

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, 2026 – June 30, 2031



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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 an 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 is 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 fully comply with all independent study laws and regulations, including written agreements, ADA accounting, pupil-teacher ratios, student engagement verification, timelines for assignment completion, and all requirements under Education Code §§51745–51749.6.
- Will comply with the oversight authority of the Tehama County Superintendent of Schools and the Tehama County Department of Education, including site visits, review of records, fiscal and programmatic monitoring, and timely submission of all required reports.
- 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

Date

History

Lincoln Street School (LSS) has served Tehama County families for nearly forty years, evolving from a small independent study program into a well-established public charter school known for personalized learning, strong family partnerships, and a comprehensive TK–8 home-education model. The school began in 1985, when the Tehama County Department of Education (TCDE) recognized the need for an alternative instructional setting for students requiring flexibility and individualized support within a nontraditional environment. The program initially operated in Gerber and served K–12 students, including pregnant and parenting teens, expelled or suspended youth, group home students, and a small number of families seeking a home-education option.

In 1990, the program relocated to the TCDE warehouse and bus garage in Red Bluff, and with the expansion of continuation high schools in the region, the program shifted to serving primarily K–8 students. In 1999, the program moved to the TCDE building on Lincoln Street, where it gained access to improved technology, computers, and district-level support services. As Community Day Schools opened across the county, students who were expelled or suspended were no longer enrolled, allowing the program to fully focus on its independent study model. A major milestone occurred on August 16, 2001, when the program transitioned from an alternative program into a public school. In 2013, it converted into a public charter school. One year later, in 2014, LSS moved into a state-of-the-art facility on the TCDE campus, one of the first near-zero-energy educational buildings in Northern California, powered by solar technology and designed for sustainability.

During the latter part of the decade, local educational options expanded as the Evergreen Institute of Excellence (2015) and Lassen Antelope Volcanic Academy (2016) opened within the county, resulting in temporary shifts in enrollment patterns. In more recent years, Tela, a charter program serving 7th and 8th-grade students and located adjacent to the Tehama County Department of Education campus, has further contributed to the increase in nearby alternative educational offerings. Despite this competitive landscape, LSS has continued to serve 85–100 TK–8 students annually through its deeply personalized, high-quality independent study model.

Accomplishments From the Current Charter Term (2019–2025)

During the current charter term, Lincoln Street School (LSS) strengthened its independent study program, expanded instructional and social-emotional supports, and demonstrated stability and responsiveness despite statewide disruptions, changes in charter law, and four administrative transitions. The school continued to deliver a high-quality TK–8 educational program centered on individualized instruction, strong family partnership, and a safe and supportive learning environment.

❖ Program Stability and Staff Commitment

LSS experienced four changes in administration during this charter cycle. Despite this, the core instructional team remained consistent and continued to uphold high standards for teaching and family support. This stability within the staff ensured continuity of services as they maintained the integrity of the independent study model and reinforced strong relationships with families.

❖ Strong Attendance and Family Engagement

LSS sustained an average monthly attendance rate exceeding 95 percent. Families remained engaged across all grade levels, even as additional charter schools opened nearby, including Evergreen Institute of Excellence, Lassen Antelope Volcanic Academy, and Tela. Weekly one-on-one meetings between teachers and families remained a cornerstone of the program, ensuring individualized academic planning, clear progress monitoring, and strong accountability structures. (*Figure 1*)

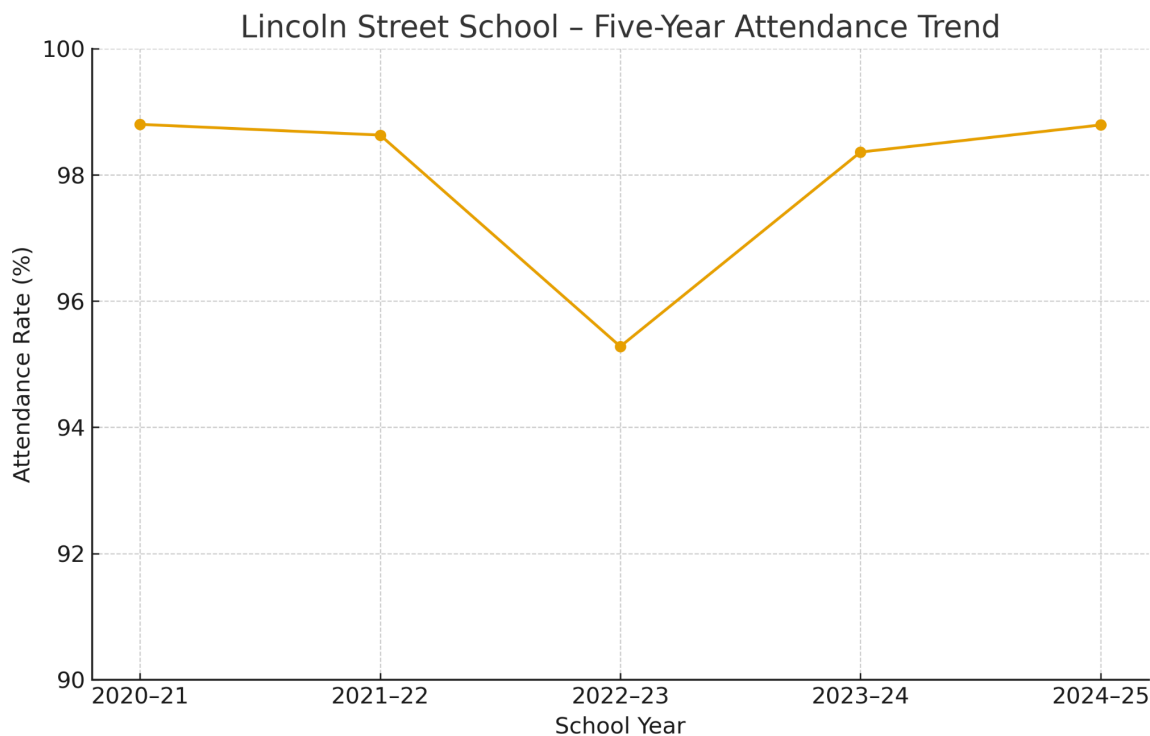


Figure 1. *Lincoln Street School's five-year attendance trend demonstrates consistently high levels of student engagement and family participation, with annual attendance rates remaining above 95% and approaching 99% in multiple years. This stability reflects the strength of the independent study model, the commitment of LSS families, and the school's ability to maintain continuity of learning across changing conditions.*

❖ Enhanced Academic Assessment and Intervention Systems

LSS strengthened its academic systems through the expansion of assessment and intervention tools. Key additions included:

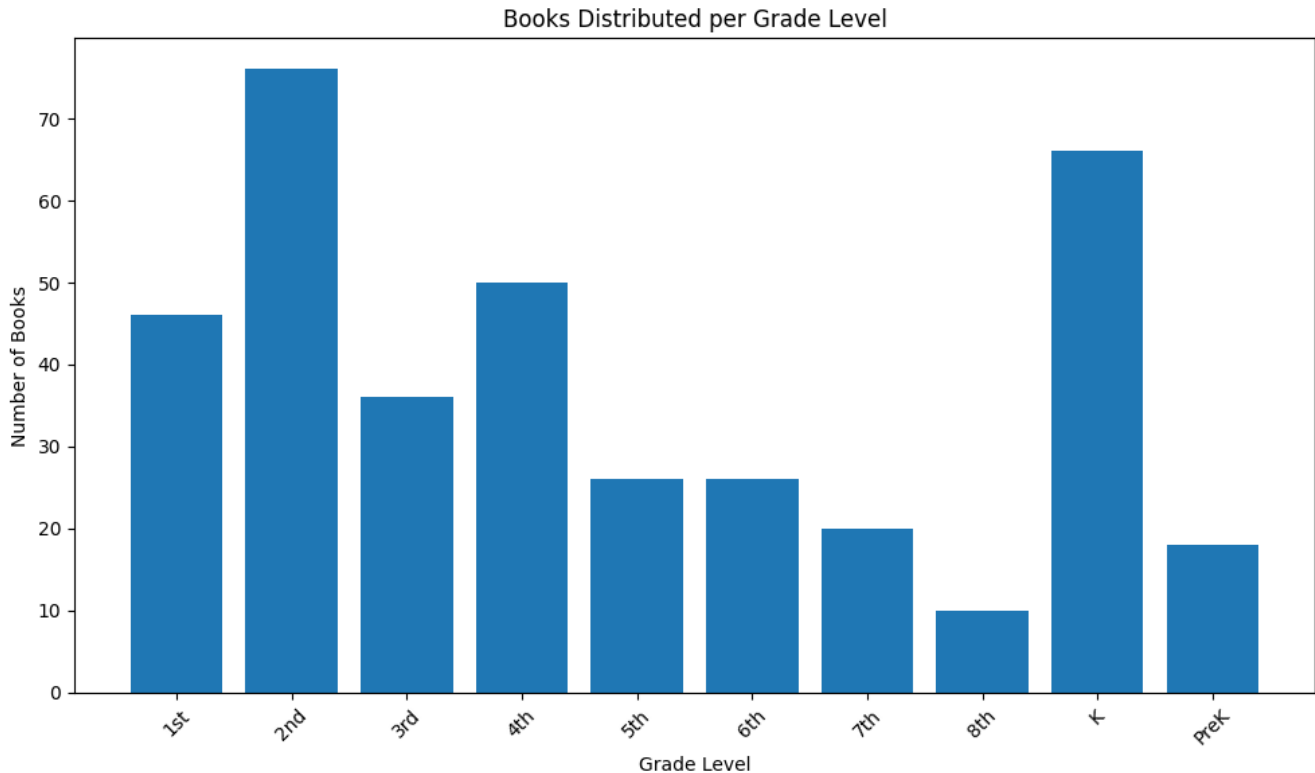
- Renaissance STAR and CBM are providing ongoing screening and progress monitoring
- NWEA MAP, offering comprehensive growth data
- Freckle, supporting individualized intervention and skill practice
- DIBELS, serving as the reading screener for grades K–2
- Schoolwide oral reading fluency checks and BPST supporting literacy growth across all grades

These tools created a multi-measure assessment system that better informed instruction and provided more frequent and actionable data than annual state assessments alone.

To further support academic growth, LSS implemented leveled Math and ELA intervention classes delivered through both in-person and online formats. These sessions helped students strengthen foundational skills and close learning gaps resulting from pandemic-related disruptions.

❖ Literacy Initiatives and At-Home Library Expansion

LSS increased its focus on early literacy and reading engagement. Through the schoolwide Book Blast initiative, students raised funds to bring 374 new books into LSS households. Every student received at least two books to support reading at home and contribute to personal at-home libraries. This initiative advanced the school's literacy goals and helped cultivate a positive reading culture among students. (Figure 2)



❖ Enrichment Opportunities During and After COVID-19

LSS expanded enrichment programming to support creativity, connection, and joy in learning. During COVID-19 closures, the school offered virtual opportunities such as Drawing Club, Puppet and Drama Club, and Voice Club. After returning to in-person programming, the school introduced additional options, including:

- P.E. experiences
- Music activities and ukulele instruction
- Minecraft Club
- Painting sessions with community artists
- Makerspace and STEAM experiences
- Digital citizenship and photography activities

These activities supported student engagement, strengthened school connectedness, and enriched the independent study experience.

❖ Social-Emotional Learning and Mental Health Supports

The school expanded social-emotional supports over the charter term. New additions included:

- Sown to Grow Screener (Figure 3) and weekly check-ins
- Structured Kids and Teen Chat groups

- An enhanced partnership with Empower Tehama / ERMHS Counseling/School Based Mental Health and Wellness

These supports helped students build emotional awareness, improve communication, and increase access to mental health resources for families.

Screener Results

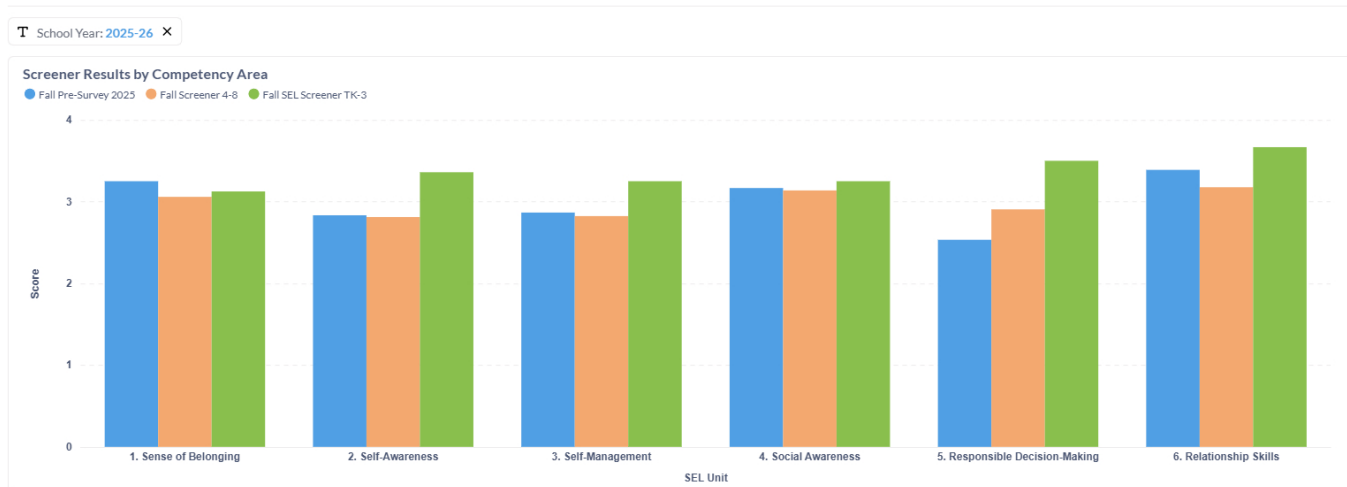


Figure 3. *The fall SEL screener provided valuable baseline data that helps Lincoln Street School tailor supports across all grade levels. By analyzing strengths and growth areas in each competency, staff are better equipped to design responsive SEL instruction and interventions aligned to student needs.*

❖ Family Engagement and Community Partnerships

LSS expanded its family engagement and community events, creating opportunities for families to connect with the school and one another. Key events included the Book Fair Family Night, Family Game Night, the End-of-Year BBQ celebration, kindergarten promotion, eighth-grade graduation, and the annual Music Showcase featuring ukulele performances. Families also engaged in ongoing parent trainings, governance committees, the LCAP process, and school safety planning. Survey feedback collected during family engagement events indicated that parents valued opportunities to connect with other families and appreciated that their children were able to build peer relationships within the school community.

❖ Field Trips and Real-World Learning

Students participated in a broad range of field experiences that supported hands-on learning, including visits to CSU Chico, the Coleman Fish Hatchery, Julia's Pumpkin Patch, the Shasta Dam, and the TCDE Makerspace. Students also attended community events such as Leadership Day, Farm Day, Fair Day, Career Day, Constitution Day, the Curiosity Fair, Hands-On Science Labs, the Civil War reenactment, and the Women and STEM Conference.

❖ Instructional Team and Special Education Support

LSS continued to employ four full-time credentialed teachers and a resource teacher who provided consistent instructional support. The Tehama County SELPA offered specialized services to students with disabilities, ensuring compliance and equitable access to the curriculum.

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607 and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school in the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

Understanding Your Performance Categories (Renewal Tracks)

Renewal Tracks	Criterion 1	Criterion 2a	Criterion 2b
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This resource displays every charters schools’ 2025 *projected* renewal track. Renewal tracks and status levels in this tool are determined using the [California Department of Education \(CDE\) methodology](#), ensuring alignment with state guidelines.

Select a Charter School
Lincoln Street - 6119606

2025 *Projected* Renewal Track **Lincoln Street - 6119606's**
Charter expires in 2026

Middle Track

Over 80% of charter schools fall in the Middle Track. Middle Track schools should be renewed unless the authorizer makes written findings that the school has failed to make sufficient progress and that closure is in students' best interest. Middle Track schools may use verified data to strengthen renewal cases. Approved schools receive a 5-year renewal. **Performance categories directly impact the renewal process for each charter school.**

Renewal tracks are assigned only to **non-DASS schools**.

For the first time since 2020, the California Department of Education (CDE) returned to publishing full color-coded performance levels on the California School Dashboard. The Dashboard once again displays status and change using the red, orange, yellow, green, and blue performance categories.

Based on the most recent Dashboard results available at the time of this renewal cycle (2024 Dashboard), Lincoln Street School is identified as middle-performing, which qualifies the school for a five-year charter renewal under current state law.

The CDE's reinstatement of the full color model began with the 2023 Dashboard after several years of modified reporting following the pandemic. Because of the transition back to color-based indicators, the 2022 Dashboard used only Status levels (Very High, High, Medium, Low, and Very Low). The 2023 Dashboard was the first year in which both Status and Change were displayed again, and the 2024 Dashboard continues this model with two years of data informing performance colors.

The state indicators for schools include the following:

- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- English/Language Arts Literacy
- Mathematics

Dashboard Performance Renewal Criteria – Middle Performing Education Code Section 47607.2(b) states:

(1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal. "Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

Tehama County

Reporting Year: 2025 ▼

Filter by Student Groups: All Students ▼

This list displays the charter school performance level (color) for all the state indicators. Use the above dropdown filter to view a particular student group. Clicking on the indicator column headers display the detailed data listing for each indicator.

Charter School Performance by County for 2025

Name	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
Evergreen Institute of Excellence	N/A	Blue	Yellow	--	Yellow	Yellow	Blue	--
Lassen-Antelope Volcanic Academy (LAVA)	N/A	Blue	Green	--	Yellow	Yellow	Green	--
Lincoln Street	--	Orange	Blue	--	Red	Red	--	--
Tehama eLearning Academy	--	--	Blue	--	--	--	--	--

N/A: Not Applicable

-- : No Performance Level

Figure 5. *The schools listed here operate within small independent-study models, where annual Dashboard results reflect the performance of relatively small cohorts. In these settings, year-to-year shifts can appear more pronounced, and comparisons may not capture the full picture of each school's instructional approach or program design. The data above should therefore be read as one piece of a broader evaluation of school performance*

ELEMENT 1- EDUCATIONAL PROGRAM

Lincoln Street School educates 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 suit 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 have grown up in a technology-saturated world, and their sense of community often includes digital spaces built around shared interests rather than physical proximity. Although technology is an integral part of their daily lives, it does not replace high-quality instruction. Students still need consistent access to a responsible adult who is present each day to guide learning, provide support, and ensure meaningful academic progress.

The teachers and staff believe that an educated person in the 21st century should demonstrate:

- A love of learning, strong academic achievement, and a commitment to becoming a lifelong learner.
- Confidence in their abilities and a healthy sense of self-efficacy.
- Self-motivation and self-direction rather than reliance on constant adult guidance.
- An understanding of their individual learning style, including their strengths and areas for growth
- Mastery of essential concepts in each subject area, along with the ability to clearly articulate their knowledge to others.
- A sustained love of reading that continues throughout life.
- An understanding of the connections among history, science, literature, and the arts.
- Strong engagement in the arts, with ongoing participation in and appreciation for music and visual art.
- Technological fluency, including the ability to use digital tools responsibly and think critically about information.
- Purposeful goals and a sense of direction for the future.
- Healthy lifestyle habits, including exercise, nutrition, and balanced choices.
- Positive relationships built on honesty, integrity, and kindness, with the ability to resolve conflicts peacefully and serve as 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 strengthen student achievement, meet the unique needs of students and families, and serve as an effective model for public education in the 21st century.

In the Independent Study context, a “strong commitment” from parents or other caring adults includes providing consistent support for the student's learning. This may involve setting aside dedicated time for

academic work, ensuring that assignments are completed, monitoring progress, communicating regularly with teachers, and creating a home environment that supports focus and engagement. These responsibilities help maintain the integrity of the Independent Study model and ensure that students experience meaningful academic growth.

Mission Statement

At Lincoln Street School, our goal is to inspire students, empower parents, and promote a lifelong 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 the 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 “demonstrate” 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 Common Core State Standards (CCSS), which require students to engage in collaborative learning and social interaction. The school encourages collaboration through the use of Google Docs, allowing students to interact with and provide feedback on peers' work, as well as through in-person intervention classes and onsite physical education, where students can build teamwork skills, practice communication, and engage in structured peer interaction in a supervised setting.

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; assessing 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 (*see Appendix D1*)

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** (*see Appendix E1*)

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 (*see Appendix E2*)

Lincoln Street Charter School recognizes that students and families may complete independent study assignments according to a schedule that best meets their needs. California law requires the school to verify daily engagement in educational activities for each day that school is in session.

Students are expected to participate in at least one assigned educational activity on each school day. This requirement does not limit families from completing additional work on weekends or non-school days; however, work performed on non-school days cannot be used to verify engagement for a school day.

Daily engagement and the time value of student work will be verified, documented, and certified *only by the supervising certificated teacher* in accordance with Education Code §51747.5 and Title 5 regulations. Parents and guardians may provide information about student work, but engagement may not be recorded for any day on which the student did not participate in an assigned educational activity.

Lincoln Street Charter School will maintain all required documentation to ensure full compliance with independent study law and audit standards.

- 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 the Education Code.

Independent Study Roles

Information can also be found in the Parent-Student Handbook (*see Appendix. E7*)

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;
- Provide academic intervention 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 the 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 designed to meet the diverse academic needs of all students. The school uses state-aligned core instructional materials, supplemented with online curriculum and digital resources aligned to the California Common Core State Standards (CCSS) and applicable state content frameworks. The curriculum is structured into courses that include chapters, units, lessons, projects, quizzes, and assessments to ensure consistent academic progression.

When standard grade-level materials do not fully meet student needs, teachers may assign differentiated instructional resources, including intervention and enrichment options, to support students who are approaching, meeting, or exceeding grade-level expectations. Each student receives a complete set of curriculum materials for core academic subjects—English Language Arts, Mathematics, Science, and History–Social Science. Materials may include teacher and student editions, supplemental texts, manipulatives, science lab supplies, and a Chromebook or other device for accessing online curriculum and assessments. For a comprehensive list of adopted curriculum, refer to the most current SARC (*see Appendix E8*)

Teaching Methodology

Credentialed teachers are responsible for assigning lessons, monitoring student progress, evaluating student work, answering curriculum and technical questions, and recording progress and attendance in accordance with state independent study requirements.

