

Tully C. Knoles School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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.

2025-26 School Contact Information

School Name	Tully C. Knoles School
Street	6511 Clarksburg Place
City, State, Zip	Stockton
Phone Number	209-953-8776
Principal	Nicole Merolla
Email Address	nmerolla@lusd.net
School Website	https://tk.lusd.net/
Grade Span	K-8
County-District-School (CDS) Code	CA

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Tully C. Knoles School, also known as TCK, is located in North Stockton and serves approximately six-hundred fifty TK-8th grade students. Close to 85% of the students attending TCK are socioeconomically disadvantaged making the school eligible to receive Title I funding.

As a designated Title I School, a School Plan for Student Achievement has been developed to improve the academic performance of all students. This plan outlines how the school will use its resources, including funding, to achieve its goals. Currently, TCK has outlined 4 goals to improve the overall academic achievement of its student body.

Goals for the 2025-26 school year are as follows:

Goal 1: The percentage of grade 3-8 students meeting or exceeding standards on the 2025-26 CAASPP assessment in ELA will increase by 15%.

Goal 2: The percentage of 3rd- 8th students meeting or exceeding standards on the 2025-26 CAASPP assessments in Math will increase by 10%.

Goal 3: The percentage of English Learners (EL's) demonstrating overall proficiency on the Summative English Language Proficiency Assessment for California (ELPAC) will increase by a minimum of 10%.

Goal 4: Increase student engagement by decreasing the chronic absenteeism rate in addition to the overall number of student suspensions by 10%.

Students' progress will be monitored regularly through the use of Go Formative standards based assessments. In addition, students will be tested at the beginning, middle, and end of the school year using DIBELS and i-Ready assessments. The SBAC will be administered to students in grades 3rd-8th in the spring in addition to the ELPAC for students identified as English Language Learners.

Tully C. Knoles teachers and staff are dedicated to improving learning outcomes for all students by fostering an academically rigorous environment which includes high-quality instruction, meaningful relationships, and a commitment to continuous growth.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	73
Grade 2	72
Grade 3	70
Grade 4	71
Grade 5	71
Grade 6	73
Grade 7	59
Grade 8	83
Total Enrollment	643

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.5
Male	46.5
American Indian or Alaska Native	0.8
Asian	6.8
Black or African American	9.2
Filipino	3.3
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.2
White	10.9
English Learners	15.1
Foster Youth	0.3
Homeless	8.7
Migrant	0.6
Socioeconomically Disadvantaged	84.1
Students with Disabilities	18.7

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.2	74.2	340.2	78.99	234405.2	84
Intern Credential Holders Properly Assigned	3.5	13.08	22.6	5.25	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	5.2	8	1.88	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	7.48	32.1	7.45	11953.1	4.28
Unknown/Incomplete/NA	0	0	27.6	6.42	15831.9	5.67
Total Teaching Positions	27.2	100	430.7	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.8	72.12	315.7	79.39	231142.4	83.24
Intern Credential Holders Properly Assigned	3	12.12	23.8	5.99	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.04	19.3	4.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	7.39	29	7.31	11746.9	4.23
Unknown/Incomplete/NA	1	4.28	9.7	2.45	14303.8	5.15
Total Teaching Positions	24.7	100	397.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.6	79.8	308.9	76.19	230039.4	100
Intern Credential Holders Properly Assigned	1	3.52	17.9	4.42	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	3.07	21.3	5.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	7.05	27.8	6.86	12112.8	4.34
Unknown/Incomplete/NA	1.8	6.52	29.4	7.25	13705.8	4.91
Total Teaching Positions	28.3	100	405.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	1.40	0	0.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.40	1	0.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.00	1.8	2
Total Out-of-Field Teachers	2.00	1.8	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.2	0	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 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

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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	0%
Mathematics	HMH Into Math Adoption Year 2024 iReady Classroom Mathematics Adoption Year 2024	0%
Science	Exploring Science - National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	0%
History-Social Science	Impact, McGraw Hill Harcourt California, 2019 Edition Adoption Year 2025 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	0%
Foreign Language		0%

Health	Health Connected, Teen Talk Middle School, 2018 Edition Adoption Year 2017	0%
Visual and Performing Arts	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)	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

July 2025

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

Overall 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	30	35	41	44	47	48
Mathematics (grades 3-8 and 11)	18	20	28	30	35	37

2024-25 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
All Students	427	417	97.66	2.34	34.53
Female	228	224	98.25	1.75	38.84
Male	199	193	96.98	3.02	29.53
American Indian or Alaska Native	--	--	--	--	--
Asian	27	25	92.59	7.41	44.00
Black or African American	42	42	100.00	0.00	14.29
Filipino	14	13	92.86	7.14	53.85
Hispanic or Latino	256	251	98.05	1.95	33.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	43.24
White	46	44	95.65	4.35	45.45
English Learners	58	55	94.83	5.17	18.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	27	26	96.30	3.70	26.92
Socioeconomically Disadvantaged	365	358	98.08	1.92	34.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	94	94.00	6.00	8.51

