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LINCOLN STREET INDEPENDENT SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD

Reported using data from the 2010-2011 School Year
Published during 2011-2012

1135 Lincoln Street

Red Bluff, CA 96080

Phone: 530-528-7304

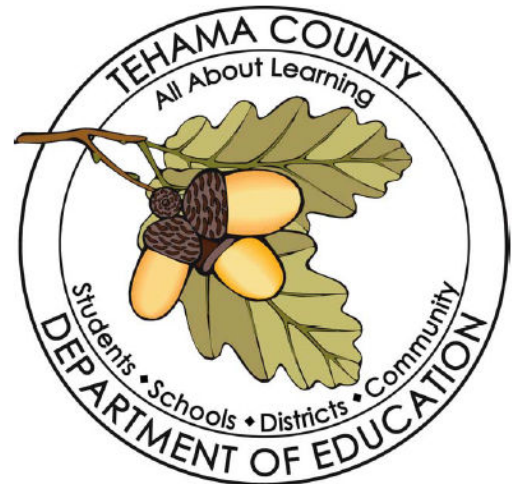
Fax: 530-529-4120

<http://www.tehamaschools.org/>

Serving Grades K-8

2010-2011 Student Enrollment:

Charles Allen, Principal



Tehama County Department of Education

1135 Lincoln Street

Red Bluff, CA 96080

530-527-5811

<http://www.tehamaschools.org/>

Larry Champion, Superintendent

INTRODUCTION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

School Description and Mission Statement (School Year 2010–11)

Lincoln Street Independent School provides an independent study option for students in grades kindergarten through eighth. Our school program serves families in 13 districts within Tehama County, and is a voluntary program.

Our goal is to meet or exceed the quality of education offered in area classrooms, and to provide a program of excellence for students taught at home. Ours is a small school, with an average enrollment of 50 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.

Opportunities for Parental Involvement (School Year 2010–11)

Parents are highly involved in their children’s education at Lincoln Street Independent School, as they work closely with their students on a daily basis. Under the guidance of supervising teachers, they 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 on the School Site Council. Opportunities are 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 Leslie Brunetta at lbrunetta@tehamaschools.org.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students
Kindergarten	9
Grade 1	2
Grade 2	5
Grade 3	3
Grade 4	7
Grade 5	7
Grade 6	9
Grade 7	2
Grade 8	13
Total Enrollment	57

Student Enrollment by Subgroup
(School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	3.5%
Filipino	3.5%
Hispanic or Latino	8.8%
Native Hawaiian or Pacific Islander	0.0%
White	75.4%
Two or More Races	3.5%
Socioeconomically Disadvantaged	59.6%
English Learners	1.8%
Students with Disabilities	5.3%

Average Class Size and Class Size Distribution

Not applicable to this school site. This program provides an independent study option for grades Kindergarten through eighth. There is no division of classrooms by grade or subject.

III. School Climate

School Safety Plan
(School Year 2010–11)

The school safety plan names crisis team members, and outlines their responsibilities. It states procedures to follow in case of any school emergency; including, but not limited to, an intruder on campus, natural disasters, chemical spills, and civil disturbances. The plan contains information on how and where to move the students, if necessary. The plan was last reviewed, updated, and discussed with school faculty in September, 2011.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2008-09	District 2010-11
Suspensions	0	0	0	2	0	2
Expulsions	0	0	0	0	0	0

*The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Our school is located within the Tehama County Department of Education building, and visitors are greeted and directed to their destinations by a receptionist at the main entrance. Children are always accompanied by their parents when they come to school to meet with a teacher or attend an activity. A large assembly room and smaller meeting rooms are available when needed. The county schools’ library/media center is located in the building, providing easy access for all of our students.

Lincoln Street School is a 630 square foot permanent building built in 2001. The facility 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 Tehama County Department of Education participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the current 2011-2012 school year, the department has budgeted \$84,225 for the deferred maintenance program. This represents 0.05% of the department’s general fund budget.

The following table 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 October 2011.



School Facility Good Repair Status
(School Year 2011–12)

System Inspected	Repair Status			
	Exemplary	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓		
Interior: Interior Surfaces		✓		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		✓		
Electrical: Electrical		✓		
Restroom/Fountains: Restrooms, Sinks, Fountains		✓		
Safety: Fire Safety, Hazardous Materials		✓		
Structural: Structural Damage, Roofs		✓		
External: Playground/School Grounds, Windows, Doors, Gates, Fences		✓		
Overall Rating	✓			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

This table displays three-year data on the number of teachers with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	2	3	3	34
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period.

Teachers	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by High Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

This table displays the percent of classes in core academic subjects taught by NCLB compliant teachers in the school, in all schools in the districts, in high-poverty schools in the district, and in low-poverty schools in the district during 2010-2011.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.0%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

**Academic Counselors and Other Support Staff
(School Year 2010–11)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/ Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	2	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/ Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

*One Full-time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:
September, 2011.