Lincoln Street School's instructional approach is grounded in the understanding that students learn best when information is presented through multiple modalities. Lessons incorporate visual, auditory, and kinesthetic components to support a wide range of learning styles. Teachers provide additional support, supplemental materials, or alternative strategies when students require further clarification or a different pathway to mastery.

Students also benefit from online quizzes and unit assessments, which provide immediate feedback and allow for timely instructional adjustments. Through this flexible and responsive instructional model, Lincoln Street School ensures that each student receives a rigorous, standards-aligned education tailored to their individual learning needs.

Technology (*see Appendix E9*)

Technology plays an essential role in Lincoln Street School's instructional program and daily operations. Students are provided access to a laptop or Chromebook as needed to support independent study, digital literacy, and the completion of online curriculum components. Many course materials include integrated digital features such as video tutorials, vocabulary and grammar support, virtual science labs, and interactive assessments. These resources align directly with the state-adopted core curriculum.

In addition to core platforms, the school utilizes supplemental online programs to provide targeted intervention, practice, and enrichment. Communication between families and supervising teachers

occurs through email, Google Workspace tools, ParentSquare, and scheduled virtual or in-person meetings, ensuring consistent and accessible support throughout the year.

Placement Tests

Upon enrollment, students complete placement assessments in mathematics and English Language Arts to ensure that instruction begins at the appropriate level. These assessments assist supervising teachers and families in selecting a curriculum that reflects each student's academic needs. Throughout the year, teachers monitor student progress and adjust curriculum or supports as necessary to promote growth toward grade-level proficiency.

State-Mandated Standardized Test Data

Lincoln Street School administers all required state assessments and shares individual student results with families. Supervising teachers and parents review assessment data collaboratively to identify areas of strength and areas in need of improvement. This information is used to inform instructional decisions and to provide targeted support aligned with California state standards.

Teacher Involvement

Credentialed teachers guide families in maximizing student learning within both the core curriculum and supplemental materials. Teachers provide recommendations for additional resources, special projects, or online tools that may enhance learning. They are available for individualized support by appointment and maintain ongoing communication to ensure that each student receives appropriate guidance and feedback.

Parent Education

Lincoln Street School offers curriculum training and parent education opportunities to support families in their instructional role. Sessions are facilitated by teachers and held both in person and online to accommodate varying schedules and needs. Parent clubs and informational workshops are offered throughout the school year, with topics driven by parent interest and teacher recommendations.

Enrichment

In addition to the core academic subjects—English Language Arts, Mathematics, History–Social Science, and Science—Lincoln Street School offers enrichment opportunities in fine arts and physical education. Students may also participate in a variety of enrichment clubs, such as art, music, and photography. New enrichment opportunities are added regularly to expand student interest and engagement.

English Learners

Lincoln Street School identifies English Learners through the state-mandated Home Language Survey completed during enrollment. Students whose responses indicate a primary language other than English are assessed using the state-approved English language proficiency assessment to determine their initial proficiency level.

Support for English Learners

Once a student has been identified as an English Learner, Lincoln Street School provides targeted support designed to promote steady progress in English language development and academic achievement.

English Language Development (ELD) Lincoln Street School provides both Designated and Integrated English Language Development aligned with the California ELD Standards for students in grades K–8.

- **Designated ELD** consists of dedicated, targeted instruction focused on developing English Learners’ proficiency in listening, speaking, reading, and writing, and is tailored to each student’s identified language proficiency level.
- **Integrated ELD** is delivered across core academic subjects. Credentialed teachers embed scaffolding, academic vocabulary development, structured language supports, and strategic instructional practices to ensure English Learners have meaningful access to grade-level content. Additional lessons or tutoring may be provided based on individual student needs.

Long-Term English Learners (LTELs)

Lincoln Street School identifies Long-Term English Learners (LTELs) and students at risk of becoming LTELs in accordance with state-defined criteria. The school provides intensified support and focused intervention to accelerate English proficiency and academic performance for these students. Strategies may include enhanced vocabulary development, scaffolded access to complex texts, augmented ELD instruction, and frequent progress reviews. Supervising teachers collaborate with families to ensure LTELs receive consistent, structured support throughout the year.

Instructional Materials and Resources

Lincoln Street School utilizes flexible curriculum materials that allow teachers to select units, lessons, and supplemental resources best suited to each student’s language and academic needs. In partnership with the Tehama County Department of Education, the school maintains specialized ELD resources, including visual supports, intervention tools, leveled texts, and multimedia materials, available to families under the direction of the supervising teacher.

Reclassification Criteria

Lincoln Street School follows the California Department of Education’s established criteria for reclassifying English Learners as Reclassified Fluent English Proficient (RFEP). A student may be reclassified when all of the following criteria have been met:

1. Proficiency on the state-approved English language proficiency assessment, meeting or exceeding the statewide standardized threshold for reclassification.
2. Demonstrated academic performance at grade level, as shown through classroom assessments, grades, benchmark results, or work samples.
3. Teacher evaluation confirming the student’s readiness to succeed without the need for ELD-specific supports.
4. Parent or guardian consultation, ensuring families participate in the reclassification decision.
5. Reclassification decisions are made collaboratively and in accordance with state and federal law.

Monitoring of Reclassified Students (RFEP)

Following reclassification, Lincoln Street School monitors RFEP students for a minimum of four academic years, as required by law. Monitoring includes:

1. Review of grades, benchmark assessments, and statewide test results
2. Teacher feedback on academic performance
3. Implementation of support if concerns arise

This monitoring ensures that RFEP students continue to progress and maintain academic performance comparable to their peers.

IDEA/Section 504/ADA

Lincoln Street School is a Local Education Agency (LEA) for purposes of special education and participates as a member of the Tehama County Special Education Local Plan Area (SELPA). As an LEA within the SELPA, Lincoln Street School receives services, support, and funding in accordance with Education Code section 47646 and the policies and procedures established by the SELPA.

Lincoln Street School shall comply with all applicable state and federal laws governing the identification, evaluation, instruction, and accommodation of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). The school will ensure that eligible students receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), consistent with their Individualized Education Programs (IEPs) or 504 Plans.

The school collaborates with the Tehama County Department of Education and SELPA providers to deliver required special education instruction, related services, and accommodations. All services will be provided by appropriately credentialed and qualified personnel. Lincoln Street School will follow SELPA procedures for referrals, assessments, IEP development, progress monitoring, and due process, and will maintain ongoing communication with families to ensure compliance and support equitable access to the educational program.

Child Find

Lincoln Street School implements ongoing Child Find procedures to identify, locate, and evaluate all students who may have disabilities and require special education or related services. The school notifies families annually of Child Find responsibilities and accepts referrals from parents, teachers, or other concerned individuals at any time. All Child Find activities are conducted in accordance with SELPA policies and federal and state law.

Referral and Evaluation Procedures

Referrals for special education assessment may be initiated by parents, teachers, or other appropriate parties. Upon receiving a referral, Lincoln Street School follows all state and federal timelines for assessment planning, evaluation, and IEP development. Assessments are conducted by appropriately credentialed and qualified professionals. The school ensures that all evaluations are nondiscriminatory, are administered in the student's primary language when required, and are used to inform eligibility and service decisions.

Individualized Education Program (IEP) Development and Implementation

Lincoln Street School convenes IEP team meetings in accordance with IDEA and SELPA procedures to develop, review, and revise Individualized Education Programs. The school ensures parent participation, provides prior written notice when required, and implements each student's IEP with fidelity. Services

are delivered by qualified personnel, and progress toward IEP goals is monitored and reported to parents as outlined in the student's IEP.

Least Restrictive Environment (LRE)

Lincoln Street School is committed to educating students with disabilities in the Least Restrictive Environment (LRE). As an independent-study public charter school, instruction is delivered through individualized learning plans supported by regular meetings with credentialed teachers, allowing students to access grade-level curriculum alongside their nondisabled peers to the fullest extent appropriate. LRE decisions are made through the IEP process and reflect each student's unique needs; removal from the general education setting occurs only when specialized instruction or services cannot be effectively provided within the independent-study model.

Procedural Safeguards and Parent Rights

The school provides families with information on procedural safeguards, including their rights under IDEA, SELPA policies, and state and federal regulations. Parents receive copies of their rights at required intervals, and the school ensures their meaningful participation in all decisions related to identification, assessment, placement, and services. Dispute resolution options—including mediation and due process—are communicated in accordance with the law.

Section 504 Plans

Lincoln Street School complies with Section 504 of the Rehabilitation Act of 1973 and the ADA by identifying, evaluating, and supporting students who require accommodations but do not qualify for special education services. Section 504 Plans are developed by a multidisciplinary team, implemented by school staff, and reviewed periodically to ensure continued access to the school's educational program. Students with 504 Plans receive necessary accommodations, modifications, and supports to participate fully in all school activities.

Non-Discrimination Assurance

Lincoln Street School does not deny admission, enrollment, access to programs, or participation in activities on the basis of disability. The school ensures equal access to all facilities, educational opportunities, and extracurricular activities in accordance with ADA 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 are 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 at Lincoln Street School. State-adopted instructional materials are used as the core reading program and are supplemented with high-quality, age-appropriate literature. Students develop foundational skills in English usage, grammar, and syntax, and learn the essential elements of narrative, informational/explanatory, and argumentative writing. Writing instruction is embedded across all subject areas to reinforce literacy development in meaningful and authentic contexts.

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: Science instruction at Lincoln Street School is designed to spark curiosity and build strong foundational skills across key content areas. Students develop critical thinking and inquiry skills through hands-on exploration, observation, and problem-solving. Instruction is aligned with the Next Generation Science Standards (NGSS), incorporating the scientific and engineering practices, crosscutting concepts, and core ideas through age-appropriate, engaging learning experiences.

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, is included.

Attitude/Character Development: Lincoln Street School supports the development of self-directed learners who are accountable for their actions. Character development is fostered through intentional

social interactions, collaborative learning opportunities, and guided conflict resolution that emphasize respect for self and others. Students are provided structured opportunities to practice communication, teamwork, and problem-solving skills within both academic and enrichment settings, supporting the development of positive social behaviors and responsible decision-making.

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

Lincoln Street School approaches non-academic goals through a whole-child philosophy that recognizes each student's individual strengths, needs, and developmental stages. Within a homeschool and independent-study model, character development is supported through family partnership, personalized learning, and intentional social experiences that complement academic instruction. Progress toward non-academic goals is monitored through teacher observations, parent feedback, student reflections, and participation records in school-based activities.

- ❖ View each student as a whole child, recognizing individual strengths, interests, and learning styles.
- ❖ Support character development through personalized instruction and collaboration between families, students, and school staff.
- ❖ Engage parents and students in collaborative goal-setting and reflection throughout the year to promote responsibility, perseverance, and self-management.
- ❖ Provide structured opportunities for students to practice respect, empathy, communication, and collaboration through social interactions, small-group learning, and school-based activities.
- ❖ Reinforce values such as honesty, integrity, accountability, and respect for others through age-appropriate academic content and real-world learning experiences.
- ❖ Promote positive work habits by encouraging time management, organization, responsible use of technology, and completion of assigned work.
- ❖ Support students' social, emotional, and physical well-being by encouraging balance between academic responsibilities, family life, and appropriate enrichment or social activities.

English Learner Measurable Pupil Outcomes

Lincoln Street School establishes the following annual measurable outcomes for English Learners:

1. English Language Proficiency Growth
A defined percentage of English Learners will demonstrate annual progress on the state-approved English language proficiency assessment.
2. Reclassification Rate
The school will increase or maintain the percentage of English Learners who are reclassified as Fluent English Proficient each year, consistent with statewide performance expectations.
3. Academic Progress
English Learners will show measurable growth in core academic subjects, as demonstrated

through benchmark assessments, classroom performance, and statewide testing.

4. RFEP Academic Maintenance

Reclassified students will maintain academic performance comparable to grade-level peers for four years following reclassification.

5. LTEL Progress and Reduction Goal

Long-Term English Learners and students at risk of becoming LTELs will demonstrate annual improvement in language proficiency and academic performance, with the broader goal of reducing the number of LTELs over time when applicable, through targeted intervention.

Outcome Area	Annual Measurable Pupil Outcome	Metric / Assessment Tool	Expected Growth Target
English Language Proficiency Growth	English Learners will demonstrate annual progress in English language proficiency.	State-approved English language proficiency assessment (ELPAC).	A defined percentage of EL students will meet or exceed their annual growth target.
Reclassification Rate	English Learners will be reclassified as Fluent English Proficient at rates consistent with or improving upon statewide expectations.	Reclassification data; ELPAC; academic indicators.	Maintain or increase the school's annual reclassification rate.
Academic Progress of English Learners	English Learners will show measurable growth in core academic subjects.	Benchmark assessments; curriculum-embedded assessments; statewide testing.	EL students will demonstrate annual academic progress toward grade-level standards.
RFEP Academic Maintenance	Reclassified Fluent English Proficient students will maintain academic performance comparable to their peers.	Grades; benchmark assessments; statewide test results.	RFEP students will maintain performance at or above "near grade-level" for four monitoring years.
Long-Term English Learner (LTEL) Progress and Reduction	LTELs and students at risk of becoming LTELs will exhibit annual improvement in English proficiency and academic performance.	ELPAC; benchmark assessments; teacher evaluations.	Demonstrated progress toward reclassification and a reduction in the number of LTELs over time.

Student Achievement and Outcomes

Lincoln Street School monitors student learning using both state assessments and local benchmark tools that provide a clearer picture of progress within a small independent-study program. Because CAASPP results can fluctuate with small cohorts, Renaissance Star, NWEA MAP Growth, and DIBELS fluency serve as our primary local measures for understanding individual growth. Students complete benchmark assessments at enrollment and at scheduled intervals throughout the year, with progress monitoring occurring monthly for students receiving targeted support and at least three times annually for all students, with student progress evaluated using typical or above-typical growth expectations on local benchmark assessments. While CAASPP participation rates may fluctuate due to small cohort sizes inherent in independent study programs, Lincoln Street School continues to work toward our students to perform at or above state averages for similar student populations over the charter term, with year-over-year improvement trends reviewed annually.

Students complete placement assessments in reading and mathematics when they enroll. Teachers then use ongoing tools, including Star Reading, Star Math, Star Curriculum-Based Measures (CBMs), MAP Growth data, fluency checks, and curriculum-embedded assessments, to monitor progress and adjust instruction. These measures help identify specific skill needs, determine appropriate interventions, and support students’ movement toward grade-level mastery. When students are not demonstrating adequate progress toward grade-level standards or individualized learning goals, teachers collaborate with families to implement targeted interventions, adjust instructional strategies, or modify curriculum pacing. Schoolwide academic and engagement data are reviewed annually by school leadership and the governing board to evaluate progress toward charter goals and inform programmatic decisions. This annual review evaluates program effectiveness, identify trends, and guide continuous improvement, with findings informing professional development, curriculum refinement, and instructional supports in alignment with charter renewal expectations under Education Code section 47607.

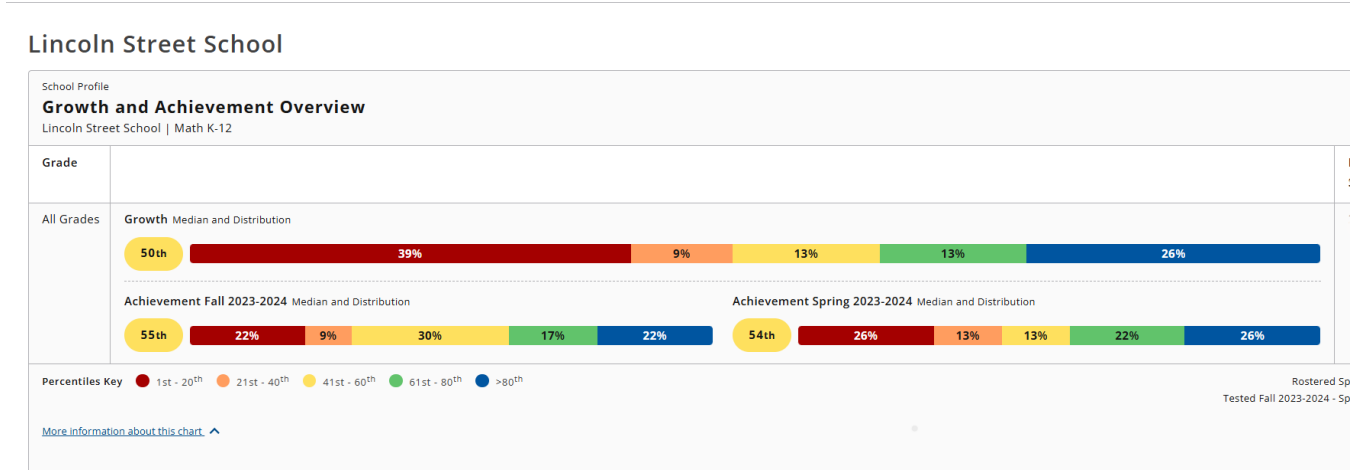


Figure 6. This chart shows overall improvement in math from fall to spring. Students on average moved up one performance band, and the spring scores show fewer students in the lower ranges and more students meeting or approaching national expectations. The growth indicator shows that students made more than a typical year’s expected growth, demonstrating strong progress in math.

Lincoln Street School

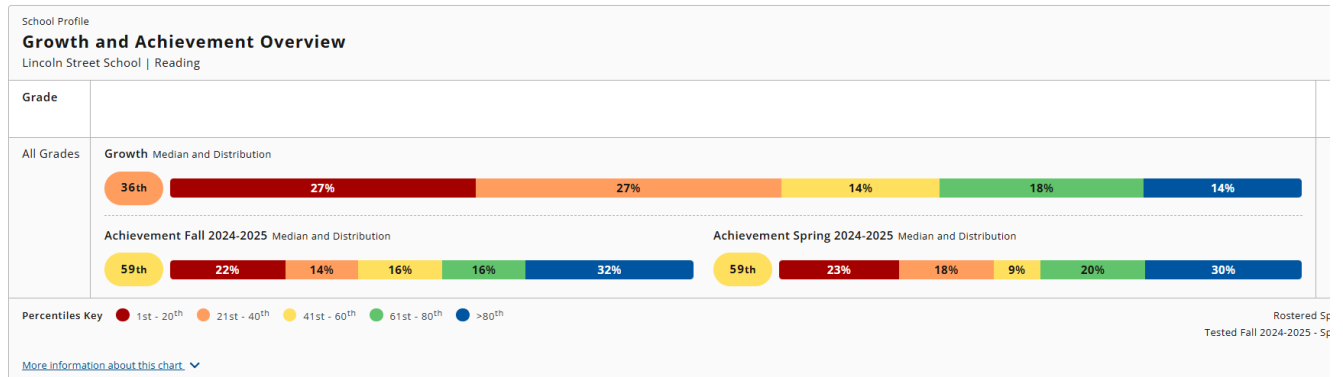


Figure 7. This chart shows strong improvement in reading from fall to spring. Students shifted upward across the performance ranges, with a noticeable decrease in the number performing below grade level. The growth indicator shows that students made slightly more than one year of expected reading growth, reflecting steady gains in foundational skills and comprehension.

MAP Growth visuals show how student scores are distributed across national percentile bands from fall to spring, allowing the school to examine overall trends in academic achievement and growth. Star assessments provide additional progress-monitoring data that teachers use to guide pacing, target instruction, and support students between benchmark windows. Together, these tools inform instructional decision-making and support Lincoln Street School’s continued implementation of a Multi-Tiered System of Supports (MTSS) for academic learning within the independent study model.

At the universal level, all students receive access to a state-aligned core curriculum, credentialed teacher oversight, and regular academic progress monitoring. When assessment data indicate emerging academic risk, teachers provide targeted supports such as increased instructional contact, modified assignments, supplemental instructional resources, or focused interventions aligned to identified skill needs. Students requiring more intensive academic support receive individualized intervention plans developed collaboratively with families, which may include specialized instructional strategies, additional assessments, referrals for special education evaluation, or consideration of alternative instructional settings if independent study is no longer appropriate. Intervention effectiveness is reviewed regularly, and instructional adjustments are made based on documented student response and progress.

Lincoln Street maintains a strong focus on literacy, particularly in the early grades. Regular DIBELS screening, Star Early Literacy, and teacher-guided fluency checks allow the school to identify reading needs early and respond promptly. Schoolwide initiatives such as the Book Blast, which placed over 370 high-interest books into students’ homes, reinforce daily literacy practice outside of school and support sustained reading growth.

Flexible scheduling and strong family partnerships support consistent attendance and engagement, which in turn contribute to steady academic progress across content areas. Together, these factors help ensure that local assessment data provide a more complete picture of student growth than state testing alone within an independent-study setting.

ELEMENT 3- METHODS TO ASSESS PUPIL PROGRESS

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

Lincoln Street School measures pupil progress using a comprehensive system of assessments aligned to state requirements and appropriate for a nonclassroom-based, independent-study educational program. Student progress is evaluated through state-mandated testing, nationally recognized benchmark assessments, curriculum-embedded evaluations, work samples, and Supervising Teacher observations. These measures ensure that each student's academic growth is monitored consistently and that instructional decisions are informed by accurate and timely data. Assessment data are reviewed and disaggregated by student subgroup, including English Learners, Reclassified Fluent English Proficient students, students with disabilities, and socioeconomically disadvantaged students, to ensure equitable access to instruction and progress toward grade-level standards.

State Testing System

Lincoln Street School participates in the California Assessment of Student Performance and Progress (CAASPP) system. Students complete the following state-mandated assessments:

- Smarter Balanced English Language Arts (grades 3–8)
- Smarter Balanced Mathematics (grades 3–8)
- California Science Test (grades 5 and 8)
- English Language Proficiency Assessments for California (ELPAC) for English Learners

CAASPP results are reviewed as one indicator of student achievement and program effectiveness and are analyzed alongside multi-year trends and local growth measures to inform instructional planning within the independent-study context. State assessment data are used to monitor individual progress, evaluate program effectiveness, and support schoolwide improvement planning.

Benchmark Assessments

Lincoln Street School administers multiple nationally normed benchmark assessments to monitor student growth and provide actionable feedback throughout the school year. Benchmark assessments (Star and MAP Growth) are administered at enrollment and at least three times annually (fall, winter, spring). Renaissance CBMs and DIBELS are administered monthly or biweekly for students receiving targeted intervention.

