/25/17
<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other

Parent Signature: _____ Date: _____

Mon 8/28/17	Tues 8/29/17	Wed 8/30/17	Thurs 8/31/17	Fri 9/1/17
<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other

Parent Signature: _____ Date: _____

Mon 9/4/17	Tues 9/5/17	Wed 9/6/17	Thurs 9/7/17	Fri 9/8/17
	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other

Parent Signature: _____ Date: _____

Mon 9/11/17	Tues 9/12/17	Wed 9/13/17	Thurs 9/14/17	Fri 9/15/17
<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other	<input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> SS <input type="checkbox"/> Sci <input type="checkbox"/> PE <input type="checkbox"/> Other

Parent Signature: _____ Date: _____

Lincoln Street Charter School recognizes that families may not evenly distribute student’s work assignments over weekdays. However, due to strict State law requirements for charter school attendance, Lincoln Street Charter School expects each student to be engaged in an educational activity required of them in the assignments on each weekday that the school is in session, and asks that this “daily engagement” be documented on a daily basis on this sheet by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period. Lincoln Street Charter School asks that a parent/guardian refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

For Supervising Teacher Completion:

a. Days of Daily Engagement or educational activities required by the school on days the school is in session: _____

b. Time Value of Student Work Product (measured in days): _____

Attendance approved by Teacher: _____ [insert lesser of a & b]

Signature of Supervising Teacher: _____ Date: _____