2024-25 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
All Students	427	415	97.19	2.81	20.24
Female	228	226	99.12	0.88	19.91
Male	199	189	94.97	5.03	20.63
American Indian or Alaska Native	--	--	--	--	--
Asian	27	26	96.30	3.70	30.77
Black or African American	42	42	100.00	0.00	7.14
Filipino	14	13	92.86	7.14	15.38
Hispanic or Latino	256	250	97.66	2.34	21.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	18.92
White	46	42	91.30	8.70	26.19
English Learners	58	56	96.55	3.45	10.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	27	26	96.30	3.70	7.69
Socioeconomically Disadvantaged	365	355	97.26	2.74	20.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	90	90.00	10.00	5.56

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.87	16.89	25.81	27.23	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	148	96.73	3.27	16.89
Female	83	82	98.80	1.20	15.85
Male	70	66	94.29	5.71	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	15	93.75	6.25	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	88	86	97.73	2.27	12.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	16.67
White	18	16	88.89	11.11	37.50
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	125	97.66	2.34	16.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	29	85.29	14.71	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.

2024-25 California Physical Fitness Test Participation Rates

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.

2025-26 Opportunities for Parental Involvement

Tully C. Knoles School strives to develop and strengthen partnerships with families by hosting various events throughout the school year beginning with the Tiger Tour and Back to School Night where students and families are invited on campus to meet their teachers and learn about their school. Other events throughout the year include school concerts, monthly character word recognition assemblies, twice annually parent-teacher conferences, and various events hosted by our PTSA. Parents and guardians are encouraged to join PTSA, ELAC, and School Site Council. ELAC meetings are conducted quarterly for all families of students who speak a language other than English. School Site Council meetings provide families an opportunity to contribute input into the development of the School Plan. Finally, throughout the school year, parents/guardians are encouraged to volunteer and assist during recesses and lunch as well as various field trips. To get more information on how to become involved, call the front office at 209-953-8776.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	711	687	212	30.9
Female	378	365	117	32.1
Male	333	322	95	29.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	48	45	11	24.4
Black or African American	73	67	26	38.8
Filipino	21	21	0	0.0
Hispanic or Latino	424	414	135	32.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	55	15	27.3
White	80	76	20	26.3
English Learners	107	105	25	23.8
Foster Youth	--	--	--	--
Homeless	68	64	26	40.6
Socioeconomically Disadvantaged	618	597	194	32.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	149	144	46	31.9

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.35	5.29	10.97	6.8	5.81	6.01	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.16	0.28	0.42	0.61	0.79	0.45	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.97	0.42
Female	7.94	0.26
Male	14.41	0.60
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	12.50	0.00
Black or African American	28.77	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.02	0.47
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.29	0.00
White	10.00	1.25
English Learners	7.48	0.00
Foster Youth	0.00	0.00
Homeless	20.59	0.00
Socioeconomically Disadvantaged	11.49	0.49
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.09	0.67

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.

2025-26 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 Officers. 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 procedures related to locking down, evacuation, and earthquakes. The Tully C. Knoles School Safety Plan was reviewed and approved by the Lincoln Governing Board in February of 2025.

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.

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	0	2	0
1	24	0	3	0
2	23	0	3	0
3	23	0	3	0
4	31	0	2	0
5	32	0	2	0
6	25	1	2	0
Other	0	0	0	0

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	0	2	0
1	22	0	3	0
2	24	0	3	0
3	23	0	3	0
4	32	0	2	0
5	31	0	2	0
6	26	1	2	0
Other	8	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24		3	
2	24		3	
3	23		3	
4	32		1	
5	33			
6	28		3	
Other	11	2		

2024-25 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	633

2024-25 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)	1
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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$94,741
Percent Difference - School Site and District	N/A	N/A	-27.4	-26.6
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-97.7	-35.8

Fiscal Year 2024-25 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 Counseling Center and in partnership with Valley Community Counseling Services. Students in all grades have access to our FACES mentor, 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 1-6.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$64,261	\$62,145
Mid-Range Teacher Salary	\$91,258	\$97,088
Highest Teacher Salary	\$124,891	\$120,436
Average Principal Salary (Elementary)	\$157,603	\$151,343
Average Principal Salary (Middle)	\$157,603	\$159,514
Average Principal Salary (High)	\$190,877	\$177,261
Superintendent Salary	\$272,732	\$294,805
Percent of Budget for Teacher Salaries	27.55%	29.95%
Percent of Budget for Administrative Salaries	5.46%	5.4%

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

Professional Development

implementation of new curriculum, best practices and instructional strategies to support the achievement of all students. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4