- Star Reading
- Star Early Literacy
- Star Math

These computer-adaptive assessments provide reliable information on student proficiency and growth, helping Supervising Teachers adjust curriculum, pacing, and supports as needed.

MAP Growth (NWEA)

Lincoln Street School administers MAP Growth Reading and Math, which offer additional norm-referenced data to support placement, goal setting, and academic planning.

Renaissance Curriculum-Based Measurements (CBMs)

Lincoln Street School uses Renaissance Curriculum-Based Measurements (CBMs) for ongoing progress monitoring in reading and mathematics. CBMs provide frequent, brief assessments that allow Supervising Teachers to track incremental skill growth, evaluate intervention effectiveness, and make timely instructional adjustments within the independent-study environment.

Literacy Assessments

DIBELS Fluency Assessments

Lincoln Street School administers DIBELS to measure foundational literacy skills and oral reading fluency. Results guide literacy instruction and targeted intervention.

State-Required K–2 Universal Screening (DIBELS)

In compliance with Education Code 48985.5, Lincoln Street School uses DIBELS as its state-approved K–2 universal literacy screener. Screening data are used to identify early reading needs and support timely intervention in phonemic awareness, phonics, fluency, and comprehension.

Curriculum-Based Assessments

Lincoln Street School incorporates curriculum-based assessments throughout the year to measure mastery of key learning objectives.

Chapter Assessments

Students complete assessments at the end of each chapter to demonstrate understanding of instructional objectives. Supervising Teachers use results to determine whether review or additional practice is needed.

Unit Assessments

Unit assessments in English Language Arts, mathematics, science, and history–social science provide information on student retention of essential concepts and guide instructional decision-making.

Rubrics

Standards-aligned rubrics are used to evaluate student work consistently across grade levels and subject areas.

Projects

Student projects provide opportunities for applied learning and demonstrate mastery of curriculum content. Projects are reviewed by Supervising Teachers during scheduled meetings.

Assessment Formats

Assessments are administered using multiple item formats, including printed worksheets, online quizzes, selected-response items, short-answer tasks, and extended written responses, to allow students to demonstrate learning in various ways. This multimodal approach supports student success within an independent-study context.

Student Work Samples

Students submit work samples in assigned subject areas during scheduled meetings with their Supervising Teacher. Work samples provide qualitative evidence of understanding, progress, and skill development. Supervising Teachers review and document these samples in accordance with independent-study regulations, and samples are maintained in each student's file.

Report Cards

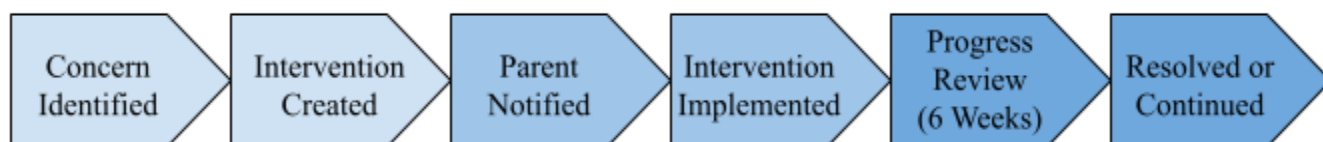
Students receive a report card each semester summarizing academic progress.

- TK–3rd grade students receive marks of Complete or Incomplete.
- Grades 4–8 receive percentage-based grades reflecting assignment performance and assessment results.

Report cards integrate quantitative data (benchmark assessments, curriculum assessments) and qualitative information (work samples, teacher observations).

Intervention and Academic Support System (*see Appendix E4*)

Lincoln Street School provides a structured, data-informed intervention system to support students who are not meeting grade-level expectations. Supervising Teachers review benchmark data (every 4 -6 weeks), curriculum assessments, fluency checks, and work samples to identify areas of need. When a concern arises, the teacher initiates Lincoln Street’s multi-step intervention process, which includes: (1) documenting specific academic concerns, (2) implementing targeted supports, and (3) monitoring progress using tools such as Renaissance CBMs, DIBELS, Star, MAP, or curriculum-based measures. Families receive written communication outlining the intervention plan, and follow-up meetings ensure that progress is reviewed and adjustments made as needed. This process ensures early identification, consistent documentation, and timely academic support within the independent-study model. Students demonstrating performance below grade-level benchmarks, limited growth between assessment windows, or inconsistent mastery of assigned work products are referred for targeted intervention.



Student progress monitoring data and intervention documentation are maintained through structured tracking tools and are provided as sample evidence in Appendix E4.

Schoolwide Improvement Goal

Each year, Lincoln Street School staff review CAASPP data, benchmark assessment results (Star, MAP), DIBELS literacy measures, work samples, and parent/teacher feedback. These data inform the development of schoolwide improvement goals and guide program refinement in alignment with the Local Control Accountability Plan (LCAP). Assessment results and progress toward schoolwide goals are reviewed annually by school leadership and the governing board as part of the school’s continuous improvement and charter accountability process.

ELEMENT 4- GOVERNANCE STRUCTURE

Lincoln Street School (“the School”) is a county-authorized, nonclassroom-based, independent-study charter school operating under the oversight of the Tehama County Board of Education (“Authorizer”) and the administrative support of the Tehama County Department of Education (“TCDE”). The School is governed by the Lincoln Street School Governance Committee, which is responsible for ensuring that the School operates in compliance with its charter, all applicable laws, and the policies of the Authorizer. The Governance Committee is composed of the following representatives:

- Assistant Superintendent, Tehama County Department of Education
- Representative from the Continuous Improvement & Support Department, TCDE
- Representative from the Information Technology Department, TCDE
- Tehama County community representative
- Lincoln Street School parent representative

The Governance Committee provides policy direction, monitors program and fiscal integrity, and champions the School’s mission of delivering a high-quality independent-study program to students and families throughout Tehama County. Governance Committee members who are employees of the Tehama County Department of Education participate in governance decisions consistent with conflict-of-interest laws and recuse themselves from deliberations or votes where required to ensure independent oversight and sound decision-making.

Governance Responsibilities

The Governance Committee shall:

- Establish, review, and revise policies supporting the effective operation of the School
- Ensure compliance with the School’s charter and all relevant federal, state, and local laws
- Oversee academic, operational, and fiscal performance
- Monitor progress toward measurable pupil outcomes
- Approve the annual budget and review financial reports
- Support continuous improvement and alignment with the Local Control Accountability Plan (LCAP)
- Uphold ethical governance practices and transparency in decision-making

The Governance Committee serves as the School’s primary governing body, exercising authority over policy, budget approval, and program oversight, subject to the statutory oversight authority of the Tehama County Board of Education. Committee members agree to adhere to governance norms consistent with the California School Boards Association’s principles of effective governance. These norms include maintaining student achievement as the central focus, acting with integrity, engaging in respectful deliberation, supporting public education, participating in ongoing governance training, and maintaining clear boundaries between governance and administration. The Governance Committee regularly reviews assessment data, progress toward measurable pupil outcomes, and intervention effectiveness to ensure alignment with the School’s academic goals and charter commitments.

Meetings and Transparency

All meetings of the Governance Committee shall be conducted in accordance with the Ralph M. Brown Act, including:

- Posting agendas 72 hours prior to regular meetings and 24 hours prior to special meetings
- Conducting meetings openly and publicly, except as permitted under the Brown Act
- Allowing public comment and participation
- Ensuring accessible meeting locations and materials

The School also complies with the California Public Records Act, Government Code section 1090, and the Political Reform Act, including completing Form 700 filings when required. Governance Committee members participate in ongoing training related to charter school governance, Brown Act compliance, fiscal oversight, and academic accountability to ensure informed and effective decision-making.

The Governance Committee may establish subcommittees as needed and may expand its membership pursuant to its bylaws.

Authorizer Oversight

The Tehama County Superintendent of Schools retains the right and authority to review, revise, stay, or rescind any action, policy, or decision of the Governance Committee. The School shall fully cooperate with the Authorizer in fulfilling all oversight responsibilities, including:

- Annual site and programmatic reviews
- Fiscal and operational audits
- Submission of required reports and data
- Compliance with all independent-study regulations (EC 51745–51749.6)

The School acknowledges the Authorizer’s statutory authority to ensure that the School operates legally and effectively.

Role of Parents and Families

Family engagement is integral to the success of an independent-study program. Parents and guardians serve as instructional partners, working closely with Supervising Teachers to support learning at home, monitor progress, and ensure that students complete assigned work.

- Lincoln Street School fosters meaningful parent involvement through:
- Participation opportunities on the Governance Committee
- Regular communication from teachers and administration
- Parent education workshops and training in curriculum and instructional strategies
- Opportunities to attend school events, field trips, and enrichment activities
- Annual surveys and feedback opportunities to strengthen program quality

Parents may contribute ideas regarding program improvement, school activities, and student support services. The School values the voices of families and incorporates parent input into planning, LCAP development, and continuous improvement efforts.

Administrative Support

The Tehama County Department of Education provides administrative support to ensure that Lincoln Street School operates efficiently and in full compliance with all applicable requirements. TCDE provides support in areas including fiscal services, information technology, special education coordination, educational services, and operational management as outlined in agreements between the School and TCDE

Additional governance documents—including the Organizational Chart, Governance Committee Bylaws, Conflict of Interest Policy, Form 700 requirements, and Brown Act Compliance Statement—are provided in Appendix C.

ELEMENT 5- EMPLOYEE QUALIFICATION

Site Administrator / Alternative Education Principal

The Lincoln Street School Site Administrator shall be an employee of the Tehama County Department of Education (TCDE) and shall operate under the policy direction of the Lincoln Street School Governance Committee. The Administrator reports to the Tehama County Superintendent of Schools or designee and provides leadership, oversight, and administrative support for all aspects of the School's independent-study program.

Minimum Qualifications

- Valid California Administrative Services Credential
- Demonstrated leadership experience in educational settings relevant to K–8, independent study, or alternative education programs
- Knowledge of independent study law, including EC §§ 51745–51749.6
- Ability to supervise certificated staff and ensure compliance with independent-study requirements

- Strong communication, organizational, and instructional leadership skills
- #### **Core Responsibilities**

- Oversee the design, implementation, and evaluation of the instructional program
- Ensure proper administration of independent-study regulations, including monthly meetings, time-value verification, attendance documentation, and daily engagement oversight
- Coordinate professional development and staff training
- Oversee student assessment systems and use of data to drive program improvement
- Supervise teachers, classified staff, and instructional operations
- Support compliance in special education, Section 504, and student services
- Ensure collaboration with TCDE departments, including fiscal, technology, and educational services

A detailed job description shall be maintained by TCDE and made available upon request.

Certificated Teachers / Supervising Teachers

Lincoln Street School employs credentialed teachers who serve as Supervising Teachers in accordance with California independent-study law. Supervising Teacher caseloads are assigned to ensure appropriate oversight, timely feedback, and compliance with independent study requirements. The School ensures continuity of instruction and supervision through qualified substitute teachers or reassignment of supervisory responsibilities when staff absences occur.

Minimum Qualifications

Each teacher must:

- Hold a valid California teaching credential appropriate for the assigned grade span and subject area
- Meet all state certification and assignment requirements
- Demonstrate proficiency in the technology needed for online curriculum, assessment platforms, and communication with families
- Possess experience or training relevant to independent study, personalized learning, or alternative education

- Maintain all required clearances and mandated trainings

Independent Study Responsibilities

In compliance with Education Code §§ 51745–51749.6, certificated teachers shall:

- Serve as the Supervising Teacher for assigned students
- Assign, evaluate, and assess student work
- Determine the time value of work products for apportionment
- Verify daily engagement and monthly progress
- Meet with students and parents at required intervals
- Maintain accurate documentation of assignments, work samples, and attendance
- Provide instructional support and guidance to families
- Monitor student progress toward grade-level standards
- Communicate regularly with parents and provide intervention when needed

A detailed teacher job description shall be maintained by Lincoln Street.

Classified Staff

Office Manager

The Office Manager provides administrative, clerical, and operational support to ensure the smooth functioning of the School. Duties include maintaining student records, preparing reports, supporting independent-study documentation processes, coordinating communication with families, and performing confidential tasks as assigned. The Office Manager must possess strong organizational, communication, and technology skills.

Business Manager

The Business Manager works under the supervision of the TCDE Assistant Superintendent of Business Services. This position supports financial operations, budget preparation, and fiscal reporting in alignment with the California School Accounting Manual (CSAM) and the requirements of the authorizer. The Business Manager prepares financial reports, supports audits, ensures compliance with state fiscal regulations, and provides data to the Governance Committee as needed.

Detailed job descriptions for classified roles shall be maintained by TCDE.

Background Checks, Clearances, and Mandatory Training

All employees of Lincoln Street School shall:

- Undergo FBI and DOJ fingerprint clearance pursuant to Education Code § 44237
- Provide tuberculosis clearance before starting employment
- Complete annual mandated reporter training under AB 1432
- Participate in workplace safety training, including emergency procedures and safe school practices
- Comply with all pre-employment onboarding requirements
- These clearances and trainings support a safe, secure, and compliant learning environment.
- Be evaluated regularly in accordance with personnel policies and procedures, with evaluations incorporating instructional effectiveness, compliance with independent study requirements, and professional responsibilities.

Professional Development

Lincoln Street School provides ongoing professional development to ensure that all employees remain informed about:

- Independent study law and compliance
- Curriculum and instructional strategies
- Assessment systems (Renaissance Star, MAP Growth, DIBELS, etc.)
- Technology tools and online learning platforms
- Special education and Section 504 procedures
- Student engagement and intervention practices

ELEMENT 6- HEALTH AND SAFETY PROCEDURE

Lincoln Street School prioritizes the health and safety of all students, families, and staff. The School follows all applicable federal, state, and local health and safety laws, including those established by the California Education Code, OSHA, ADA, the California Department of Public Health, and the Tehama County Department of Education (TCDE). As a nonclassroom-based independent-study program, the School maintains safe and compliant administrative facilities and ensures that all interactions between staff, students, and families occur in accordance with established safety procedures.

Facility Safety and Compliance

Lincoln Street School operates administrative and meeting space that complies with all applicable building, zoning, fire, and safety regulations. TCDE obtains and maintains:

- Certificate of Occupancy
- Fire Marshal inspections
- ADA accessibility compliance
- OSHA compliance documentation

Facilities are maintained in a clean, safe, and hazard-free condition. All required permits, inspections, and certifications are kept on file by TCDE.

Health Records and Immunizations

The School complies with all California laws related to student health records and immunizations:

- Verification of required immunizations (SB 277; Health & Safety Code §§ 120325–120375)
- Confidential maintenance of student medical records
- Collection of physician-verified medical exemptions only
- Reporting immunization status to the state as required

Families who need assistance obtaining immunizations are provided referrals to community clinics and local health resources.

Criminal Background Checks and Clearances

Lincoln Street School ensures that all employees, volunteers with unsupervised contact, and service providers meet the following requirements:

- DOJ and FBI fingerprint clearance (Education Code § 44237)
- Entry in the California Megan's Law database as applicable/required by law and policy
- TB clearance as required by law
- Compliance with Child Abuse and Neglect Reporting Act (Penal Code § 11164 et seq.)

All visitors and volunteers at the administrative site must sign in, and follow supervision requirements. Volunteers who may have unsupervised contact with students must complete fingerprint clearance, TB clearance, and any required trainings prior to service. No employee or volunteer may begin work until all required clearances are obtained

Mandated Reporter Responsibilities

Lincoln Street School complies with all state and federal laws related to child abuse prevention and reporting and ensures that all employees meet mandated reporter requirements (*see Appendix E2*). All certificated and classified employees are mandated reporters. Lincoln Street School ensures:

- Annual mandated reporter training (AB 1432)
- Immediate reporting of suspected abuse or neglect
- Confidential handling of all reports
- Compliance with Penal Code §11166 and related legal obligations

Medical and Health Procedures

The School maintains policies addressing:

- Administration of medication in accordance with Education Code §§ 49423–49423.1
- Safe storage of medication
- Documentation of parent/guardian authorization
- First Aid/CPR training for designated personnel
- Bloodborne pathogen exposure control (OSHA requirements)
- Communicable disease protocols consistent with state and county health guidelines

Lincoln Street School adheres to Tehama County Department of Education Board Policies related to student health, medication administration, communicable disease management, and bloodborne pathogen safety

Health Screenings

Lincoln Street School follows California requirements for student health screenings, including:

- Vision screening
- Hearing screening
- Scoliosis screening, when applicable
- Oral health assessment per Education Code § 49452.8

Screenings may occur onsite, through TCDE, or through referral.

Safety Procedures for Independent Study Settings

Because Lincoln Street School operates a nonclassroom-based independent-study program, the School maintains safety policies specifically designed for meetings and instructional interactions conducted:

- In administrative offices
- In public spaces
- In virtual formats
 - Virtual meetings are conducted through secure, school-approved platforms. Staff follow confidentiality practices to protect student records and privacy during remote instruction and communications.
- During enrichment activities or field trips
 - For field trips and enrichment activities, the School requires parent/guardian permission forms, emergency contact information, supervision plans, and documented procedures for

incident response. Transportation expectations and supervision responsibilities are clearly communicated to families prior to participation

Policies include: (*see Appendix E10*)

- Safe meeting practices between teachers and families
- Procedures ensuring staff are never alone with a student behind closed doors
- Parent/guardian presence during all off-site meetings with minors
- Field trip and outing supervision requirements
- Emergency protocols for off-site or remote learning interactions

Emergency and Disaster Preparedness

The School maintains an updated Comprehensive School Safety Plan (*see Appendix E6*), consistent with Education Code § 32280 et seq., which includes:

- Emergency response procedures
- Evacuation plans
- Fire, earthquake, and lockdown protocols
- Emergency communication systems
- Staff training and crisis-response procedures
- Annual review and adoption by the Governance Committee

Emergency drills occur at the administrative site in accordance with state requirements. Communicable disease protocols are reviewed regularly and updated as needed to reflect current CDPH, Cal/OSHA, and local public health guidance.

The School follows current guidance from:

- California Department of Public Health (CDPH)
- Cal/OSHA
- Tehama County Health Department

Procedures include:

- Illness reporting
- Exclusion and return-to-school guidelines
- Cleaning and disinfection standards
- Preventive health practices
- These protocols are updated as public health guidance evolves.

ELEMENT 7- MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE

Lincoln Street School (“the School”) is committed to achieving and maintaining a racial and ethnic balance among its students that is reflective of the general population within the jurisdiction of the Tehama County Department of Education. The School provides equitable access to all families and ensures that its admissions and outreach practices comply with all state and federal nondiscrimination laws.

Because Lincoln Street School operates as a nonclassroom-based, independent-study program, most families learn about the School through the Tehama County Department of Education (TCDE), local districts, and parent referral. The School’s outreach strategies are intentionally broad, inclusive, and non-discriminatory, ensuring that families from all racial, ethnic, linguistic, and socioeconomic backgrounds have access to information needed to make informed enrollment choices.

Commitment to Nondiscrimination

Lincoln Street School does not consider race, ethnicity, or any other protected characteristic in admissions, enrollment, or lottery procedures, which are conducted in a neutral and non-discriminatory manner in accordance with state and federal law. The School shall not discriminate on the basis of race, ethnicity, nationality, gender, gender identity, gender expression, religion, sexual orientation, disability, primary language, immigration status, or any other protected characteristic. Recruitment and enrollment procedures strictly comply with:

- Title VI of the Civil Rights Act
- Title IX
- Section 504
- ADA
- California Education Code requirements
- All federal and state nondiscrimination laws

All public-facing materials clearly indicate that the School is open to all students who reside in Tehama County or adjacent counties.

Inclusive Outreach Strategies

The School’s outreach practices are intentionally designed to be accurate, accessible, and reflective of the School’s independent-study structure. Lincoln Street School does not engage in commercial or aggressive recruitment; instead, it provides clear, publicly accessible information so that families who may benefit from independent study can make an informed choice.. These include:

1. Website and Digital Presence

The School maintains an accessible website (www.lincolnstreetschool.org) that provides comprehensive information, including:

- Program description
- Enrollment procedures
- Calendar of events

- Curriculum information
- Contact information
- Parent resources

Information is available in multiple languages as needed based on community demographics

.2. Public Information Availability Through TCDE

As a program operated under the Tehama County Department of Education, the School benefits from:

- TCDE’s public-facing platforms
- Referrals from local school districts and community agencies
- TCDE publications, directories, and events

These avenues naturally support broad and diverse visibility across the county.

3. Parent Information Sessions

Regular parent information sessions (in-person and virtual) provide an overview of:

- The independent-study model
- Parent and student responsibilities
- Available supports
- Program structure
- Enrollment procedures
- Interpreting services are provided as needed.

5. Accessible Enrollment Processes

Enrollment forms are available:

- Online
- In-person at the School
- By request through phone or email

Families may request assistance completing forms, and staff provide translation or interpretation as needed.

Monitoring and Program Improvement

Lincoln Street School annually reviews its demographic data and compares it to the demographics of the Tehama County Department of Education’s jurisdiction to ensure equitable access to information about the program. Enrollment in the School is voluntary and independent of residential attendance zones, and because any lottery, if needed, is conducted randomly and without preference.. Demographic data are reviewed for informational and compliance purposes only and are not used to influence enrollment decisions or student selection..

If the School identifies that any racial or ethnic group appears underrepresented in outreach reach (not enrollment results), it may revise its communication and awareness strategies to ensure all families receive equal access to information about the program. These adjustments may include enhancing multilingual resources or expanding general informational outreach through TCDE platforms. All outreach modifications are limited strictly to increasing awareness and do not affect admissions or lottery procedures in any way.

ELEMENT 8- ADMISSION REQUIREMENTS

Lincoln Street School (“the School”) is a nonclassroom-based, independent-study charter school open to all students in California. Lincoln Street School is open to all students eligible to attend public school in California; however, as a county-authorized program, the School primarily serves students residing in Tehama County and surrounding areas, consistent with permitted lottery preferences. The School is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and shall not charge tuition or discriminate against any student on the basis of race, ethnicity, nationality, gender, gender identity, gender expression, sexual orientation, immigration status, disability, religion, or any other characteristic protected under federal or state law.