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?
Reading/ Language Arts	Scholastic <i>Literacy Place</i>	2000
	Houghton-Mifflin <i>A Legacy of Literature</i>	2003
	Pearson <i>Literature</i>	2010
Mathematics	Houghton-Mifflin <i>California Math</i>	2009
	Holt, Rinehart, Winston <i>Holt Mathematics</i>	2008
Science	Houghton-Mifflin <i>California Science</i>	2007
	Glencoe Science <i>Focus on Life Science</i>	2007
	Glencoe Science <i>Focus on Physical Science</i>	2007
History-Social Science	Harcourt <i>Reflections</i>	2007
	Prentice Hall <i>Medieval and Early Modern Times</i>	2006
	Prentice Hall <i>American History of our Nation</i>	2006
Foreign Language		
Health		
Visual and Performing Arts		

As of September 2011, sufficient standards-based textbooks were available to all students in all core curriculum areas.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

County offices of education are not required to report average salaries and expenditures. The California Department of Education’s (CDE) School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/dis/fd/ec/>.

For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Types of Services Funded
(Fiscal Year 2010–11)

Our School Site Council updated and approved the School Site Plan for 2010-2011. One part-time paraprofessional person was employed during this time.

Teacher and Administrative Salaries
(Fiscal Year 2009–10)

County offices of education are not required to report average salaries and expenditures. The California Department of Education’s (CDE) School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven,
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. One each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the *CDE STAR Results* Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

STAR English-Language Arts Three-Year Comparison		
	Year	% Proficient or Advanced
School	08-09	51%
	09-10	60%
	10-11	55%
District	08-09	38%
	09-10	48%
	10-11	48%
State	08-09	49%
	09-10	52%
	10-11	54%

Note: 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.

STAR Mathematics Three-Year Comparison		
	Year	% Proficient or Advanced
School	08-09	57%
	09-10	56%
	10-11	42%
District	08-09	29%
	09-10	40%
	10-11	27%
State	08-09	46%
	09-10	48%
	10-11	50%

Lincoln Street Independent School

STAR Science Three-Year Comparison		
	Year	% Proficient or Advanced
School	08-09	NR
	09-10	58%
	10-11	78%
District	08-09	24%
	09-10	42%
	10-11	53%
State	08-09	50%
	09-10	54%
	10-11	57%

STAR History—Social Science Three-Year Comparison		
	Year	% Proficient or Advanced
School	08-09	NR
	09-10	NR
	10-11	58%
District	08-09	16%
	09-10	39%
	10-11	28%
State	08-09	41%
	09-10	44%
	10-11	48%

STAR Mathematics Most Recent Year	
Group	% Proficient or Advanced
All Students in the LEA	27%
All Students at the School	42%
Male	35%
Female	45%
White	43%
Economically Disadvantaged	36%

STAR Science Most Recent Year	
Group	% Proficient or Advanced
All Students in the LEA	53%
All Students at the School	78%
Male	NR
Female	91%
White	64%
Economically Disadvantaged	NR

Standardized Testing and Reporting Results by Student Group – Most Recent Year

STAR English-Language Arts Most Recent Year	
Group	% Proficient or Advanced
All Students in the LEA	38%
All Students at the School	55%
Male	40%
Female	64%
White	51%
Economically Disadvantaged	43%

STAR History—Social Science Most Recent Year	
Group	% Proficient or Advanced
All Students in the LEA	28%
All Students at the School	58%
Male	NR
Female	NR
White	NR
Economically Disadvantaged	NR

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

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.00%	25.00%	0.00%
7	0.00%	100.00%	0.00%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California, API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched “similar school.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	9	7
Similar Schools	N/A		

Academic Performance Index Growth by Student Group—Three-Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	65	-24	-44

Academic Performance Index Growth by Student Group—2011 Growth API Comparison

This table displays, by student group the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	District	State
All Students	794	765	778
Hispanic or Latino		725	729
White	770	761	845
Socioeconomically Disadvantaged	770	739	726
Students with Disabilities		693	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate English-Language Arts	Yes	No
Met Participation Rate Mathematics	Yes	No
Met Percent Proficient English-Language Arts	Yes	Yes
Met Percent Proficient Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate	N/A	N/A

**Federal Intervention Program
(School Year 2010–11)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	No 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		0.0%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

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

During each of the last three school years, three days have been provided for professional development. Because our teachers are responsible for nine grade levels, curriculum is an on-going focus. Time is spent each year on subject area adoptions. The California Consortium for Independent Study is a forum for teacher collaboration on a regional and statewide basis, and our teachers attend their functions three times per year. Our teachers also attend workshops and extended courses offered by the county offices of education, and by CSU Chico.



Notes Regarding Data: This report contains the most current data available as of January 10, 2011. Data provided by the California Department of Education, Ed-Data Education Data Partnership, Tehama County Department of Education, and Lincoln Street Independent School.