

# Tully C. Knoles School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Tully C. Knoles School
<b>Street</b>	6511 Clarksburg Place
<b>City, State, Zip</b>	Stockton
<b>Phone Number</b>	209-953-8776
<b>Principal</b>	Deidre Hill-Valdivia, Ed.D.
<b>Email Address</b>	dvaldivia@lusd.net
<b>School Website</b>	<a href="https://tk.lusd.net/">https://tk.lusd.net/</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	CA

## 2024-25 District Contact Information

<b>District Name</b>	Lincoln Unified School District
<b>Phone Number</b>	209-953-8700
<b>Superintendent</b>	Kelly Dextraze
<b>Email Address</b>	kdextraze@lusd.net
<b>District Website</b>	www.lusd.net

## 2024-25 School Description and Mission Statement

Tully C. Knoles K-8 School, also known as TCK, is named after the first president of the College of Pacific (currently known as University of the Pacific). Tully C. Knoles School was established in 1957. TCK provides a well-rounded education for its students. The TCK "Life Lab" houses growing beds, fruit trees, grape vines, butterfly and bird attracting plants in addition to a working greenhouse and pond that replicates the ecosystem of the San Joaquin Delta. The Life Lab has an outdoor classroom for Exponential Learning. Literacy is a priority at TCK. Students participate in Accelerated Reader by taking quizzes on books they read and achieve goals on number of words read. About 500 students have reached the million word goal since 2006.

## 2024-25 School Description and Mission Statement

“Our mission is to develop all children into life-long learners by creating an environment that supports high expectations for achievement and engages all students. We will work collaboratively with students, colleagues, parents, and community members to achieve our shared educational purpose, keeping the best interest of the Tully C. Knoles Scholar in mind.”

Our goals for the 2024-25 school year are as follows:

Goal 1: The percentage of grade 3-8 students meeting or exceeding standards on the 2024/25 CAASPP assessments in ELA will increase by 10%.

Goal 2: The percentage of grade 3-8 students meeting or exceeding standards on the 2024/25 CAASPP assessments in Math will increase by 10%.

Goal 3: The number of English Learners meeting the requirements for reclassification will increase.

Goal 4: Increase the number of students prepared to participate in high school level A-G courses.

Our students' progress is monitored through Dibels for grades K-3 that is given three times a year. The i-Ready assessments will be administered three times a year to grades 4-8. Ellevation is the database used to monitor English Learners for reclassification.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	66
Grade 2	72
Grade 3	69
Grade 4	67
Grade 5	67
Grade 6	79
Grade 7	86
Grade 8	56
<b>Total Enrollment</b>	<b>633</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.6
Male	46.4
American Indian or Alaska Native	0.8
Asian	6.3
Black or African American	8.5
Filipino	3
Hispanic or Latino	61.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.7
White	11.4
English Learners	16.6
Foster Youth	0.8
Homeless	6.6
Socioeconomically Disadvantaged	85
Students with Disabilities	17.2

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.40	80.93	350.40	79.19	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.40	4.98	19.60	4.44	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.46	11.60	2.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.00	10.61	38.20	8.64	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	22.50	5.10	18854.30	6.86
<b>Total Teaching Positions</b>	28.90	100.00	442.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.20	74.20	340.20	78.99	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	3.50	13.08	22.60	5.25	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	5.20	8.00	1.88	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	7.48	32.10	7.45	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	27.60	6.42	15831.90	5.67
<b>Total Teaching Positions</b>	27.20	100.00	430.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.80	72.12	315.70	79.39	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	3.00	12.12	23.80	5.99	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.04	19.30	4.86	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	7.39	29.00	7.31	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	4.28	9.70	2.45	14303.80	5.15
<b>Total Teaching Positions</b>	24.70	100.00	397.70	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	1.00	0.00	1
<b>Misassignments</b>	0.00	1.40	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	1.40	1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.50	0.00	0
<b>Local Assignment Options</b>	2.50	2.00	1.8
<b>Total Out-of-Field Teachers</b>	3.00	2.00	1.8

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	7.2	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Following a public hearing the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have textbooks or instructional materials, or both, to use in class or to take home.