Independent study at Lincoln Street School is an optional, voluntary educational alternative. Students must remain eligible to return to classroom-based instruction and may not be required to enroll in independent study as a condition of enrollment in any district program.

Compliance With Federal and State Law

- The School complies with all laws governing student admissions, including:
- California Education Code
- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act
- Title VI and Title IX
- Policies and procedures of the Tehama County SELPA

The School does not deny admission or discourage enrollment based on actual or perceived disability, the need for special education services, academic performance, behavior, or any other protected characteristic. The School participates in Child Find, conducts evaluations in accordance with SELPA procedures, and ensures that students requiring special education services receive FAPE in the Least Restrictive Environment (LRE).

Enrollment Process

Enrollment is open on a first-come, first-served basis until capacity is reached. Parents or guardians may obtain enrollment materials online, by phone, or in person. Enrollment materials are available in multiple languages upon request.

The enrollment process includes:

1. Request for Participation Form: Families submit the online interest form. The Office Manager follows up, explains the program, and either schedules an orientation or adds the student to a waitlist.
2. Orientation Meeting: Families attend a brief one-on-one orientation to learn about independent study, expectations, and available supports.
3. Enrollment Packet: Families complete required forms (proof of residence, immunizations, and prior school records). Assistance and translation are provided when needed.

4. Teacher Assignment: Once paperwork is complete, the student is assigned a Supervising Teacher who schedules the first meeting.
5. Master Agreement & Initial Meeting: At the first meeting, the Independent Study Master Agreement is signed. The teacher administers placement assessments strictly for instructional planning and do not affect admission, enrollment, or participation in the school.
6. Curriculum Planning: The Supervising Teacher and family collaboratively select curriculum based on placement results, learning needs, and the family's instructional preferences.

Students With Disabilities

No student otherwise eligible to enroll will be denied admission due to a disability or due to concerns about the School's ability to provide appropriate services. The School:

- Collaborates with the Tehama County SELPA to ensure timely assessment and provision of services
- Provides supports, accommodations, and modifications required under a student's IEP or 504 Plan
- Ensures facilities, meetings, and enrichment opportunities are accessible
- Follows all legal protections for discipline, suspension, expulsion, and change of placement

Waiting List Procedures

If the number of applicants exceeds available space, the School maintains a waiting list based on the date and time completed enrollment packets are received. Families will be contacted in order when space becomes available. Families have three (3) business days to accept the placement before it is offered to the next student on the list.

Lottery Procedures

If, at the beginning of any school year, demand exceeds capacity, the School will conduct a public lottery in compliance with state and federal law. Students already enrolled in the School are exempt from the lottery.

Permitted preferences, applied in the following order, include:

1. Siblings of currently enrolled students
2. Residents of Tehama County
3. All other eligible applicants

The lottery is conducted publicly, with transparent procedures ensuring all applicants have equal access and fair opportunity for selection. After all seats are filled, remaining applicants are assigned a position on the waiting list based on the order drawn.

ELEMENT 9- FINANCIAL AUDIT

Budget

Attached hereto and incorporated herein by reference is an operating budget, including cash flow and multiyear financial projections based on current LCFF information, along with plans for maintaining all fiscal systems equivalent to those required by law for a school district of comparable size. Lincoln Street School shall prepare and present an annual budget, First Interim, and Second Interim to the Tehama County Department of Education (TCDE).

The School's multiyear financial projections are developed to ensure ongoing fiscal solvency and the ability to meet all financial obligations throughout the charter term.

Lincoln Street School shall reimburse the Tehama County Department of Education for all administrative support and personnel costs provided to the school in accordance with a schedule of costs determined by the Tehama County Superintendent of Schools. TCDE shall not be obligated to fund Lincoln Street School operating costs beyond the actual funding received on behalf of the charter 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.

TCDE is responsible for day-to-day fiscal operations, while the Lincoln Street School Governance Committee provides fiscal oversight through review of interim reports, budget revisions, and audit findings.

Insurance

Lincoln Street School budgets annually for general liability, workers' compensation, and any other insurance required by law or deemed necessary by the Tehama County Superintendent of Schools.

Facilities

Lincoln Street School will coordinate with the Tehama County Department of Education to secure adequate facilities that meet all applicable health, safety, and access requirements.

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 statements, attendance and enrollment accounting procedures, and will review the School's internal controls.

Lincoln Street School, in coordination with TCDE, maintains internal control procedures including segregation of fiscal duties, expenditure authorization protocols, regular reconciliation of accounts, and governance oversight to safeguard public funds.

The audit shall be conducted in accordance with generally accepted accounting principles, the annual State Controller's K-12 Audit Guide, and all other applicable federal and state audit requirements. To

the extent required under federal law, the audit scope shall include any elements required under the Uniform Guidance (2 CFR Part 200).

It is anticipated that the annual audit will be completed by December 15 following the close of the 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 for resolution. The Governance Committee will report to the Tehama County Department of Education Board regarding how the exceptions and deficiencies have been or will be addressed.

The Final Audit Report shall be submitted by the Tehama County Department of Education to the State Controller, the California Department of Education, and any other entity as required by law. Any disputes regarding the resolution of audit exceptions or deficiencies will be referred to the Tehama County Superintendent of Schools for final resolution.

Performance Evaluation

Programmatic outcomes include goals for student learning, student attendance, and other objectives described in this charter. Annually, the school will report in detail its performance against these programmatic objectives, identify any deficiencies, and establish corrective actions for addressing these deficiencies through the LCAP review and revision process.

Fiscal performance, including budget adherence, reserve levels, and long-term solvency, is reviewed annually alongside programmatic outcomes as part of the School's overall performance evaluation.

Findings will be presented at the final board meeting of the school year. The school will also comply with any additional state or federal performance reporting requirements.

Funding Determination

Lincoln Street School shall apply for an Independent Study SB 740 Funding Determination as required and in accordance with timelines established by the California Department of Education.

ELEMENT 10- PUPIL SUSPENSION AND EXPULSION PROCEDURES

Purpose and Intent

Lincoln Street School implements suspension and expulsion procedures in accordance with the policy adopted by the Tehama County Department of Education Board of Education and the Lincoln Street School Governance Committee (*see Appendix D2*)

The Pupil Suspension, Expulsion, and Involuntary Removal Policy (the “Policy”) for Lincoln Street School (“School”) has been established to promote learning and protect the safety and well-being of all students. When this Policy is violated, it may be necessary to suspend, expel, or, in limited circumstances, involuntarily remove a student from the School. Consistent with Education Code requirements and best practices for nonclassroom-based programs, the School prioritizes preventative, restorative, and instructional approaches to behavior whenever feasible.

Staff shall enforce disciplinary rules and procedures fairly, consistently, and without discrimination among all students. The Policy will be available on the School’s 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 upon request at Lincoln Street School’s main office.

Discipline may include, but is not limited to: advising and counseling students, conferring with parents/guardians, community service on or off campus, behavior contracts, 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 this Policy, corporal punishment does not include an employee’s use of reasonable and necessary force to protect the employee, students, staff, or other persons, or to prevent damage to school property.

The School shall ensure that disciplinary decisions are educationally appropriate and proportionate to the behavior, taking into account the age of the pupil, the circumstances of the conduct, and the pupil’s disciplinary history.

The School shall not discipline, suspend, expel, or involuntarily remove a student based on academic performance alone, disability status, attendance, failure to meet independent study work-product requirements, or the conduct of the student’s parent/guardian. The School shall not discriminate in its discipline practices on the basis of any protected characteristic. Failure to make sufficient academic progress in independent study shall be addressed through instructional supports and intervention prior to any consideration of involuntary removal.

Students with Disabilities

The School affirms that disciplinary removals of students with disabilities will not be used to circumvent the provision of FAPE or the procedural protections afforded under IDEA and Section 504. 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 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 mandate 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.

Suspension

Definition

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

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

In determining whether suspension is appropriate, the School shall consider whether the student’s conduct can be addressed through alternative means of correction that support continued access to education.

The School shall consider suspension only when other means of correction have failed 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.

Authority

The Administrator/Designee may suspend a student from class, classes, or the School for a period not to exceed five (5) consecutive school days per suspension. The Administrator/Designee may extend a student’s suspension pending final decision by the Governance Board of the School on a recommendation for expulsion, consistent with applicable law.

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 at 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;
- While engaged in any act related to school activity or school attendance occurring within the School’s educational program.

Grounds for Suspension

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person, or willfully used force or violence upon the person of another, except in self-defense.
2. 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's written concurrence.
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code sections 11053–11058, alcoholic beverage, or intoxicant of any kind.
4. 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 it as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. 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).
8. 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, or electronic cigarettes, whether or not they contain tobacco or nicotine.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5.
11. Knowingly received stolen school property or private property.
12. 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.
13. Committed or attempted to commit sexual assault or sexual battery as defined in applicable Penal Code sections.
14. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16. 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.
17. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an “electronic act,” directed toward one or more pupils, that has or can be reasonably predicted to have one or more of the following effects:
 - Placing a reasonable pupil in fear of harm to his or her 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 the School.

“Electronic act” includes 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 such as a message, text, sound, or image, including, but not limited to:

- Posting to or creating a burn page;
- Creating a credible impersonation of another pupil for the purpose of bullying;
- Creating a false profile;
- Engaging in “cyber sexual bullying,” meaning the dissemination of, or solicitation or incitement to disseminate, a photograph or other visual recording of a minor, where the minor is identifiable, that is nude, semi-nude, or sexually explicit, for the purpose of humiliating or harassing the minor, and which has or can be reasonably predicted to have one or more of the effects listed above.

Cyber sexual bullying does not include a depiction, portrayal, or image with serious literary, artistic, educational, political, or scientific value, or that involves athletic events or school-sanctioned activities.

18. Made a threat to cause death or great bodily injury to any person, with the specific intent that the statement is to be taken as a threat, even if there is no intent to actually carry it out, such that it reasonably causes sustained fear in the person or persons threatened (terroristic threats as defined by law).
19. Committed sexual harassment as defined in Education Code section 48900.2.
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 48900.3.
21. Intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment, as

defined in Education Code section 48900.4.

22. Discriminated against, harassed, intimidated, or bullied any person or group of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression, or association with one or more of these actual or perceived characteristics.

A pupil who aids or abets, as defined in Penal Code section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension but not expulsion, except as otherwise permitted by law.

The above list tracks Education Code grounds. Depending upon the offense, a pupil may be suspended for misconduct not specifically listed above, only to the extent expressly permitted by Education Code section 48900 et seq.

Willful defiance and disruption (Education Code § 48900(k)) shall not be used as grounds for suspension for pupils in grades K–8 and shall not be grounds for expulsion for any pupil. Nothing in this Policy shall be interpreted to expand the grounds for suspension or expulsion beyond those expressly permitted by Education Code section 48900 et seq.

Procedures Required to Suspend

Step One – Investigation

The Administrator/Designee shall investigate the incident and determine whether or not it merits suspension. For students participating in independent study, suspension does not terminate enrollment and instructional access unless otherwise specified by law. During suspension, the School will make reasonable efforts to ensure continuity of educational services, consistent with Education Code requirements.

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 law enforcement when appropriate.

Step Two – Informal Conference

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/her, and given the opportunity to present 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 example, due to hospitalization or detention in a correctional facility).

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

Step Three – Determination of Length

The Administrator/Designee determines the appropriate length of the suspension (up to five consecutive school days per suspension), consistent with law.

Step Four – Written Notice

The Administrator/Designee shall complete a Notice of Suspension, 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 shall state the fact of suspension, its duration, and the specific offense(s) committed by the student. The notice shall also state that, if desired by the parent/guardian, a prompt meeting will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present his/her side of the case.

Step Five – Law Enforcement Notification

The Administrator/Designee determines whether the offense warrants a report to law enforcement and shall report offenses to law enforcement authorities as required by Education Code section 48902 and other applicable law.

When the Administrator/Designee releases a minor pupil to a peace officer for the purpose of removing the minor from school premises, the Administrator/Designee shall take immediate steps to notify the parent/guardian or responsible relative regarding the release and 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 – Behavior Contract (When Appropriate)

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 provided 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), consistent with applicable law. 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 reach eight (8). That teacher shall promptly notify Tehama County Department of Education's SELPA Director of the need for a manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and relevant members of the student's IEP Team or 504 Team (as determined by the parent and the LEA). The team shall determine whether the conduct in question:

1. was caused by, or had a direct and substantial relationship to, the student's disability; or
2. was the direct result of the LEA's failure to implement the IEP or 504 Plan.

If either is answered in the affirmative, the conduct is deemed a manifestation of the disability, and the team will conduct or review a behavioral assessment and implement or modify a behavior intervention plan. Placement decisions shall follow IDEA/Section 504 requirements, including allowable interim alternative educational settings for weapons, drugs, or serious bodily injury.

INVOLUNTARY REMOVAL (NON-EXPULSION)

“Involuntary removal” means disenrollment of a pupil from the School for any reason other than expulsion, including, but not limited to, failure to meet independent study participation expectations, when permitted by law.

Involuntary removal shall be used only as a last resort after documented interventions, communication with the parent/guardian, and reasonable opportunities to correct deficiencies have been provided.

The School shall not involuntarily remove a pupil for any reason unless the parent/guardian of the pupil has been provided written notice of the intent to remove the pupil and the pupil’s parent/guardian has been provided a reasonable opportunity to attend an informal hearing with the Administrator/Designee and/or designee to discuss the proposed removal. The notice shall be provided no less than five (5) school days before the effective date of the proposed removal and shall include:

- The specific reason(s) for the proposed involuntary removal;
- A copy or description of the evidence supporting the proposed removal;
- The date, time, and place of the informal hearing;
- A statement of the parent/guardian’s right to be accompanied by a representative;
- Notice that the pupil has the right to remain enrolled and shall not be removed until after the informal hearing is held (or the right to such a hearing is waived).

Following the informal hearing, the Administrator/Designee will issue a written final decision. The School shall maintain documentation of all involuntary removal proceedings and shall report such data to the Authorizer as required. The School will maintain records of all involuntary removals and report such data as required by law.

NO RIGHT TO APPEAL EXPULSION TO THE DISTRICT OR COUNTY

The decision of the Lincoln Street School Governance Board to expel shall be final and is not appealable to the Tehama County Department of Education Board or any school district governing board. Nothing in this Policy limits any rights the pupil or family may have under other applicable law.

EXPULSION

Expulsion shall be imposed only for conduct that meets statutory criteria and where the student’s continued enrollment poses a substantial risk to the safety of the school community or significantly disrupts the educational process.

1. Definition

Expulsion means involuntary disenrollment from the School as a disciplinary sanction for an expellable offense.

2. Authority

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

The Governance Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of up to 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. The rehabilitation program may include parent/guardian participation as permitted by law; however, refusal to participate shall not be the basis for denial of readmission if the student has otherwise satisfactorily completed the rehabilitation plan.

3. Grounds for Expulsion

Category I – Mandatory Recommendation for Expulsion

The Administrator/Designee shall immediately suspend and recommend for expulsion any student who has committed one or more of the following acts, consistent with Education Code section 48915(c):

1. Possessing, selling, or otherwise furnishing a firearm, as defined in federal and state law, unless the student obtained prior written permission to possess the firearm from a certificated school employee, with the concurrence of the Administrator/Designee.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive.

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

A student who has committed one of the following acts must be recommended for expulsion, unless the Administrator/Designee determines that expulsion is inappropriate under the particular circumstances or that alternative means of correction would address the conduct (Education Code section 48915(a)):

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

Category III – Discretionary Expulsion Recommendation

In the discretion of the Administrator/Designee, and consistent with Education Code section 48900 et seq., any act that warrants suspension may also warrant a recommendation for expulsion if the act presents ongoing health and/or safety concerns, involves repeated or escalating misconduct, or substantially undermines the rights of other pupils to learn. Misconduct not listed in Education Code sections 48900–48900.9 shall not serve as the sole basis for expulsion.

Willful defiance and disruption (Education Code § 48900(k)) shall not be grounds for expulsion.

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 Administrator/Designee determines that the pupil has committed an expellable offense.

Expulsion hearings shall be conducted in substantial conformity with Education Code section 48918 to the extent not inconsistent with charter school law.

If an Administrative Panel hears the case, it will make a recommendation to the Governance Board for a final decision on 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 at least three (3) days prior to the date of the scheduled hearing. The school shall ensure that expulsion proceedings are conducted with due regard for pupil confidentiality, fairness, and the timely resolution of disciplinary matters.

Step One – Investigation and Suspension

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

Step Two – Possible Extension of Suspension Pending Expulsion

At the discretion of the Administrator/Designee, a student's suspension may be extended pending expulsion. In this case, a meeting is held within ten (10) school days of the student's suspension to consider the extension. The student and his/her parent/guardian are invited to attend this meeting with the Administrator/Designee. The purpose of the meeting is to decide upon the extension of the suspension order, and it may be held in conjunction with the initial suspension conference. An extension of the suspension may be granted only if the Administrator/Designee determines 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.

Step Three – Written Notice of Hearing

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 thirty (30) school days from 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 ten (10) calendar days before the hearing and shall include:

- The date, time, and place of the expulsion hearing;
- A statement of the specific 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 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 present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four – Preparation of Documents

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 documents may include, but are not limited to: records of the student's attendance and grades, records of previous infractions,

statements of the facts surrounding the case from school personnel or witnesses, law enforcement reports, and any other relevant evidence.

Step Five – Hearing Before Administrative Panel

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

While the technical rules of evidence do not apply, 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 the 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 the evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence. Sworn written declarations may be admitted as testimony from witnesses when the Administrative Panel determines that disclosure of their identity or live testimony 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 includes committing or attempting to commit sexual assault or committing sexual battery, a complaining witness shall have the right to testify in a closed session to protect privacy and safety.

Step Six – Governance Board Decision

The decision of the Administrative Panel shall be in the form of a written recommendation, with findings of fact, to the Governance Board, which will make a final determination regarding expulsion. The final decision by the Governance Board shall be made within ten (10) school days following the conclusion of the hearing, and no later than forty (40) school days after the date of the pupil's removal from the School for the incident giving rise to the recommendation for expulsion, unless extended by mutual agreement as permitted by law.

If the Administrative Panel decides not to recommend expulsion, the pupil shall be reinstated and permitted to return to the regular program; this decision not to recommend expulsion shall be final.

Step Seven – Written Notice of Decision

Following a decision by the Governance Board to expel a student, the Administrator/Designee shall send written notice of the decision, including the findings of fact, to the student and parent/guardian. The notice shall include:

- 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 with the School.

Within thirty (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 authorizer (if different). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight – Alternative Education and Rehabilitation Plan

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 School shall work cooperatively with parents/guardians, as requested, and with the district of residence to assist with locating alternative placements during expulsion.

Students who are expelled from the School shall be given a rehabilitation plan at the time of the expulsion order, which may include, but is not limited to, periodic review and assessment for readmission. Rehabilitation plans are designed to support behavioral growth, accountability, and the potential for successful reintegration into an educational setting. The rehabilitation plan shall include a date not later than one (1) 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, the pupil, and the parent/guardian, to determine whether the pupil has successfully completed the rehabilitation plan (or equivalent) and whether the pupil poses a threat to others or will be disruptive to the school environment. Readmission is also contingent upon the School's capacity and any admission requirements in effect at the time the student seeks admission or readmission.

Step Nine – Record-Keeping

The School shall maintain records of all student suspensions, expulsions, and involuntary removals at the school site. Such records shall be made available for Tehama County Department of Education and authorizer review upon request.

Discipline data are reviewed periodically by School leadership to monitor trends, ensure equitable application of discipline policies, and inform continuous improvement efforts.

Uniform Complaint Procedures (*see Appendix D4*)

Lincoln Street School follows the Uniform Complaint Procedures adopted by the Tehama County Department of Education and adopted by the Lincoln Street School Governance Committee (*see Appendix D3*). These procedures provide a formal process for investigating and resolving complaints alleging violations of state or federal law, including discrimination, harassment, intimidation, bullying, instructional materials, student fees, and other matters subject to Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations, sections 4600–4670.

The Uniform Complaint Procedures ensure that complaints are addressed promptly, fairly, and consistently, with protections against retaliation and safeguards for confidentiality as required by law.

Lincoln Street School addresses Williams Act complaints related to instructional materials, facilities conditions, and teacher vacancies through the Uniform Complaint Procedures adopted by the Tehama County Department of Education (*see Appendix D5*).

ELEMENT 11- RETIREMENT SYSTEMS

Lincoln Street School will participate in the State Teachers' Retirement System ("STRS") and/or the Public Employees' Retirement System ("PERS") and shall coordinate such participation, as appropriate, with the Social Security system or other reciprocal systems, should such participation support the School's ability to attract and retain high-quality staff. Participation in retirement systems shall be consistent with employee classification, applicable law, and agreements with the Tehama County Department of Education ("TCDE"). Lincoln Street School currently participates in STRS and/or PERS as applicable to employee classification.

Certificated employees who qualify for STRS shall be placed in STRS, and certificated employees who qualify for PERS shall be placed in PERS, consistent with applicable law. Non-credentialed classified employees shall be covered by Social Security and by PERS if they meet the eligibility requirements.

For non-credentialed employees who are not eligible for PERS, the School will offer an alternative, School-sponsored retirement plan as applicable and permitted by law.

Lincoln Street School shall work with the Tehama County Department of Education to ensure that appropriate arrangements for retirement coverage are made, including payroll reporting, contributions, and notifications to the retirement systems. TCDE shall administer payroll and retirement reporting functions in accordance with STRS and PERS requirements, while the School remains responsible for funding employer contributions through its operating budget.

The school acknowledges its obligation to make all required employer and employee contributions in a timely manner and to comply with all reporting, audit, and reconciliation requirements associated with STRS, PERS, and Social Security participation.

ELEMENT 12- PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Lincoln Street School is a voluntary public school program. No student shall be required to attend Lincoln Street School. Students who choose not to enroll in Lincoln Street School may attend another charter school, a private school, or pursue an intra- or inter-district transfer in accordance with the enrollment and transfer policies of their school district of residence and applicable state law. The School does not discourage or impede families from pursuing alternative public or private educational options.

Students and parents/guardians shall be informed prior to enrollment that participation in the School is voluntary and that students have the right to attend their school district of residence or another school through existing district or county enrollment processes. This information is communicated during the enrollment process, orientation meetings, and through written materials provided to families.

A student may not be concurrently enrolled in more than one public school program, except as permitted under law (e.g., certain career technical partnerships or community college dual enrollment). Lincoln Street School will follow all applicable statutes and regulations regarding single-school enrollment requirements. The School verifies enrollment status prior to enrollment and coordinates with districts and agencies as necessary to ensure compliance with attendance and apportionment laws.

ELEMENT 13- EMPLOYEE RETURN RIGHTS

Employee Representation

Lincoln Street School shall be deemed the exclusive public school employer of its employees for purposes of the Educational Employment Relations Act (“EERA”). While employees of the School are employed on an at-will basis and no collective bargaining unit currently exists, the School recognizes and will comply with applicable provisions of EERA, including employee rights related to representation and the jurisdiction of the Public Employment Relations Board, should such matters arise.

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 with the Tehama County Department of Education (“TCDE”). Employment with Lincoln Street School does not confer any return rights, seniority, or employment preference within TCDE.

Employees are informed at the time of hire that Lincoln Street School employment is separate and distinct from employment with TCDE, and that no automatic return rights or reinstatement privileges exist unless otherwise required by law.

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, rights, and benefits with TCDE, consistent with applicable law and their employment agreements.

No Return Rights After Resignation

After the date of adoption of the original charter, any employee of the Tehama County Department of Education who resigns from employment with TCDE in order to work at Lincoln Street School shall have no right to return to a comparable position within TCDE. Such employees are subject to the employment policies and procedures of Lincoln Street School only.

These provisions are intended to ensure transparency regarding employment status, avoid misunderstandings regarding return rights, and comply with Education Code requirements governing charter school employment relationships.

ELEMENT 14- DISPUTE RESOLUTION

Lincoln Street School (“School”) and the Tehama County Department of Education (“TCDE”) agree that all disputes regarding the terms of this Charter, or any matter concerning their relationship, shall be resolved through the following procedures. These procedures are intended to promote prompt, equitable, and cooperative resolution of issues in a manner consistent with applicable law and the oversight authority of the Authorizer.

This dispute resolution process applies only to disputes between the School and TCDE arising under the Charter and does not create any additional rights or remedies beyond those provided by law.

This dispute resolution process is not intended to replace or interfere with:

- The School’s internal complaint procedures;
- Uniform Complaint Procedures (UCP);
- Statutory processes involving special education disputes; or
- Any mandatory reporting or legal obligations of either party.

Nothing in this section shall be interpreted to limit the authority of the Tehama County Board of Education or the Tehama County Superintendent of Schools to exercise their statutory oversight and enforcement responsibilities.

A. Dispute Resolution Between the School and TCDE

1. Written Statement of Dispute

Any dispute between Lincoln Street School and TCDE shall first be stated in writing and submitted to the Site Administrator/Lead Teacher. The written statement shall include a description of the issue, relevant facts, and the relief sought

If the dispute relates to an issue that may constitute grounds for charter revocation under Education Code, this must be explicitly noted in the written dispute statement.

2. Initial Informal Conference

The Site Administrator/Lead Teacher and the Tehama County Associate Superintendent of Schools shall meet and confer in a timely manner in an attempt to resolve the dispute informally. The resolution reached at this level, if any, shall be documented in writing and provided to the initiating party. Informal resolution efforts are intended to resolve disputes efficiently and preserve a collaborative working relationship.

3. Governance Board Review

If the dispute is not resolved informally, the matter shall be scheduled for review before the Lincoln Street School Governance Committee.

The Governance Committee shall consider the issue and may provide recommendations or direction for resolution. The Governance Board’s review is advisory in nature and does not limit the Authorizer’s independent oversight authority.

4. Presentation to the Tehama County Superintendent of Schools

If the Governance Board's involvement does not resolve the dispute, the Site Administrator/Lead Teacher and the Tehama County Associate Superintendent of Schools shall jointly present the dispute to the Tehama County Superintendent of Schools.

The Superintendent's written determination shall be final and shall control the resolution of the dispute subject to any applicable rights or remedies provided by law.

B. Personnel, Student, and Community Complaints

Personnel, student, and community complaints shall follow Lincoln Street School's adopted complaint procedures, including Uniform Complaint Procedures when applicable. These processes address issues involving:

- Student discipline and due process;
- Discrimination, harassment, intimidation, or bullying;
- Special education matters;
- Employee concerns (except those governed by EERA);
- Other matters defined in School policy.

All current complaint procedures are available on the School's website. Nothing in this section limits the right of any individual to pursue remedies available under applicable state or federal law.

ELEMENT 15- SCHOOL CLOSURE PROCEDURES

The closure of Lincoln Street School (“School”), whether by action of the Tehama County Board of Education, non-renewal, revocation, or voluntary decision, shall occur in compliance with this Charter, all applicable state and federal laws, and the California Department of Education (“CDE”) Charter School Closure Guidelines. The purpose of this Closure Protocol is to ensure an orderly transition for students, the secure and lawful disposition of records, and appropriate financial close-out.

This Closure Protocol applies regardless of the reason for closure and is intended to protect student educational continuity, public funds, and public records.

School closure will occur only at the end of an academic year unless otherwise required by law or by the authorizer to protect student health, safety, or educational continuity. Lincoln Street School and the Tehama County Department of Education (“TCDE”) will work collaboratively to ensure that a legally compliant educational program remains available to all enrolled students through the end of the school year.

1. Documenting the Closure Action

The decision to close the School shall be documented in an official action of the Tehama County Board of Education. The closure action shall include:

- The reason for the closure, including whether the Charter was revoked, not renewed, or voluntarily closed;
- The effective date of the closure;
- Confirmation that the School will cease operations on the closure date;
- Directions for the initiation of closure procedures as outlined herein.

If the closure is due to non-renewal or revocation under the Education Code, the official Board action shall cite the applicable statutory authority. The closure action shall serve as the formal authorization to initiate all student transition, fiscal close-out, and records transfer activities.

2. Notifications to the California Department of Education and TCDE

TCDE shall submit a written notification of the closure to the CDE Charter Schools Division. Notification shall include:

- Charter school name, charter number, and County-District-School (CDS) code;
- Date of the closure action;
- Effective date of closure, if different;
- Reason for the closure, clearly stating whether the Charter was revoked, not renewed under Education Code, or voluntarily closed.

Upon receiving closure notification, CDE will notify TCDE if the School has any outstanding liabilities owed to the state, including overpayments, revolving loan balances, grants, or apportionment adjustments. TCDE shall cooperate fully with any CDE-directed fiscal review, audit, or recovery

process. CDE may request or independently contract for an audit if there is reason to believe the School received funds for which it was not eligible.

3. Notification to Parents and Students

Parents/guardians and students shall be notified of the closure as early as possible once closure appears imminent. The notification shall include:

- Projected timeline for closure;
- Assistance in transferring to another appropriate school;
- Information for requesting or retrieving student records;
- Contact information for School and TCDE personnel supporting the transition.

The notification shall be provided via U.S. Mail to the last known home address of each student. Additional communication methods, such as email or phone contact, may be used to support timely notice. Parents/guardians will also be provided with a certified student information packet, including academic, special education, and immunization records, consistent with FERPA and state law.

4. Notification to Receiving Districts

TCDE shall notify all school districts that may be responsible for enrolling former Lincoln Street School students. TCDE and the School will work collaboratively with receiving districts to ensure a smooth transition for students.

This coordination may include enrollment verification, record transfers, and consultation regarding special education services.

5. Student and School Records Retention and Transfer

Lincoln Street School shall ensure the orderly and lawful transfer of all student records. Procedures shall include:

- Transferring permanent student records to the student's district of residence or to the school in which the student enrolls;
- Ensuring that special education records (IEPs, assessments, service logs) are transferred pursuant to IDEA and SELPA requirements;
- Retaining and securing all original student records not immediately transferred;
- Maintaining records in accordance with Education Code, Title 5 regulations, and state retention schedules;
- Providing parents/guardians with a certified copy of essential student records to facilitate enrollment.

TCDE shall serve as the long-term custodian of student and School records following closure. Records shall remain accessible to former students and families in accordance with applicable law.

6. Financial Close-Out

TCDE and Lincoln Street School will coordinate the completion of a final independent audit within six (6) months following closure, which may coincide with the School's annual audit. The closure audit shall include:

- A determination of the School's net assets or net liabilities;
- An accounting of all cash, accounts receivable, and remaining funds;
- Inventory and valuation of all property, equipment, and supplies;
- An itemized list of all liabilities, including accounts payable, payroll obligations, loans, and audit findings;
- Identification and documentation of any restricted funds requiring return to granting agencies;
- Identification of any outstanding state or federal liabilities.

The final audit report shall be submitted to TCDE, the CDE, and the State Controller's Office as required by law.

7. Dissolution of Assets

Following the completion of the closure audit, TCDE and Lincoln Street School will develop a plan for the repayment of liabilities and the disposition of assets. The plan shall include:

- Liquidation of assets to satisfy outstanding liabilities when feasible;
- Return of any restricted funds (grant funds, categorical funds, or assets purchased with restricted dollars) to the appropriate source;
- Disposition of remaining assets consistent with Education Code requirements and the terms of this Charter.

Any unused funds or remaining unrestricted assets after dissolution will remain with the Tehama County Department of Education.

8. Ongoing Obligations

Lincoln Street School will continue to meet all legal, fiscal, and reporting obligations through the closure process, including:

- Submission of final financial reports;
- Completion of state and federal reporting requirements;
- Maintenance, transfer, and access to records;
- Compliance with all labor and employment laws through the closure date.

TCDE shall oversee the completion of closure obligations to ensure full compliance with applicable law and authorizer requirements.

Appendix

The Appendix provides the complete set of supporting documents required for Lincoln Street School's charter renewal, including historical program evidence, academic performance data, attendance records, family engagement artifacts, and accountability indicators from the 2025 California School Dashboard. These materials offer a comprehensive view of the school's operations and progress over the past charter term and reflect the individualized, family-centered instructional model that defines our program.

As a small, hybrid independent study school, Lincoln Street experiences year-to-year fluctuations in statewide performance metrics due to limited cohort sizes and varied student instructional histories. To ensure a full understanding of our work, the Appendix includes narrative explanations that place dashboard results within the context of our program structure, enrollment patterns, and student needs. The documents also highlight areas of demonstrated strength, including our positive school climate, strong attendance culture, and consistent family engagement.

The evidence that follows is intended to support a clear and transparent picture of Lincoln Street School's performance, its continued growth, and its commitment to providing high-quality educational opportunities for students across Tehama County. Each figure and narrative has been organized to align with state accountability requirements and to assist reviewers in evaluating the school's outcomes, systems, and long-term capacity for serving students effectively.

Enrollment by English Language Acquisition Status (ELAS) and Grade

Enrollment by Ethnicity - Lincoln Street School

Enrollment by Subgroup for Charter and Non-Charter Schools - Lincoln Street School

Lincoln Street Detailed Data - California Accountability Model ELA

Lincoln Street Detailed Data - California Accountability Model Math

Lincoln Street Detailed Data - California Accountability Chronic Absenteeism

Lincoln Street Detailed Data - California Accountability Suspension

2024-25 Enrollment by English Language Acquisition Status (ELAS) and Grade

Lincoln Street Report (52-10520-6119606)

[+ Report Description](#)

[+ Report Options and Filters](#)

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
TK	4	75.0%	0.0%	0.0%	0.0%	25.0%
KN	8	100.0%	0.0%	0.0%	0.0%	0.0%
01	6	100.0%	0.0%	0.0%	0.0%	0.0%
02	11	81.8%	0.0%	18.2%	0.0%	0.0%

<https://dq.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=52105206119606&aggleve=School&year=2024-25>

12/5/25, 10:20 AM

Enrollment by English Language Acquisition Status (ELAS) and Grade - Lincoln Street (CA Dept of Education)

03	8	75.0%	0.0%	12.5%	12.5%	0.0%
04	11	100.0%	0.0%	0.0%	0.0%	0.0%
05	6	100.0%	0.0%	0.0%	0.0%	0.0%
06	9	77.8%	11.1%	11.1%	0.0%	0.0%
07	10	90.0%	0.0%	10.0%	0.0%	0.0%
08	9	88.9%	0.0%	0.0%	11.1%	0.0%

Report Totals

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
<u>Lincoln Street</u>	82	89.0%	1.2%	6.1%	2.4%	1.2%
<u>Tehama County Department of Education</u>	284	84.9%	0.4%	6.0%	7.7%	1.1%
<u>Tehama County</u>	10,738	69.9%	2.1%	17.6%	9.7%	0.7%
<u>State</u>	5,806,221	61.0%	4.6%	17.4%	15.7%	1.1%

2024-25 Enrollment by Ethnicity and Grade

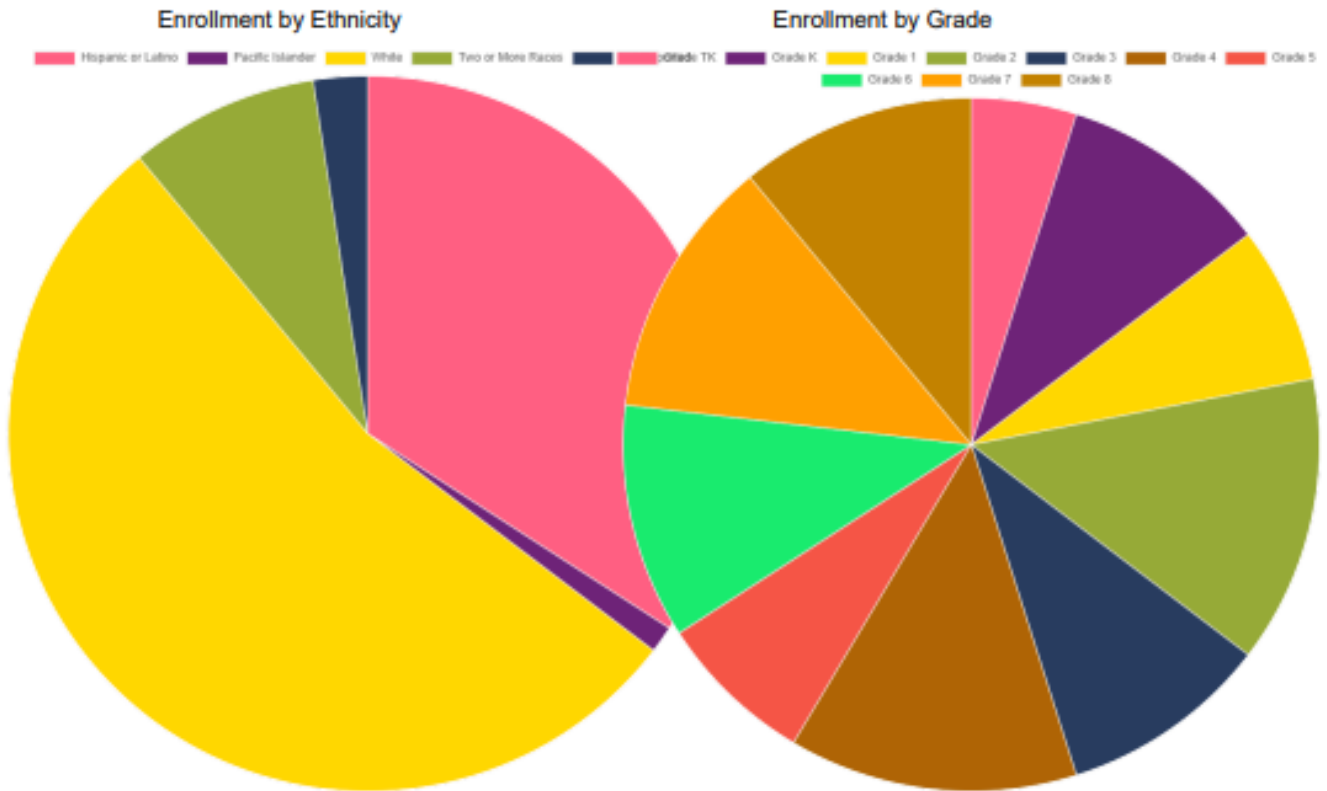
Lincoln Street Report (52-10520-6119606)

[+ Report Description](#)[+ Report Options and Filters](#)

Ethnicity	Total	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Hispanic or Latino	28	2	1	3	3	3	6	2	3	3	2	
Pacific Islander	1	0	0	0	0	1	0	0	0	0	0	
White	44	2	5	2	6	4	5	3	6	4	7	
Two or More Races	7	0	0	1	2	0	0	1	0	3	0	
Not Reported	2	0	2	0	0	0	0	0	0	0	0	
Total	82	4	8	6	11	8	11	6	9	10	9	

Report Totals

Name	Total	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
<u>Lincoln Street</u>	82	4	8	6	11	8	11	6	9			
<u>Tehama County Department of Education</u>	284	7	9	8	14	10	16	8	10			



Enrollment by Ethnicity Chart Data

Ethnicity	Enrollment	Percent
Hispanic or Latino	28	34.1%
Pacific Islander	1	1.2%
White	44	53.7%
Two or More Races	7	8.5%
Not Reported	2	2.4%
Total	82	100.0%

Enrollment by Grade Chart Data

Grade	Enrollment	Percent
Grade TK	4	4.9%
Grade K	8	9.8%
Grade 1	6	7.3%
Grade 2	11	13.4%
Grade 3	8	9.8%
Grade 4	11	13.4%
Grade 5	6	7.3%
Grade 6	9	11.0%
Grade 7	10	12.2%
Grade 8	9	11.0%
Total	82	100.0%

2024-25 Enrollment by Subgroup

Lincoln Street Report (52-10520-6119606)

— Report Description

This report displays the annual TK/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 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	5
Foster Youth	0
Homeless Youth	1
Migrant Education	0
Students with Disabilities	18
Socioeconomically Disadvantaged	71
All Students	82

Dashboard Performance Overview

The California School Dashboard provides a statewide accountability system that evaluates school performance across several indicators using both status and change. For the 2025 reporting year, the Lincoln Street School results reflect the unique characteristics of our small, hybrid independent study program and the significant shifts in student enrollment patterns following the pandemic. While statewide assessments do not always capture the continuous academic gains our students make throughout the year, the dashboard does highlight key strengths in attendance and school climate. Lincoln Street School continues to refine its academic monitoring systems, offer consistent intervention, and deepen support for families to ensure students receive the individualized education central to our mission.

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

English Language Arts Indicator - Student Group Five-by-Five Placement

[Return to Search](#)

[View the Dashboard Report](#)

[View District Placement](#)

Reporting Year: 2025 Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15.1 points)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) +45.0 points or more Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH +10.0 to +44.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM -5.0 to +9.9 points in Current Year	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW -5.1 to -70.0 points in Current Year	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) -70.1 points or lower in Current Year	Red • All Students (School Placement)	Red (None)	Red (None)	Orange (None)	Orange (None)

Figure A1. 2025 English Language Arts Five-by-Five Placement

Lincoln Street School is placed in the Red performance level for English Language Arts with a Very Low status and a Declined Significantly change level. This outcome reflects a combination of small cohort size, the independent study structure, and a participation rate penalty that reduced our overall status. Our homeschool population includes many students who transition in and out of the program during the year, which produces high variability in SBAC performance. Despite this placement, we continue to strengthen our literacy instruction through structured intervention classes, consistent STAR and MAP monitoring, and the adoption of DIBELS for early reading skills. These systems allow us to respond quickly to student needs and demonstrate growth throughout the school year even when statewide summative assessments do not capture that progress.

Mathematics Indicator - Student Group Five-by-Five Placement

Reporting Year: 2025 Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 15.1 points or more)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined increased by 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) +35.0 points or more in Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH 0.0 to +34.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM -0.1 to -25.0 points in Current Year	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW -25.1 to -95.0 points in Current Year	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) -95.1 points or fewer in Current Year	Red All Students (School Placement)	Red (None)	Red (None)	Orange (None)	Orange (None)

Figure A2. 2025 Mathematics Five-by-Five Placement

Lincoln Street School is placed in the Red performance level for Mathematics with a Very Low status and a Declined Significantly change level. This result was influenced by a participation rate penalty and a small number of continuously enrolled students, both of which magnify year-to-year shifts. Performance in mathematics across California continues to show post-pandemic regression, and independent study programs have been particularly affected due to inconsistent instructional foundations among incoming students. Lincoln Street School has responded by expanding intervention classes, increasing progress monitoring through STAR and MAP, and providing families with structured curricular support to improve alignment between home instruction and classroom expectations

Chronic Absenteeism Indicator - Student Group Five-by-Five Placement

Reporting Year: 2025 Select a Report: 5x5 Chronic Absenteeism Placement Report (Grades TK-8)

[View Detailed Data](#)

LEVEL	INCREASED SIGNIFICANTLY <i>from Prior Year (by 3.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.5 p.pts to 3.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.4 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.5 p.pts to 2.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.0 p.pts or more)</i>
VERY LOW <i>2.5% or less in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
LOW <i>2.6% to 5.0% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>5.1% to 10.0% in Current Year</i>	Orange (None)	Orange - All Students (School Placement) - Socioeconomically Disadvantaged	Yellow White	Green (None)	Green (None)
HIGH <i>10.1% to 20.0% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY HIGH <i>20.1% or greater in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Figure A3. 2025 Chronic Absenteeism Five-by-Five Placement

Lincoln Street School is placed in the Orange performance level for Chronic Absenteeism with a Medium status and an Increased change level. The increase reflects a small number of students with significant attendance challenges, which has a pronounced effect on our overall rate because of our size. Although the dashboard result shows movement in an undesired direction, our attendance remains comparatively strong for a hybrid independent study environment. We continue to focus on early outreach, individualized plans, and regular family communication to maintain the strong attendance culture that has historically defined our school.