Year and month in which the data were collected

Dec 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	World of Wonders Adoption Year 2023  McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016  McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	Yes	0%
<b>Mathematics</b>	HMH Into Math Adoption Year 2024  iReady Classroom Mathematics Adoption Year 2024	Yes	0%
<b>Science</b>	Exploring Science - National Geographic/Cengage Adoption Year 2022  CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
<b>History-Social Science</b>	Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006  Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	Yes	0%

<b>Foreign Language</b>			0%
<b>Health</b>	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	0%
<b>Visual and Performing Arts</b>	Classroom Music Share the Music (pub McGraw-Hill)  Band Standard of excellence (pub Kjos Music Company)  Strings Essential Elements 2000 for strings (pub Hal Leonard Corporation)	Yes	0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Tully C. Knoles has 36 classrooms spread across six main instructional wings. We have a multi-use room that serves as a cafeteria and auditorium with a performance stage. Our library wing contains the library, classrooms and a counseling center. There is a preschool section on the campus that has 3 classrooms. We also have an administration building. Currently, we have students in grades Kindergarten through 8th grade including two self-contained special day classrooms. Our campus was built in 1957 with permanent classroom spaces. We have two playgrounds: one for our 1st - 6th grade students and one for our Kindergarten age students. Our field has soccer fields and baseball/softball diamonds. There is a shade structure in the middle school quad area. The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at top levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. Maintenance continues to keep the site upgraded.

**Year and month of the most recent FIT report**

December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	40	30	45	41	46	47
<b>Mathematics</b> (grades 3-8 and 11)	20	18	28	28	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	436	417	95.64	4.36	29.50
<b>Female</b>	228	222	97.37	2.63	33.33
<b>Male</b>	208	195	93.75	6.25	25.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	23	100.00	0.00	39.13
<b>Black or African American</b>	47	43	91.49	8.51	18.60
<b>Filipino</b>	14	14	100.00	0.00	35.71
<b>Hispanic or Latino</b>	256	243	94.92	5.08	30.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	35	97.22	2.78	45.71
<b>White</b>	54	53	98.15	1.85	22.64
<b>English Learners</b>	56	53	94.64	5.36	3.77
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	17	15	88.24	11.76	13.33
<b>Socioeconomically Disadvantaged</b>	372	355	95.43	4.57	29.58
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	94	86	91.49	8.51	4.65

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	433	421	97.23	2.77	18.05
<b>Female</b>	226	224	99.12	0.88	17.41
<b>Male</b>	207	197	95.17	4.83	18.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	23	100.00	0.00	21.74
<b>Black or African American</b>	47	45	95.74	4.26	11.11
<b>Filipino</b>	14	14	100.00	0.00	35.71
<b>Hispanic or Latino</b>	253	245	96.84	3.16	16.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	35	97.22	2.78	22.86
<b>White</b>	54	53	98.15	1.85	22.64
<b>English Learners</b>	55	53	96.36	3.64	1.89
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	17	15	88.24	11.76	6.67
<b>Socioeconomically Disadvantaged</b>	370	360	97.30	2.70	17.78
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	94	88	93.62	6.38	5.68

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	17.65	7.87	24.92	25.81	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	127	127	100.00	0.00	7.87
Female	69	69	100.00	0.00	10.14
Male	58	58	100.00	0.00	5.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00	0.00	2.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	10.53
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	109	109	100.00	0.00	4.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	0.00

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Tully C. Knoles strives to develop and strengthen partnerships with families. Beginning with Back to School Night, families are encouraged to attend and meet their children's teachers. Two of our main parent organizations, PTSA and ELAC, present and host an informational table to obtain volunteer sign-ups. PTSA coordinates events and fundraisers for all grade levels. ELAC meetings are conducted quarterly for all families of students that speak a language other than English. The meeting is open to all but the focus is English Language Learners. School Site Council is another opportunity for parents/guardians to become involved, by providing input to the school plan. Throughout the school year, parents/guardians are encouraged to volunteer and assist during recesses and lunch. To get more information on how to become involved call the front office at 209-953-8776.