Suspension Rate (Elementary School) Indicator - Student Group Five-by-Five Placement

Reporting Year: 2025 Select a Report: 5x5 Suspension Rate Placement Report (Grades TK-12)

[View Detailed Data](#)

LEVEL	INCREASED SIGNIFICANTLY <i>from Prior Year (by 2.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.3 p.pts to 2.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.2 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.3 p.pts to 0.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 1.0 p.pts or more)</i>
VERY LOW <i>0.5% or less in Current Year</i>	Gray (N/A)	Green (None)	Blue - All Students (School Placement) - Socioeconomically Disadvantaged - Hispanic or Latino - White	Blue (None)	Blue (None)
LOW <i>0.6% to 1.0% in Current Year</i>	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>1.1% to 3.0% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
HIGH <i>3.1% to 6.0% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY HIGH <i>6.1% or greater in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Figure A4. 2025 Suspension Rate Five-by-Five Placement

Lincoln Street School is placed in the Blue performance level for Suspension Rate with a Very Low status and a Maintained change level. This reflects the school's consistent commitment to fostering a safe and supportive learning environment. The independent study structure allows staff to work closely with students and families, and this individualized approach helps prevent behaviors from escalating into disciplinary incidents. The Blue placement affirms the strength of our climate and culture, and we continue to prioritize strong relationships as a foundational component of our educational model.

Appendix B

Budget, budget assumptions and financial projections

- B1. Current Year Board-Approved Budget
- B2. Multi-Year Financial Projections (MYP)
- B3. Budget Assumptions
- B4. Most Recent Independent Financial Audit

B1. Current Year Board-Approved Budget



Tehama County Department of Education
Tehama County

2025-26 First Interim
Charter Schools Special Revenue Fund
Expenditures by Object

52105200000000
Form 091
G817EUSYW7(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	1,174,105.00	1,174,105.00	277,835.00	1,309,874.00	135,769.00	11.6%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	86,835.00	86,835.00	56,374.78	106,665.00	19,830.00	22.8%
4) Other Local Revenue		8600-8799	17,747.00	17,747.00	9,123.12	17,747.00	0.00	0.0%
5) TOTAL, REVENUES			1,278,687.00	1,278,687.00	343,332.90	1,434,286.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	226,889.00	226,889.00	73,244.22	272,912.00	(46,023.00)	-20.3%
2) Classified Salaries		2000-2999	120,621.00	120,621.00	23,259.32	70,802.00	49,819.00	41.3%
3) Employee Benefits		3000-3999	151,728.00	151,728.00	39,781.41	144,666.00	7,062.00	4.7%
4) Books and Supplies		4000-4999	99,747.00	99,747.00	63,922.94	183,696.00	(83,949.00)	-84.2%
5) Services and Other Operating Expenditures		5000-5999	523,562.00	523,562.00	61,603.12	573,092.00	(49,530.00)	-9.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	51,456.00	51,456.00	1,966.00	46,864.00	4,592.00	8.9%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,174,003.00	1,174,003.00	263,777.01	1,292,032.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			104,684.00	104,684.00	79,555.89	142,254.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			104,684.00	104,684.00	79,555.89	142,254.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	761,801.00	761,801.00		972,925.00	211,124.00	27.7%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			761,801.00	761,801.00		972,925.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			761,801.00	761,801.00		972,925.00		
2) Ending Balance, June 30 (E + F1e)			866,485.00	866,485.00		1,115,179.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	29,227.00	29,227.00		54,523.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								

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Tehama County Department of Education
Tehama County

2025-26 First Interim
Charter Schools Special Revenue Fund
Expenditures by Object

52105200000000
Form 091
G817EUSYW7(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Assignments		9780	837,258.00	837,258.00		1,060,656.00		
LS REU Minimum	0000	9780		87,000.00				
LS Cyber Security	0000	9780		100,000.00				
LS Assigned for En/ADA Variance	0000	9780		644,008.00				
LS Lottery	1100	9780		6,250.00				
LS REU Minimum	0000	9780	87,000.00			87,000.00		
LS Cyber Security	0000	9780	100,000.00			100,000.00		
LS Assigned for En/ADA Variance	0000	9780	644,008.00			656,698.00		
LS Lottery	1100	9780	6,250.00			16,958.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	941,993.00	941,993.00	273,700.00	1,076,364.00	134,371.00	14.3%
Education Protection Account State Aid - Current Year		8012	15,824.00	15,824.00	4,135.00	17,222.00	1,398.00	8.8%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	216,288.00	216,288.00	0.00	216,288.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,174,105.00	1,174,105.00	277,835.00	1,309,874.00	135,769.00	11.6%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3040,							
	3060,							
	3061,							
	3150,							
	3155,							
Other Every Student Succeeds Act	3182,	8290					0.00	
	4037,							
	4124,							
	4126,							
	4127,							
	5630		0.00	0.00	0.00	0.00		0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%

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Tehama County Department of Education
Tehama County

2025-26 First Interim
Charter Schools Special Revenue Fund
Expenditures by Object

52105200000000
Form 09I
G817EUSYW7(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Assignments		9780	837,258.00	837,258.00		1,080,656.00		
LS REU Minimum	0000	9780		87,000.00				
LS Cyber Security	0000	9780		100,000.00				
LS Assigned for En/ADA Variance	0000	9780		644,008.00				
LS Lottery	1100	9780		6,250.00				
LS REU Minimum	0000	9780	87,000.00					
LS Cyber Security	0000	9780	100,000.00					
LS Assigned for En/ADA Variance	0000	9780	644,008.00					
LS Lottery	1100	9780	6,250.00					
LS REU Minimum	0000	9780				87,000.00		
LS Cyber Security	0000	9780				100,000.00		
LS Assigned for En/ADA Variance	0000	9780				656,698.00		
LS Lottery	1100	9780				16,958.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	941,993.00	941,993.00	273,700.00	1,076,364.00	134,371.00	14.3%
Education Protection Account State Aid - Current Year		8012	15,824.00	15,824.00	4,135.00	17,222.00	1,398.00	8.8%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	216,288.00	216,288.00	0.00	216,288.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,174,105.00	1,174,105.00	277,835.00	1,309,874.00	135,769.00	11.6%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3040, 3060, 3061, 3150, 3155, 3182,	8290					0.00	
Other Every Student Succeeds Act	4037, 4124, 4126, 4127, 5630		0.00	0.00	0.00	0.00		0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,697.00	1,697.00	0.00	1,697.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	22,659.00	22,659.00	(1,305.71)	23,991.00	1,332.00	5.9%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	9,000.00	9,000.00	4,524.00	9,000.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	53,479.00	53,479.00	53,156.49	71,977.00	18,498.00	34.6%
TOTAL, OTHER STATE REVENUE			86,835.00	86,835.00	56,374.78	106,665.00	19,830.00	22.8%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	14,000.00	14,000.00	7,882.62	14,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	3,747.00	3,747.00	1,240.50	3,747.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%

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Tehama County Department of Education
Tehama County

2025-26 First Interim
Charter Schools Special Revenue Fund
Expenditures by Object

52105200000000
Form 091
G817EUSYW7(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	44,919.00	44,919.00	0.00	40,327.00	4,592.00	10.2%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	6,537.00	6,537.00	1,966.00	6,537.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			51,456.00	51,456.00	1,966.00	46,864.00	4,592.00	8.9%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,174,003.00	1,174,003.00	263,777.01	1,292,032.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%

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Tehama County Department of Education
Tehama County

2025-26 First Interim
Charter Schools Special Revenue Fund
Expenditures by Object

52105200000000
Form 091
G817EUSYW7(2025-26)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Tehama County Department of Education
Tehama County

2025-26 First Interim
Charter Schools Special Revenue Fund
Restricted Detail

52105200000000
Form 091
G817EUSYW7(2025-26)

Resource	Description	2025-26 Projected Totals
6019	Student Support and Professional Development Discretionary Block Grant (SSPDDBG)	19,419.00
6300	Lottery: Instructional Materials	7,042.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	28,062.00
Total, Restricted Balance		54,523.00

B2. Multi-Year Financial Projections (MYP)

Lincoln Street 2025-26					
25-26 1st Interim & Multi-year Projections					
		2024-25	2025-26	2026-27	2027-28
		Original Budget	1st Interim	Projected	Projected
25-26 P2 & Projected ADA		79.00	88.61	88.61	88.61
REVENUE:					
LCFF Net State Aid (0000)	8011	941,993	1,076,364	1,124,278	1,157,954
EPA (1400)	8012	15,824	17,222	17,722	17,722
In lieu Property Tax (0000)	8096	216,288	216,288	216,288	216,288
Subtotal		1,174,105	1,309,874	1,358,288	1,391,964
Lottery (1100)	8560	15,853	17,101	16,200	16,500
Lottery IMF (6300)	8560	6,806	6,890	6,900	7,100
Mandated Cost Reimb (0000)	8550	1,697	1,697	2,624	2,624
All Other State	8590	62,479	80,977	65,494	65,494
Federal	8290	0	0	0	0
LMF 7420	8560	0	0	0	0
Interest (0000)	8660	14,000	14,000	14,000	14,000
Prior yr Adjustments (1100 & 6300)	8561	0	0	0	0
Other Local (0000)	8699	3,747	3,747	500	500
TOTAL		1,278,687	1,434,286	1,464,006	1,498,182
EXPENDITURES:					
Certificated Salaries	1000's	226,889	272,912	279,695	286,681
Classified Salaries	2000's	120,621	70,802	74,207	77,714
Employee Benefits	3000's	151,728	144,666	148,070	151,312
Books & Supplies	4000's	99,747	183,696	120,000	120,000
Services & Other Operating Exp	5000's	523,562	573,092	589,253	605,280
Capital Outlay	6000's	0	0	0	0
Other Outgo (7100-7299)	7000's	51,456	46,864	51,550	56,705
TOTAL		\$1,174,003	\$1,292,032	\$1,262,775	\$1,297,692
(+/-) Revenues over Expenditures		104,684	142,254	201,231	200,490
TRANSFERS IN/OUT:					
Transfers In	89xx	0	0	0	0
Transfers Out	76xx	0	0	0	0
TOTAL		0	0	0	0
INCREASE/DECREASE		104,684	142,254	201,231	200,490
FUND BALANCE					
Beginning Fund Balance (8965)		\$716,801	\$972,925	\$1,115,179	\$1,316,410
Ending Fund Balance		\$866,485	\$1,115,179	\$1,316,410	\$1,516,900
DESIGNATIONS					
Restricted		\$29,227	\$54,523	\$55,000	\$55,000
Assigned - REU		\$87,000	\$87,000	\$100,050	\$115,057
Assigned-ADA/Enroll Variance		\$644,008	\$856,698	\$1,044,402	\$1,229,885
Assigned Fair Value Accounting		\$0	\$0	\$0	\$0
Assigned - Cyber Security		\$100,000	\$100,000	\$100,000	\$100,000
Lottery		\$6,250	\$16,958	\$16,958	\$16,958
Total		\$866,485	\$1,115,179	\$1,316,410	\$1,516,900

B3. Budget Assumptions



1135 Lincoln Street • Red Bluff, CA 96080 • (530) 528-7301 • FAX (530) 529-4120 • www.lincolnstreetschool.org

Lincoln Street School 2025-26 1st Interim Assumptions

STAFFING:

1 Certificated Full-time Teacher (MOU with TCDE)
1 Full-time Principal (MOU with TCDE)
3 Full-time Certificated Teacher
1 Classified Full-time Office Manager
MOU with TCDE for Part-time Certificated Superintendent
MOU with TCDE for Part-time Classified Business Manager

REVENUE:

Based 88 ADA/89 Enrollment

Lincoln Street School receives the following:

- LCFF
- Lottery
- Mandated Block Grant

One Time Funding

- Universal PreK Expires 6/30/2026
- Prop 28 Arts Education Expires 6/30/2027
- Learning Recovery Emergency Block Expires 6/30/2028
- Arts, Music and Instructional Materials Expires 6/30/2026

LCFF Charter revenue is based on the FCMAT calculator dated Oct 31, 2025. Based on the Governors' budget revenues were calculated with 2.30% COLA

EXPENSE:

Certificated Teacher, Principal, Superintendent and Business Manager are TCDE employees and are paid through an MOU with TCDE based on actual employee cost. The MOU with TCDE is paid out of Services & Other Operating Expenditures and is based on 25-26 projected salaries and benefits.

Lincoln Street School has four employees, three full-time teachers and one Office Manager. Salaries are based on step and column increases.

Services & Other Operating Expenses were increased in the out years by CPI

Special Education cost is based on SELPA 25-26 estimated budget.

STRS Rate for 25-26 is 19.1%

PERS Rate for 25-26 is 26.81%

Unemployment Rate for 25-26 is 0.05%

PROJECTED ENDING BALANCE: \$1,115,179

The ending balance includes \$87,000 for the State minimum Reserve for Economic uncertainties although this is not a charter school requirement, Lottery \$16,958, Cyber Security \$100,000, and \$856,698 for Enrollment and ADA variance. Lincoln Street School is a school of choice so it is difficult to anticipate or project future enrollment and attendance.

Multi-Year Projections:

2026-27:

REVENUE:

Based on FCMAT Calculator dated Oct 2025, 89 enrolled and ADA of 88

Revenues include:

- LCFF
- Lottery
- Mandated Block Grant

EXPENSE:

3.0% Step and Column increase for staff

Increase to benefits based on projected PERS and STRS Rates

2.82% CPI increase to Service & Operating expense

10% increase to Other Outgo for projected increase in Special Education expense

2027-28:

REVENUE:

Based on FCMAT Calculator dated Oct 2024, 89 enrolled and ADA of 88

Revenues include:

- LCFF
- Lottery
- Mandated Block Grant

EXPENSE:

3.0% Step and Column increase for staff

Increase to benefits based on projected PERS and STRS Rates

2.72% CPI increase to Service & Operating expense

10% increase to Other Outgo for projected increase in Special Education expense

B4. Most Recent Independent Financial Audit

Lincoln Street School's most recent independent financial audit was completed for the fiscal year ending June 30, 2024, in accordance with applicable state requirements. The audit was prepared by an independent auditor and is maintained by the Tehama County Department of Education. The audit report is available to the authorizing agency upon request.

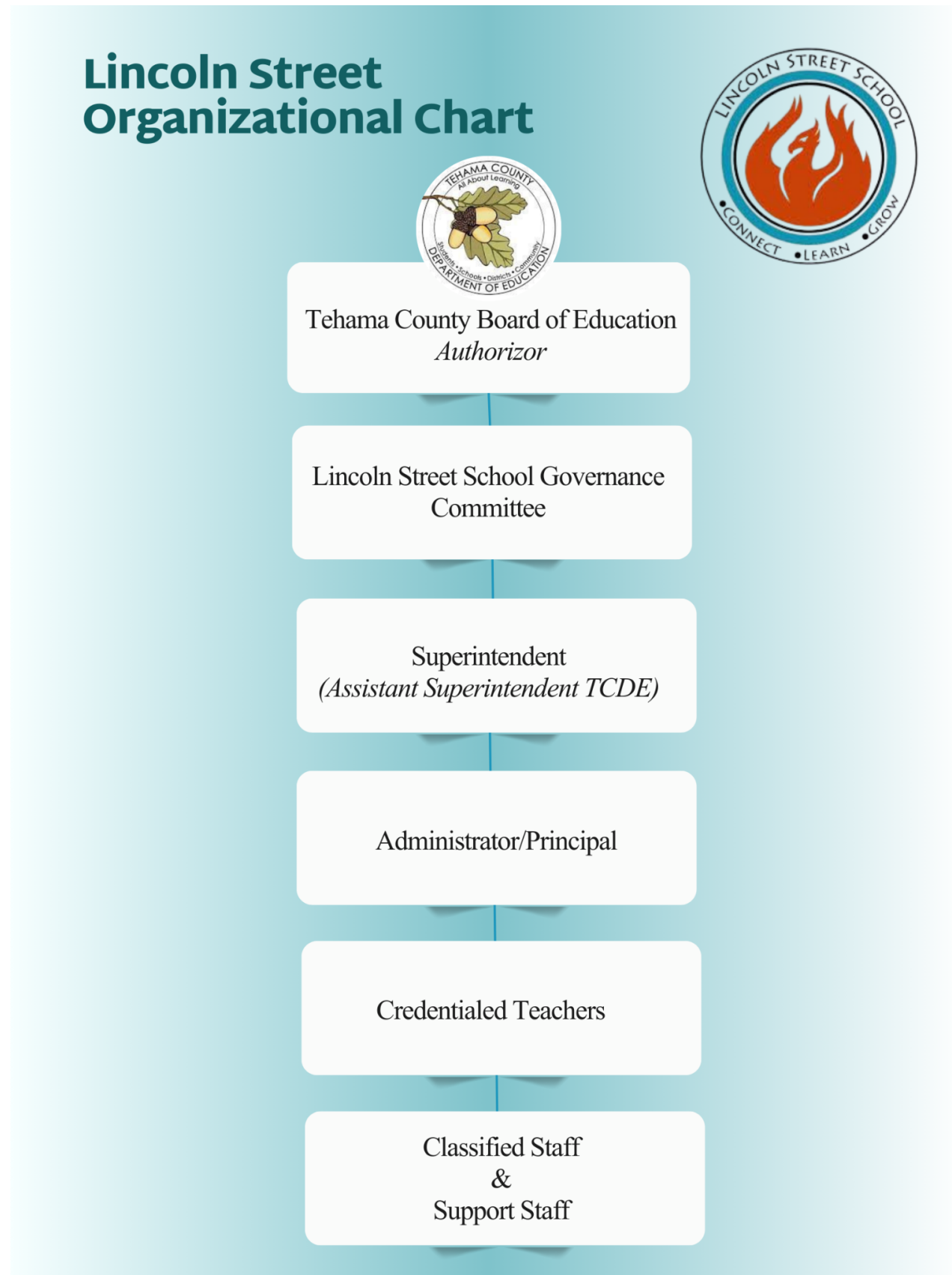
Appendix C

Governance Documents

- C1. Organizational Chart
- C2. Governance Committee Bylaws
- C3. Conflict of Interest Policy / Form 700 Requirement

C1. Organizational Chart

The organizational chart reflects the current leadership and reporting structure of Lincoln Street School.



C2. Governance Committee Bylaws



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Governance Bylaws

Article I: Purpose and Authority

The purpose of these bylaws is to establish a general framework for governance that supports the effective oversight, accountability, and continuous improvement of the school program. Governance shall be exercised in alignment with applicable state and federal laws, the authorizing agency's policies, and the educational mission of the school.

Article II: Governing Authority

The governing authority shall act in a fiduciary and advisory capacity to ensure the school operates in a manner consistent with its approved charter, applicable laws, and the expectations of the authorizing agency. The governing authority shall provide strategic guidance while delegating day-to-day operations to the school administration.

Article III: Roles and Responsibilities

The governing authority shall:

- Provide general oversight of the educational program, fiscal integrity, and organizational stability.
- Support the school's mission, vision, and long-term sustainability.

School administration shall be responsible for implementing policies, managing daily operations, and carrying out the instructional and support programs of the school.

Article IV: Meetings

The governing authority shall meet on a regular basis at intervals deemed appropriate to fulfill its oversight responsibilities. Meetings may be conducted in person or through alternative means as permitted by law. Special meetings may be called as necessary.

Article V: Decision-Making

Decisions shall be made in a manner that promotes collaboration, transparency, and the best interests of students. The governing authority may establish procedures for discussion and action as needed to support effective governance.

Article VI: Committees and Advisory Input

Committees or advisory groups may be established at the discretion of the governing authority or administration to support specific areas of work. Such groups shall serve in an advisory capacity unless otherwise authorized.

Article VII: Conflict of Interest and Ethics

Members of the governing authority shall act in good faith and in the best interests of the school. Conflicts of interest shall be disclosed and addressed in accordance with applicable laws and policies.

Article VIII: Amendments

These bylaws may be amended as needed to ensure continued alignment with legal requirements, authorizer expectations, and the evolving needs of the school. Amendments shall be adopted in a manner consistent with applicable governance procedures.

Article IX: Compliance

All governance activities shall comply with applicable local, state, and federal laws, as well as policies of the authorizing agency.

C3. Conflict of Interest Policy / Form 700 Requirement

County Policy Manual Tehama County Office of Education

Board Bylaw 9270: Conflict Of Interest

Status: ADOPTED

Original Adopted Date: 06/01/2016 | **Last Revised Date:** 03/01/2023

The County Board of Education desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the county office of education (COE) and the public. In accordance with law, County Board members shall disclose any conflict of interest and, as necessary, shall abstain from participating in any decisions or discussions that could affect or be effected by those interests, especially, as prohibited by Government Code 1090, those interests related to contracts. The County Board shall consult legal counsel whenever an actual or potential conflict of interest arises.

The County Board shall adopt a resolution that specifies the terms of its conflict of interest code, designates any consultant positions required to complete conflict of interest reporting, and establishes disclosure categories required for each position. The conflict of interest code must be approved by the appropriate code reviewing body. Upon request by the code reviewing body, the County Board shall review the conflict of interest code and submit any changes to the code reviewing body.

When a change in the conflict of interest code is necessitated due to changed circumstances, such as the hiring of a new consultant in a position that is not already designated in the conflict of interest code or a change to an existing consultant's scope of work in a manner that changes the consultant's position to a designated position, the amended code shall be submitted to the code reviewing body within 90 days. (Government Code 87306)

When reviewing and preparing the conflict of interest code, the County Board shall provide members of the community, the County Superintendent of Schools, COE staff, and consultants of the County Board adequate notice and a fair opportunity to present their views. (Government Code 87311)

County Board members shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the conflict of interest code. A County Board member who leaves office shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office. (Government Code 87302, 87302.6)

Conflict of Interest under the Political Reform Act

A County Board member shall not make, participate in making, or in any way use or attempt to use the official position to influence a governmental decision in which the County Board member knows or has reason to know that there is a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the County Board member's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the County Board member's participation is legally required. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A County Board member is involved in making a governmental decision when, acting within the authority of the office or position, votes on a matter, appoints a person, obligates or commits the County Board to any course of action, or votes to enter into or approve any contractual agreement on behalf of the County Board. (2 CCR 18704)

A County Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the County Board shall abstain from voting on the matter. Although the County Board member may remain on the dais, if the County Board member chooses to stay the County Board member's presence shall not be counted towards achieving a quorum for that matter. A County Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the County Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18700)

Conflict of Interest from Campaign Contributions

To avoid improper influence over the County Board's decision-making involving the issuance of a license, permit, or other entitlements for use, including a contract, COE officers, which includes County Board members or agency heads, shall comply with Government Code 84308, including the following: (Government Code 84308)

1. A COE officer is prohibited from accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the County Board and for 12 months following the date a final decision is rendered in the proceeding, if the County Board member knows or has reason to know that the party or participant has a financial interest in the County Board's decision.
2. Any COE officer who received a contribution of more than \$250 from a party or participant in the preceding 12 months shall disclose that fact on the record of the proceeding prior to the County Board rendering a decision in the proceeding. If the COE officer willfully or knowingly received the contribution and knows or has reason to know that the participant has a financial interest in the County Board's decision, the COE officer shall not make, participate in making, or in any way attempt to use the official position to influence the County Board's decision.
3. A COE officer who receives a contribution that would otherwise require disqualification as described in Item #2 above may participate in the proceeding if the contribution is returned within 30 days from the time the COE officer knows or should have known about the contribution and the proceeding.
4. A COE officer who unknowingly accepts, solicits, or directs a contribution of more than \$250 during the 12 months after the date of the County Board's final decision on the proceeding may cure the violation by returning the contribution, or the portion exceeding \$250, within 14 days of accepting, soliciting, or directing the contribution, provided the COE officer did not knowingly or willfully accept, solicit, or direct the prohibited contribution. The COE officer shall maintain records of curing the violation.

The provisions in Government Code 84308 as specified above do not apply to labor contracts, competitively bid contracts, and personal employment contracts. (Government Code 84308)

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

County Board members shall not be financially interested in any contract made by the County Board and shall not be included in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids for such contracts. If a County Board member has such a financial interest, the County Board is barred from entering into the contract. (Government Code 1090)

A County Board member shall not be considered to be financially interested in a contract if the interest is a "noninterest" as defined in Government Code 1091.5.

A County Board member shall not be considered to be financially interested in a contract if the County Board member has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a County Board meeting and noted in the official County Board minutes. The affected County Board member shall not vote or debate on the matter or attempt to influence any other County Board member's vote. (Government Code 1091)

To avoid the appearance of impropriety, County Board members may decide not to participate in any discussion or action involving contracts where the County Board member's interest is a "noninterest" or "remote interest" as described in Education Code 1091 and 1091.5.

Common Law Doctrine Against Conflict of Interest

A County Board member shall abstain from any official action in which the County Board member's private or personal interest may conflict with official duties. The County Board shall consult legal counsel whenever an actual or potential conflict of interest arises.

County Board members shall abstain from voting on personnel matters that uniquely affect relatives. Relative means an adult who is related to the County Board member by blood, affinity, or adoptive relationship within the third degree.

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the

individual's spouse/registered domestic partner unless the individual is widowed or divorced.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a County Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18705.

Incompatible Offices and Activities

County Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the County Board member's duties as an officer of the COE. (Government Code 1099, 1126)

Gifts

County Board members may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the County Board for its members. (Government Code 89506)

Honoraria

County Board members shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches
 2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the COE for donation into the general fund without being claimed as a deduction from income for tax purposes
-

Appendix D

Required Policies and Procedures

Appendix D contains board-adopted policies and procedures required by California Education Code and applicable to the operation of Lincoln Street School as a TK–8 independent study charter school. These policies ensure compliance with state law and establish consistent expectations for students, families, and staff.

- D1. Independent Study Policies
- D2. Suspension and Expulsion Policy
- D3. Admissions and Lottery Policy
- D4. Uniform Complaint Procedure
- D5. Williams Complaint Notice
- D6. Mandated Reporter Policy
- D7. Health and Safety Policies

INDEPENDENT STUDY BOARD POLICIES

These policies apply to all pupils participating in independent study at the **Lincoln Street School (the “School”)**.

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in **transitional kindergarten**, kindergarten and grades one through three, **is 4 weeks**.
- For pupils in grades four through eight, **is 4 weeks**.

When special or extenuating circumstances justify a longer time for individual students, the **Administrator/Designee** may approve a period not to exceed **20 days**.

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete **three** missed assignments during any period of 20 days or fails to make satisfactory progress (as defined below) the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
 - o Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),
 - o The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board), and
 - o The English learner reclassification rate.
- Pupil engagement, as measured by all of the following, as applicable:
 - o School attendance rates,
 - o Chronic absenteeism rates, and
 - o Middle school dropout rates.
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.

- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Academic Content: Independent study shall include the provision of content aligned to grade-level standards that is substantially equivalent to in-person instruction.

Tiered Reengagement: For all pupils who are not generating attendance for more than 10% of the required minimum instructional time over four continuous weeks of the school's approved instructional calendar, pupils not found participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or who are in violation of their written agreement, the school shall have local programs intended to address chronic absenteeism, as applicable, and all of the following:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study.

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year.

For the purposes of this policy, "live interaction" means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, "synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between a teacher or teachers of record and the pupil.

Return to In-Person Instruction: For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days.

Written Agreements: (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be

maintained on file for each participating student. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

An individual with exceptional needs, as defined in Section 56026, may participate in independent study, if the pupil's individualized education program specifically provides for that participation [EC Section 51745(c)]. If independent study is requested by the parent, the IEP team shall make an individualized determination as to whether the pupil can receive FAPE in an independent study placement.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- o The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.
- o The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- o The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming of providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- o 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, the level of satisfactory progress, 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. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- o The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- o A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- o A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- o 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.

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with

applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Upon the request of the parent or guardian, before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Adopted: 06/06/2022

Amended: 08/05/2022

D2. Suspension & Expulsion Policy

Lincoln Street School has adopted and implements its own Suspension and Expulsion Policy, formally approved by the Lincoln Street School Governing Committee. The policy establishes pupil discipline procedures consistent with applicable provisions of the California Education Code and reflects the school's commitment to due process, student rights, and equitable disciplinary practices.

The Suspension and Expulsion Policy complies with all relevant sections of the California Education Code, including but not limited to sections 48900–48927, 48915, and 48918, and applies to all pupils enrolled at Lincoln Street School.

The full Suspension and Expulsion Policy is incorporated herein by reference and is publicly available on the Lincoln Street School website at the following link:

[w Lincoln Street Suspension and Expulsion Policy.docx](#)

D3. Admissions & Lottery Policy

Lincoln Street School's Admissions and Enrollment Policy was adopted by the Governing Board on May 13, 2021. The policy is aligned with the Charter Schools Development Center model policy and applicable state and federal law. The full board-approved policy is included below.

ADMISSIONS AND ENROLLMENT POLICY

I. Introduction

The goal of the admissions policy of Lincoln Street School (the "School") is to attract, enroll and retain at the School the broadest spectrum of students and families representative of the rich diversity existing in Tehama County and adjacent counties. The School will be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School will not charge tuition and the School will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

II. Admission and Requirements for Admission

The School is open to any student in Tehama County and adjacent counties who meets the admissions requirements described herein. If the number of pupils who wish to attend the School exceeds the school's capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random drawing, the process for which is described below.

A. Admission Eligibility and Requirements

In order to be eligible for enrollment in the School, students must meet the following eligibility requirements:

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- All kindergarten students must be age 5 on or before September 1 of the school year in which he/she seeks enrollment. If a student turns five years of age after September 1 during the school year, that student may be eligible for admission on a case-by-case basis in the discretion of the Governance Board, in accordance with the Board's age-admission policy and in accordance with law.
- For those children who do not meet the minimum age for admission into kindergarten, the School offers a voluntary transitional kindergarten ("TK") program for eligible children. The School's TK program is the first of a two-year kindergarten program and students shall not attend more than two years of a combination of TK and kindergarten. The School's TK program will admit children whose fifth birthday falls within the following dates: September 2 and December 2. The curriculum offered in the TK program shall be age and developmentally appropriate. TK students may be placed in the same classroom as other kindergarten students, provided that the instruction provided is that designed for TK students.
- For a student who will have his/her fifth birthday after December 2, but during the same school year, with the approval of the parent or guardian, the school may admit a child to the TK program, subject to the following conditions: 1) the governing board of the School determines

that the admittance is in the best interests of the child; and 2) the parent/guardian is given information regarding the advantages and disadvantages and any other explanatory information on the effect of this early admittance. No student admitted early shall generate average daily attendance until the student has attained his or her fifth birthday, regardless of when the student was admitted during the school year.

- All students must be at least age 6 by September 1 of the school year in which he/she seeks enrollment in first grade, (with some exceptions in accordance with the Board's age-admission policy and in accordance with law), and not exceeding age 19, unless the student was continuously enrolled in public school prior to age 19, the student is being served under the term of an Individualized Education Program, and/or the school or program qualifies for an exemption from the general prohibition on serving students over age 19 and in accordance with the California Education Code §§ 48010, 48011, 48210 and 47612.
- No student may concurrently attend a private school that charges the student's family for tuition.
- All students shall be documented as residents of Tehama County or an adjacent counties.
- When enrolled in an independent study program, a student shall be documented as a resident of the county in which the charter school reports its apportionment claims or an immediately adjacent county.
- No student will be admitted if he/she has been previously expelled from another educational institution. No student will be admitted during the term of an expulsion for bringing to or possessing a firearm at any school, unless the Superintendent/Administrator makes a determination based on the specific facts of the situation in accordance with the School's discipline policy. A student that has been otherwise expelled may be admitted to the school in the discretion of the governing board on a case-by-case basis.

B. Enrollment Process

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following pre-enrollment procedures will be enforced. Failure to comply with any of these procedures will result in denial of enrollment. An admitted student will be removed from the School if failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:

- Complete applications for admission must be timely submitted to the School no later than the deadline published for that school year.
- The application for admission shall include, but is not limited to, the following:
 - o Proof of full immunization or exception from the requirement;
 - o Proof of health examinations required by the Health and Safety Code;
 - o Proof of age with the application for admission;
 - o Proof of residency;Parents/guardians/caregivers should attend a pre-enrollment Information Orientation or its equivalent.
- Parents/guardians/caregivers are strongly encouraged to attend a School Tour.

- The Rights and Responsibilities Agreement shall be signed and returned to the School with the application for admission. The body of educational research shows a compelling correlation between parent participation in a school and their child's academic success.
- Parents/guardians/caregivers and students shall sign and return to the School an acknowledgement of receipt and review of the Student Handbook with the application for admission.
- The School shall follow any required procedures for the transfer of a program between SELPAs. Additionally, each application will be reviewed by staff to ensure it is complete before the student will be eligible to begin school. Each application will include a description of the School's dispute resolution process. Any student that has been denied admission for failure to meet the School's Admission Requirements and Process may avail him/herself to this process for reconsideration.

III. Preferences

In the event that there are more students applying for admission than available space, preferences shall be extended in the following order of priority:

- Pupils currently attending the School;
- Siblings of students currently enrolled in the School;
- Transitional Kindergarten and Kindergarten students;
- Students residing within the boundaries of the Tehama County;
- All other applicants.

IV. Enrollment Process and Guidelines

The enrollment process will begin immediately upon obtaining Charter Status. There will be an open enrollment period each year, which will be advertised within the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated.

The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The School will determine class size/configuration for the school year;
- The School will solicit from current students their intention to return the following year;
- The School will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
- The School will design program informational materials;
- The School will plan one or more Information Orientation Meetings (attendance at which is strongly encouraged for admission);
- The School will issue press releases and utilize other communication strategies;
- The School will actively recruit students throughout the community;
- The School will host Information Orientation Meeting(s) and record attendance;

- The School will schedule School Tours (attendance at which is strongly encouraged for admission);
- The School will establish and hold an open enrollment period so that all interested student may have an equal opportunity to apply for admission;
- The School will determine the number of returning students at each level;
- The School will determine the number of new students at each level;
- After the students in the preferred categories are placed, the remaining students will be placed pursuant to a random public drawing;
- The School will hold a random public drawing, if necessary;
- The School will notify the families of the applicants who are accepted and rejected;
- Non-accepted families will be placed on the waitlist in the order in which the students are drawn from the random public drawing. Children who complete the application process after the published deadline will be added to the next lottery pool if a wait list already exists.

A wait list is maintained from year to year. Once on the wait list, a student would remain in that position until he/she is offered a spot in the school or expresses no further interest. A letter will be mailed home towards the end of each year requesting intention to remain on the waiting list for the upcoming year. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the wait list are offered a position, they must accept that position within three business days or if they decline or fail to respond within three business days they may be removed from the wait list or placed at the bottom of the wait list of they desire.

V. Final Admission

Once the student has been enrolled, parents, guardians, education rights holders or students will be required to provide proof of immunization status, date of birth, residency, examinations required by the Health and Safety Code, transcripts, copies of any IEPs and other student records in order to complete the admissions process as described below.

In accordance with law, students who are qualify as homeless students or foster students may be admitted even if some of the above-referenced documents are not timely submitted. (See Homeless Education Policy)

No student will be unconditionally admitted unless the student has been fully immunized as required by law or has a valid medical exemption on file.

No non-California residents will be admitted to the School, unless a legal exception applies. No student who resides outside of the granting agency county or a county directly adjacent thereto will be admitted to the School, unless a legal exception applies.

No student who does not meet the minimum age for admission in accordance with California law will be admitted to the School.

Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending;

Proof of full immunization or exception from the requirement;

Proof of health examinations required by the Health and Safety Code;

Proof of age with the application for admission through documents such as the following: birth records, statements by the local registrar or a county recorder certifying the date of birth, baptism certificate duly attested, or a passport;

Proof of residency through documents such as the following: parent or guardian's drivers' license, ID card or DMV printout, a copy of a lease, utility bill or similar showing the address of the residence, etc., California tax returns giving California as the home address (within acceptable dates); car registration and/or car insurance; California health insurance or Medi-Cal ID;

If any information provided to by the parents/guardians could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending the School. If parents or guardians choose not to provide information that could indicate their children's immigration status, citizenship status, or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Adopted: 5/13/2021

Amended:

D4. Uniform Complaint Procedure (UCP)

Lincoln Street School has adopted and implements its own Uniform Complaint Procedures (UCP), formally approved by the Lincoln Street School Governing Committee. The UCP provides a process for addressing complaints alleging unlawful discrimination, harassment, intimidation, or bullying, as well as complaints related to applicable state and federal programs, in accordance with California law.

The Uniform Complaint Procedures comply with all applicable provisions of the California Code of Regulations, Title 5, sections 4600–4695, and apply to all pupils, parents or guardians, employees, and other stakeholders of Lincoln Street School, as appropriate.

The full Uniform Complaint Procedures are incorporated herein by reference and are publicly available on the Lincoln Street School website at the following link:

[w Lincoln Street UCP](#)

D5. Williams Complaint Notice

Lincoln Street School addresses Williams Act complaints in accordance with Education Code sections 35186–35186.1. Complaints related to instructional materials, facilities conditions, and teacher vacancy or misassignment are handled through the School’s Uniform Complaint Procedures (Policy #1), using Williams Act–specific timelines and requirements. The Williams Complaint Notice is posted at the School and is available upon request.

D6. Mandated Reporter (CANRA) Compliance Statement

Lincoln Street School has adopted and implements its own Mandated Reporter Policy, formally approved by the Lincoln Street School Governing Committee. This policy outlines the legal obligations of school employees and designated volunteers to report known or reasonably suspected incidents of child abuse or neglect, in accordance with California law.

The Mandated Reporter Policy complies with all applicable provisions of the California Penal Code, including sections 11164–11174.3, and applies to all mandated reporters employed by or serving at Lincoln Street School.

The full Mandated Reporter Policy is incorporated herein by reference and is publicly available on the Lincoln Street School website at the following link:

 [Lincoln Street Child Neglect and Abuse Reporting](#)

D7. Health & Safety Policy

Lincoln Street School addresses health and safety requirements through multiple board-adopted policies, including Emergency Plans, Suicide Prevention, Child Neglect and Abuse Reporting, Tobacco-Free School, and Non-Discrimination policies. All of which can be found on Lincoln Street School website or provided upon request

D8. SELPA MOU / Special Education Plan

SELPA Participation

Lincoln Street School is a participating charter school within the Tehama County Special Education Local Plan Area (SELPA). Special education services are provided in accordance with the SELPA Local Plan and applicable state and federal law. The School does not maintain a separate SELPA policy.

Insert SELPA MOU

Appendix E

Local Documents

- E1. Independent Study Written Agreement (Template)
- E2. Daily Engagement Record (DER) Template
- E3. Tiered Re-Engagement and Engagement Notification Procedures
- E4. Sample Intervention Documentation and Progress Monitoring (De-Identified)
- E5. Local Control and Accountability Plan (LCAP)(link)
- E6. Comprehensive School Safety Plan (link)
- E7. Parent Handbook (link)
- E8. School Accountability Report Card (SARC) (link)
- E9. Technology Acceptable Use Policy
- E10. Independent Study Safety Procedures
- E11. SELPA MOU

This appendix includes local, board-approved documents that guide the day-to-day operation of Lincoln Street School. These documents reflect the school's commitment to transparency, safety, family engagement, and continuous improvement. Summaries are provided below, with full documents available through the school office or through publicly accessible links.

E1. Independent Study Written Agreement (Template)

Attendance

Lincoln Street School INDEPENDENT STUDY LEARNING AGREEMENT

Student Name:	Home District:	Grade:
Address:	Birthdate:	Age:
City:	Zip Code:	
Phone Number:	Alternate Phone Number:	
Technology Device: ☐ School Issued (Check One) ☐ Personal	Internet Capabilities: ☐ Yes (not required) ☐ No	
Duration of Agreement: 1 Semester	Beginning Date:	Ending Date:

Objectives: We understand that the student is to complete the subjects/courses listed below, and that subject/course objectives reflect the curriculum adopted by the district's governing board and are consistent with district standards, as outlined in the district's subject/course descriptions. The specific objectives, methods of study, methods of evaluation, manner of reporting academic progress and for communicating with parents, guardians, or caregivers about a student's academic progress, and resources for each assignment covered by this agreement will be described in the student Assignment and Work Record Forms, which are part of this agreement, and any subsidiary agreements are also part of this agreement.

Methods of Study: Specific methods of study will be designated on the Assignment and Work Record. Examples of methods of study for the student will include, but are not limited to: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Computerized Curriculum, Internet Research, Library Research.

Methods of Evaluation: Academic evaluations will be designated on the Contract Assignment. Acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Chapter/Unit Tests, Work Samples, Observations, State Standards Testing, Quizzes, Projects and Activities, Written and Oral Assignments. The teacher will evaluate submitted work and will assign attendance credit and academic credit.

Resources: Participating students will be offered access to resources, including, but not limited to: standards-aligned instructional materials, appropriately credentialed teachers, academic and nonacademic staff, and equipment to enable them to adequately participate in their program and complete assigned work. Students who are not performing at grade level and/or need other supports will be offered access to them, as determined by the general supervising teacher.

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

Reporting: We understand that students are required to report to their teacher(s) as scheduled, *including turning in assignments*. Parent, guardians, or caregivers will also receive communication regarding each student's progress during these meetings as well.

Manner of Reporting: In-Person/Virtual/Email/Phone Frequency: Weekly Bi-weekly

Day: _____ Time: _____ Place: 1125 Lincoln Street, Red Bluff

Assignments: According to Lincoln Street School (LSS) policy for grades **TK** 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 LSS policy. After **3 missed assignments or appointments**, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

Academic Progress: We understand that teachers are required to report and communicate the student's academic progress. If the student falls below the level of satisfactory educational progress noted below, an evaluation will be conducted to determine whether the student should remain in Independent Study or return to the regular school program.

Satisfactory Educational Progress: Students not meeting the satisfactory educational progress may need to meet additional days for additional resources and programs. We understand that a pupil's satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education.
 - English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board, and
 - English learner reclassification.
- Pupil engagement, as measured by all of the following, as applicable:
 - School attendance,
 - Chronic absenteeism, and
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments as measured by the supervising teacher.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Pursuant to law, pupils will be offered the opportunity to engage in both Live Interaction and Synchronous Learning according to the following guidelines:

- Transitional Kindergarten to Grade 3 - daily synchronous instruction for all pupils throughout the school year.
- Grades 4 to 8 - both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.

Academic and Other Supports: We understand that support may be provided to meet the academic or other needs of this student. A meeting will be scheduled to cover additional supports such as:

Need/Concern	N/A	Support/Resources Provided	Responsible Person(s)
Academic		Tutoring, targeted interventions, additional supports as determined by the teacher	Supervising Teacher, Administrator
English Language Development		Specialized instruction in ELD, additional supports and/or materials as needed	District ELD Coordinator, Administrator
Exceptional Needs/504 Plan		Specialized academic instruction/equipment	Director of Special Education
Foster/Homeless		Outreach for resources, tutoring, targeted interventions, additional supports as needed	District Foster Youth/Homeless Liaison
Socio-Emotional/Mental Health		Counseling, social emotional learning programs, additional supports as needed	School Counselor, Psychologist, Administrator, Family Success Liaison
Other		Computer devices	District I.T. Staff, I.T., Help Desk

Quality and Quantity; Rights and Privileges; Resources and Services: The Independent Study option is to be substantially equivalent in quality and quantity to classroom instruction. Students who choose to engage in Independent Study are to have equality of rights and privileges with the same access to existing services and resources as students in the traditional school program.

Participating pupils will be offered access to resources, including, but not limited to, standards-aligned instructional materials, appropriately credentialed teachers, academic and nonacademic staff, and equipment and internet connectivity to enable them to adequately participate in their program and complete assigned work. Pupils who are not performing at grade level and/or need other supports will be offered access to them, as determined by the supervising teacher.

Voluntary Statement: We understand that Independent Study is an optional educational alternative that students voluntarily select, including students covered under California Education Code sections 48915 and 48917. 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.

Responsibility Agreements

Student understands that:

- Independent Study is a form of education that I have chosen to participate in.
- I am entitled to textbooks and supplies, supervision by my teacher, and all the services and resources received by other children in my grade.
- I have the same rights as other students in my grade.
- I must follow the rules and standards in the discipline code and behavior guidelines.
- If I do not complete the assigned work, it will result in a review of my agreement and I may not be allowed to continue in Independent Study.

Student agrees to:

- Be supervised by and meet regularly with my supervising teacher.
- Participate in Live Interactions and Synchronous Instruction when applicable.
- Complete my assigned work by its due date, as explained by my teacher and described in my written assignments.