#### 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	718	685	187	27.3
Female	376	365	103	28.2
Male	342	320	84	26.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	43	10	23.3
Black or African American	71	67	26	38.8
Filipino	20	20	1	5.0
Hispanic or Latino	440	420	116	27.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	51	11	21.6
White	77	74	18	24.3
English Learners	121	115	35	30.4
Foster Youth	--	--	--	--
Homeless	54	51	20	39.2
Socioeconomically Disadvantaged	614	586	168	28.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	146	141	43	30.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Suspensions</b>	4.27	4.35	5.29	6.62	6.8	5.81	3.17	3.6	3.28
<b>Expulsions</b>	0	0.16	0.28	0.76	0.61	0.79	0.07	0.08	0.07

### 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	5.29	0.28
<b>Female</b>	4.26	0.00
<b>Male</b>	6.43	0.58
<b>Non-Binary</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	14.08	2.82
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	4.32	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	5.56	0.00
<b>White</b>	6.49	0.00
<b>English Learners</b>	1.65	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	9.26	0.00
<b>Socioeconomically Disadvantaged</b>	5.54	0.16
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	8.90	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Emergency Response Procedures were developed in coordination with the California Safe Schools program and are revised and updated each year with the support of LUSD security and LUSD School Resource Officer. These are detailed in the School Safety Plan and support responses needed depending on the type of emergency. The staff is trained on procedures to follow during an emergency. The staff and students participate in regular drills to practice the procedures. The School Safety Plan was last reviewed and approved by the Lincoln Governing Board on February 2024.

## D. Other SARC Information Information Required in the SARC

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

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	21	1	2	
2	23		3	
3	23		3	
4	32		2	
5	33		1	
6	32		2	
Other	13	1		

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	24		3	
2	23		3	
3	23		3	
4	31		2	
5	32		2	
6	25	1	2	



## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	22		3	
2	24		3	
3	23		3	
4	32		2	
5	31		2	
6	26	1	2	
Other	8	1		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	316.5

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,467	\$765	\$3,702	\$65,950
District	N/A	N/A	\$4,878	\$86,208
Percent Difference - School Site and District	N/A	N/A	-27.4	-26.6
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-97.7	-35.8

## Fiscal Year 2023-24 Types of Services Funded

Tully C. Knoles provides English Learner support and literacy support for students through our Title I team which is comprised of a credentialed teacher and paraprofessional aides. Our school interpreter assists the Title 1 team, by providing newcomer students with push-in support. We also prioritize the mental health of our students and families, by offering school-based counseling and therapy service through our Wellness Center. Students in grades 5-8 have access to our FACES mentors, where social skills and conflict management are taught and practiced. TCK also provides after school study hall for 7/8 graders, as well as tutoring opportunities for grades 3-6. Our TK teacher even provides reading intervention to kinder students in the afternoons.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,745	\$58,855
Mid-Range Teacher Salary	\$83,424	\$92,519
Highest Teacher Salary	\$114,171	\$114,665
Average Principal Salary (Elementary)	\$147,293	\$142,791
Average Principal Salary (Middle)	\$147,293	\$151,078
Average Principal Salary (High)	\$184,773	\$167,094
Superintendent Salary	\$254,890	\$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

## Professional Development

Lincoln Unified School District provides professional development and collaboration opportunities throughout the school year. District wide collaboration days allow for academic pedagogy and alignment. Early dismissal on Mondays also provides teachers with additional time each week to collaborate and articulate with other grade level or department teachers. Teachers work in teams to analyze data, determine essential standards and plan instruction. Professional learning is provided to support implementation of new curriculum, best practices and instructional strategies to support the achievement of all students. In

## Professional Development

In addition, new teachers are provided with three days of professional learning before the start of school each year. Our goal is to continue to have a highly trained professional staff that supports success for all students in the classroom. Lincoln Unified School District is committed to supporting school district staff through equity-focused and student-centered professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	4	4