Parent understands that:

Parent understands that the major objective of Independent Study is to provide a voluntary educational alternative for their child. Parent agrees to the above conditions listed under “**Student**” and understands that:

- Learning objectives are consistent with and evaluated in the same manner that they would be if he or she were enrolled in a traditional school program.
- If my child has an individualized education program (IEP), the IEP must specifically provide for his or her enrollment in Independent Study.
- Unless otherwise indicated, the supervising teacher who signs this agreement will meet with me and my son/daughter on a regular basis to direct the child’s study and measure progress toward the objectives in this agreement. It is my responsibility to promptly reschedule any appointment missed because of any emergency.
- I am responsible for providing instruction and supervising my child while he or she is completing the assigned work and for ensuring the submission of all completed assignments necessary for evaluation.
- I am liable for the cost of replacement or repair for willfully damaged or destroyed books and other school property checked out to my son or daughter.

- It is my responsibility to provide any needed transportation for my son's or daughter's scheduled meeting and other travel covered by this agreement.

Signatures and Dates: We have read and understand the terms of this agreement and agree to all the provisions.

Student:	Date:
Parent/Guardian/Caregiver:	Date:
Supervising Teacher:	Date:
Special Education Teacher:	Date:
Other Responsible Person(s):	Date:
	Date:

E2. Daily Engagement Record (DER) Template

Lincoln Street School Daily Participation and Engagement Record

Student Name _____ Grade _____
 Week of _____ Month _____
 Supervising Teacher _____
 Days Taught 5

Day of Week	Summary of Assignments/ Assessments	Grades	Institutional/Assignment Delivery Method	Day of Week	Summary of Assignments/ Assessments	Grades	Institutional/Assignment Delivery Method
Monday:			☐ Synchronous: Virtual or in-Person Instruction ☐ Live Interaction: Student or Parent/Guardian Contact ☒ Assigned Work Completed	Thursday:			☐ Synchronous: Virtual or in-Person Instruction ☐ Live Interaction: Student or Parent/Guardian Contact ☒ Assigned Work Completed
Non-Instructional Day			☒ No Participation Time Earned / Time Assigned 4/4 hours	Non-Instructional Day			☒ No Participation Time Earned / Time Assigned 4/4 hours
Day of Week	Summary of Assignments/ Assessments	Grades	Institutional/Assignment Delivery Method	Day of Week	Summary of Assignments/ Assessments	Grades	Institutional/Assignment Delivery Method
Tuesday:			☐ Synchronous: Virtual or in-Person Instruction ☐ Live Interaction: Student or Parent/Guardian Contact ☒ Assigned Work Completed	Friday:			☐ Synchronous: Virtual or in-Person Instruction ☐ Live Interaction: Student or Parent/Guardian Contact ☒ Assigned Work Completed
Non-Instructional Day			☒ No Participation Time Earned / Time Assigned 4/4 hours	Non-Instructional Day			☒ No Participation Time Earned / Time Assigned 4/4 hours
Day of Week	Summary of Assignments/ Assessments	Grades	Institutional/Assignment Delivery Method	Comments:			
Wednesday:			☐ Synchronous: Virtual or in-Person Instruction ☐ Live Interaction: Student or Parent/Guardian Contact ☒ Assigned Work Completed	Concerns:			
			☒ No Participation Time Earned / Time Assigned 4/4 hours				
Non-Instructional Day			☒ No Participation Time Earned / Time Assigned 4/4 hours				

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" days 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 on 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 teacher of a & b]
 Signature of Supervising Teacher: _____ Date: _____

E3. Tiered Re-Engagement and Engagement Notification Procedures

Lincoln Street School utilizes a tiered re-engagement process to support students who demonstrate missed assignments or reduced instructional engagement. The purpose of this process is to proactively identify concerns, communicate with students and parents/guardians, and provide opportunities for re-engagement prior to any change in instructional placement or program status.

Re-engagement efforts are documented through written notices provided to students and parents/guardians. These notices reflect a progression of supports and increased communication as engagement concerns continue. The following sample notices illustrate the School's tiered re-engagement process and notification practices.

Formal Letter of Non-Compliance (First Notice)

Date

Dear Parent or Guardian:

Student Name has not met the requirements of their Master Agreement. The agreement states that if there are three missed appointments or three missed assignments a review of their placement in this program is necessary.

The following reason for this letter is:

- _____ Your student did not complete at least 80% of the assigned coursework.
- _____ Your student did not demonstrate satisfactory academic progress by achieving scores of at least 60% on assigned coursework.
- _____ Your student did not attend their scheduled teacher meeting on _____.
- _____ You have rescheduled your teacher meeting on _____ and _____.

It is our goal as a staff to make sure that your student is successful and receives the support they need to progress academically. To ensure this, it is extremely important that they attend their scheduled meetings and complete all assigned course work.

Tiered Reengagement: For all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week, or who are in violation of their written agreement, the school shall have procedures including the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the absence or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary.

A pupil-parent-educator conference to review the pupil's written agreement may need to be scheduled. The conference should reconsider the independent study program's impact on the pupil's achievement and well-being, the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study.

Your next scheduled meeting is _____.

If your supervising teacher has not been able to contact you regarding your student's attendance, please contact your child's teacher at (530) 528-7301.

Thank you for your prompt attention to this matter.

Sincerely,

Sommer Grooms
Principal

To ensure that your student is successful and maintains legally required attendance, Lincoln Street School is reporting your child's absences to the county attendance supervisor as a truant from school. We are notifying you that:

- The pupil is truant if they have three or more absences.
- The parent or guardian is obligated to compel the attendance of the pupil at school.
- Parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution.
- Alternative Education programs are available in the district.
- The parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- The pupil may be subject to prosecution under Education code Section 48264.
- The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege.
- It is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Subsequent Report of Truancy: Any pupil who has been reported as a truant and who is again absent from school without a valid excuse one or more days shall again be reported as a truant to the superintendent of the district.

Formal Letter of Non-Compliance (Second Notice)

DATE

Dear Parent or Guardian:

_____ has not met the requirements of their Master Agreement. The agreement states that if there are three missed appointments or three missed assignments a review of her placement in this program is necessary.

The following reason for this letter is:

- _____ Your student did not complete at least 80% of the assigned coursework.
- _____ Your student did not demonstrate satisfactory academic progress by achieving scores of at least 60% on assigned coursework.
- _____ Your student did not attend their scheduled teacher meeting on _____.
- _____ You have rescheduled your teacher meeting on _____ and _____.

To ensure that your student is successful and maintains legally required attendance, Lincoln Street School is reporting your child's absences to the county attendance supervisor as a truant from school. We are notifying you that:

- The pupil is truant if they have three or more absences.
- The parent or guardian is obligated to compel the attendance of the pupil at school.
- Parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution.
- Alternative Education programs are available in the district.
- The parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- The pupil may be subject to prosecution under Education code Section 48264.
- The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege.
- It is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Subsequent Report of Truancy: Any pupil who has been reported as a truant and who is again absent from school without a valid excuse one or more days shall again be reported as a truant to the superintendent of the district.

Tiered Reengagement: For all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week, or who are in violation of their written agreement, the school shall have procedures including the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the absence or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary.

*A pupil-parent-educator conference to review the pupil's written agreement **will** be scheduled. The conference should reconsider the independent study program's impact on the pupil's achievement and well-being, the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study.*

Your next scheduled meeting is _____.

A third occurrence will result in disenrollment from Lincoln Street School and your student will need to enroll back at their District of Residence or another school of your choice. Your supervising teacher has already taken action to contact you. If your supervising teacher has not been able to contact you regarding your student's attendance, please contact your child's teacher at (530) 528-7301.

Thank you for your prompt attention to this matter.

Sincerely,

Sommer Grooms
Principal

Formal Letter of Non-Compliance (Third/Final Notice)

Date

Dear Parent or Guardian:

_____ still has not met the requirements of their Master Agreement. The agreement states that if there are three missed appointments or three missed assignments a review of his placement in this program is necessary. Lincoln Street has implemented tiered reengagement strategies to the best of our ability.

The following reason for this letter is:

- _____ Your student did not complete at least 80% of the assigned coursework.
- _____ Your student did not demonstrate satisfactory academic progress by achieving scores of at least 60% on assigned coursework.
- _____ Your student did not attend their scheduled teacher meeting on _____.
- _____ You have rescheduled your teacher meeting on _____ and _____.

To ensure that your student is successful and maintains legally required attendance, Lincoln Street School is reporting your child's absences to the county attendance supervisor as a truant from school. We are notifying you that:

- The pupil is truant if they have three or more absences.
- The parent or guardian is obligated to compel the attendance of the pupil at school.
- Parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution.
- Alternative Education programs are available in the district.
- The parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- The pupil may be subject to prosecution under Education code Section 48264.
- The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege.
- It is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Subsequent Report of Truancy: Any pupil who has been reported as a truant and who is again absent from school without a valid excuse one or more days shall again be reported as a truant to the superintendent of the district.

If you would like to appeal your student's enrollment for 2025-2026 school year, please contact the Administrator by _____. If no contact has been made by the above date, your student will need to return to your district of residence school or another school of your choice.

Thank you for your prompt attention to this matter.

Sincerely,

Sommer Grooms
Principal

E4. Sample Intervention Documentation and Progress Monitoring (De-Identified)

The documents included in this appendix are provided as de-identified samples to demonstrate Lincoln Street School's intervention and progress monitoring processes.



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Dear [Parent/Guardian],

Based on recent assessment results, we've identified an area where [Student's Name] would benefit from extra support. To address this, we have created an intervention plan that involves both teacher and family roles.

Focus Area: [e.g., Reading Fluency]

Assessment Data: [e.g., DIBELS 35 WPM (Benchmark 65 WPM)]

Intervention Strategy: [e.g., Lexia Core 5, 15 min daily at home + weekly teacher check-in]

Parent Role: [Daily supervision of program use]

Teacher Role: [Progress monitoring every 6 weeks + adjusting plan if needed during teacher meetings]

Goal/Exit Criteria: [Benchmark goal to be reached consistently across 3 checks]

We will review progress every 6 weeks and keep you updated. Please reach out if you have any questions or need additional support implementing this at home.

With appreciation,

[Teacher Name]
Lincoln Street School

Figure E4a. Sample Parent Notification and Intervention Plan (De-Identified)

Figure E4b. Sample Intervention Tracking Log Demonstrating Baseline Data, Intervention Strategy, Progress Monitoring, and Exit Criteria (De-identified)

	A	B	C	D	E	F	G	H	I	J	K	L	M
	Student Name	Grade	Date	Subject/Skill	Assessment Data (Baseline)-STAR	Assessment Data - MAPS	Intervention Strategy	Parent Role	Teacher Role	Frequency	Progress Monitoring	Exit Criteria	Notes
1													
2		3	10/1	Reading	DIBELS-16 WPM (73 WPM). STAR: S.S. 776 (G.E. 1st)	7th Percentile	Lexia/Readers/reduced workload/Modified curriculum for ELA	Supervision of program*	Weekly Check-in/Provide weekly assignment	5 Days/Week	cdm assessment for reading and weekly Lexia reports	STAR S.S. - 993	
3			10/1	Math	STAR: S.S. 806 (G.E. 1.1)	9th Percentile	My Math curriculum/Freckle	Supervision of program	Weekly Check-in	5 Days/Week	CBM assessment for math and weekly Freckle adaptive reports	STAR S.S. - 988	
4													
5		5	10/1	Reading	STAR: S.S. 962 (G.E. 3.5) Fluency: 100 wpm (179 wpm - Fall)	3rd percentile	Lexia/reduced workload	Supervision of program	Weekly Check-in/Provide weekly assignment schedule	5 Days/Week	cdm assessment for reading and weekly Lexia reports	STAR S.S. - 1044	
6			10/1	Math	STAR: S.S. 951 (G.E. 3.5)	5th Percentile	Freckle	Monitor time on program	Check in weekly	3 Days/Week	CBM assessment for math and weekly Freckle adaptive reports	STAR S.S. - 1088	
7													
8		2	9/29	Reading	STAR S.S. 806 (G.E. 1.3)	26th percentile	Lexia Core 5 / printed lessons	Monitor time on program and instruct as necessary on printed lessons.	Check in Weekly/provide lessons	5 Days/Week	cdm assessment for reading and weekly Lexia reports	STAR S.S. - 945	
9													
10		1	9/28	Reading	STAR EL: PR: 18 (10-24 intervention)	46th	In person phonics group	Ensure student is at group sessions	Weekly check in	2 Days/Week	cdm assessment for reading	STAR Early Lit: PR: Above 40%	
11				Math		14th - 154 (range 100-320)	In person math group	Ensure student is at group sessions	Weekly check in	2 Days/Week	cdm assessment for math	STAR Early Lit: PR: Above 40%	
12													
13		4	10/31	Math	STAR S.S. 893 (G.E. 2.4)	24th percentile 186 (range 100-350)	Freckle	Monitor time on program	Weekly check in	3 Days/Week	CBM assessment for math and weekly Freckle adaptive reports	STAR S.S. - 1035	
14													

E5. Local Control and Accountability Plan (LCAP)

Lincoln Street School develops and updates its Local Control and Accountability Plan annually in alignment with state requirements. The LCAP outlines the school's goals, actions, metrics, and progress for improving student outcomes and supporting the needs of all student groups. The plan is developed with input from families, staff, and stakeholders and is approved by the Tehama County Department of Education.

The current approved version of the LCAP is available on the school's website at:

<https://www.lincolnstreetschool.org/Board/Legal-Postings/index.html>

A printed copy is available upon request.

E6. Comprehensive School Safety Plan

Lincoln Street School maintains a board-approved Comprehensive School Safety Plan that meets the requirements of Education Code sections 32280–32289. The plan outlines emergency response procedures, safety protocols, mandated reporting obligations, and schoolwide practices for preventing and responding to emergencies. The plan is reviewed annually, updated as needed, and approved by the Tehama County Department of Education.

The full plan is available for review at:

<https://www.lincolnstreetschool.org/Board/School-Policies/index.html>

A copy may be provided upon request to parents, guardians, staff, or community members.

E7. Parent–Student Handbook

Lincoln Street School publishes a Parent–Student Handbook each year to communicate expectations for students and families, independent study requirements, attendance procedures, instructional materials, communication expectations, and student support services. The handbook is updated annually and approved by Tehama County Department of Education.

The current handbook is available [here](#) and updated every year to reflect any changes.

Printed copies are available upon request and may be provided in alternate formats as needed.

E8. School Accountability Report Card (SARC)

The School Accountability Report Card is published annually in compliance with state and federal requirements. The SARC provides information on school performance, campus conditions, staffing, curriculum, school climate, and student outcomes. Lincoln Street School updates and publishes its SARC each year on or before February 1.

The most recent SARC is available at:

<https://www.lincolnstreetschool.org/Board/Legal-Postings/index.html>

Printed copies are available upon request.



Lincoln Street School Internet & Technology Acceptable Use Policy for Email, the Internet and Other Technology Resources (AUP)

Acceptable Use and Privileges

Acceptable use of technology resources means technology must be used in a responsible, efficient, ethical and legal manner and in accordance with Lincoln Street School Governance Board mission and goals. The use of technology services provided by the district is a privilege, not a right. The district reserves the right to examine files, Internet usage and communications at any time to maintain system integrity and ensure that USERS are using the system responsibly. Any infractions of the provisions of this AUP may result in suspension or termination of access privileges and/or appropriate disciplinary action.

Inappropriate Use of Technology Resources

Including, but not limited to:

- Inappropriate or profane language or material likely to be offensive to others in the school community, including sexually harassing or discriminatory material
- Use of software without proof of proper licensing
- Use of software that has not been approved by authorized Lincoln Street School staff
- Use in such a way that Lincoln Street School will incur an expense, unless spending authority has been granted by authorized Lincoln Street School staff
- Destroying, modifying or abusing district owned technology or disrupting the operation of any network within the district including the use, attempted use or possession of computer viruses
- Use of resources for anything other than school work or school related business

Cyberbullying

- Flaming (Online fights using electronic messages with angry or vulgar language)
- Harassment (Repeated behavior that is nasty, mean, and/or insulting)
- Denigration ("Dissing" someone. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships)
- Impersonation (Pretending to be someone else and sending or posting material to get that person in trouble or damage their reputation)
- Outing (Sharing someone's secrets or embarrassing information or images using technology)
- Trickery (Tricking someone into revealing secrets or embarrassing information and then sharing it using technology)
- Exclusion (Intentionally and cruelly excluding someone)
- Cyberstalking (Repeated, intense harassment, denigration that includes threats or creates significant fear)
- Off-campus cyberbullying may result in formal discipline when causes or threatens to cause substantial or material disruption at school or interference with rights of students to be secure.

Requirements of USERS

- Must sign and abide by the district's AUP annually
- All users must use up-to-date virus protection software on any computer on which district files and communications are created, saved or modified
- Take all reasonable precautions, including password maintenance and file and directory protection measures, to prevent the use of his/her account by others and to protect the privacy of confidential material such as home addresses, and/or personal phone numbers
- **Students will:**
 - Not post personal contact information about themselves or other people on the Internet (i.e. address, phone number, or other information unique to self or another individual)
 - Not meet with someone they made contact with, without the explicit permission from parent/guardian
 - Promptly disclose to their teacher or other school employee any inappropriate use of the network, document or cell message they receive that is inappropriate or makes them feel uncomfortable.

Lincoln Street School, 1135 Lincoln Street, Red Bluff, CA 96080

Lincoln Street School Internet & Technology Acceptable Use Agreement for Employees, Students, Parents, Volunteers & Guests

Part I: INSTRUCTIONS

This form is to be completed by any employee, student, parent, volunteer, or guest - herein referred to as "USER" - of Lincoln Street School who uses the district network and/or other technology resources, including but not limited to access to the Internet and email.

The use of computer resources must be in support of education and research and be consistent with the educational objectives of Lincoln Street School. Transmission of any material in violation of any federal or state regulation is prohibited. Technology, including but not limited to the Internet, email, hardware, software, and online resources, is a valuable tool that supports teaching and learning through access to resources and information, learning activities, interpersonal communication, research, training and collaboration, and dissemination of successful educational practices, methods and materials.

Part II: USER INFORMATION

Status (please mark all that apply): ☐ Student ☐ Parent ☐ Volunteer ☐ Guest: _____

USER'S Name (last, first, initial): _____ Grade: _____

Parent/Guardian Name (required for user under age of 18): _____

Mailing Address: _____

Phone: (home) _____ (cell) _____

Sponsoring Supervising Teacher: _____

Part III: USER CONTRACT

User

I understand and will abide by Lincoln Street School's Acceptable Use Policy (AUP). I further understand that any violation of these terms and conditions is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.

User Signature: _____ Date: _____

Parent/Guardian (required for any user under the age of 18)

I have read and understand Lincoln Street School's Acceptable Use Policy (AUP). I understand that Lincoln Street School Board Policy states that access to the Internet and other technology resources is designed for educational purposes only. Lincoln Street School has taken precautions to eliminate access to controversial material. However, I also recognize it is impossible for Lincoln Street School to restrict access to all controversial materials. Should my child commit any violation, his/her access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken. I will not hold Lincoln Street School responsible for materials acquired over the network and I understand that the district is not responsible or liable for any threatening, defamatory, offensive or other illegal content or conduct of any other party or any infringement of another's rights. I accept responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to allow my student access to the Internet at school and certify that the information on this form is correct.

_____ I give permission to Lincoln Street School to provide my child with an email account for school use.

Parent Guardian Signature: _____ Date: _____

Lincoln Street School, 1135 Lincoln Street, Red Bluff, CA 96080

E10. Independent Study Safety Procedures



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Independent Study Safety Procedures

Lincoln Street School maintains safety procedures tailored to the unique nature of a nonclassroom-based, independent-study instructional program. These procedures support student well-being during all meetings, instructional interactions, and enrichment activities that occur outside a traditional classroom setting. The following guidelines ensure safe practices for staff, students, and families in compliance with state law and county expectations.

Safe Meeting Practices for Teachers and Families

All instructional meetings between a Supervising Teacher and a student shall be conducted in settings that maintain visibility and ensure safe supervision.

- Meetings occur in open, observable locations such as offices, shared workspaces, or public areas within the school building.
- Staff do not meet privately with a minor behind a closed door unless a parent or guardian is present and has given their permission.
- Parents/guardians are encouraged to remain on site during all scheduled meetings.
- When sensitive academic or behavioral matters are discussed, meetings are held with the parent/guardian present.

Safety in Virtual Instructional Settings

Virtual meetings are used for check-ins, instructional support, interventions, or assessments when appropriate.

Lincoln Street School ensures safe virtual interactions by:

- Requiring a parent/guardian to be aware of scheduled virtual meetings.
- Using only school-approved platforms with security safeguards.
- Ensuring that video sessions occur in appropriate, neutral backgrounds for both staff and students.
- Prohibiting the recording of virtual sessions unless required by law and with parental consent.

Field Trip and Enrichment Safety Protocols

All enrichment activities and field trips follow established supervision and safety procedures. Because Lincoln Street School operates an independent-study model, a parent or guardian must accompany the student to participate. The school does not provide transportation.

- Parent/guardian presence is required for every field trip and enrichment activity unless the School designates the event as an optional drop-off activity. In such cases, families will be notified in advance, and the School will ensure appropriate staff supervision and all required permissions.



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- A minimum of one staff member attends each activity, with two staff members preferred for added supervision and support.
- Families are responsible for all transportation to and from the activity; the School does not transport students.
- Staff verify attendance at the start and conclusion of the activity.
- Staff carry emergency contact information, a basic first-aid kit, and required documentation.
- All activities follow TCDE safety, liability, and emergency-response guidelines.

Emergency Response Procedures

While Lincoln Street School is an independent-study program, staff must remain prepared to address emergencies that may arise during meetings or school-sponsored activities.

- Staff follow TCDE emergency protocols, including fire, medical, and evacuation procedures.
- Staff are trained in basic emergency response, including awareness of First Aid/CPR locations within the Lincoln Street Building
- During off-site events, staff identify emergency exits and local emergency response access.
- Parents are notified promptly in the event of any emergency involving their child.

Reporting and Professional Responsibilities

All staff comply with legally mandated reporting requirements and TCDE policies related to student safety.

- Staff follow child abuse and neglect reporting laws (Penal Code §11166).
- Staff adhere to professional boundaries at all times.
- Concerns regarding student safety or well-being are reported immediately to administration.

Review and Distribution

These safety procedures are reviewed annually and updated as needed to reflect changes in law, best practice, or program structure.