

Linscott Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



Linscott Charter School

Home of the Sea Otters

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.

2022-23 School Contact Information

School Name	Linscott Charter School
Street	220 Elm Street
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6301
Principal	Alicia Doolittle
Email Address	Alicia_Doolittle@pvusd.net
School Website	https://linscott.pvusd.net/
County-District-School (CDS) Code	44697996049720

2022-23 District Contact Information

District Name	Linscott Charter School
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

Linscott Charter School is a small K-8 school in the heart of Watsonville serving a diverse group of 259 students. With one class per grade level, we pride ourselves on the ability to form meaningful relationships with our students and families. Our culture is one of support, inclusion, and is highly community and family focused. Our staff is creative, dedicated, innovative, and passionate about teaching and inspiring children.

Mission Statement:

2022-23 School Overview

Linscott Charter School is a K-8 parent participation school, collaboratively governed by parents and staff. Dedicated teachers and supportive families provide individualized, active, hands-on learning that fosters each child's academic success, encouraging excellence. Students become self-motivated, critical thinkers, demonstrating creativity and confidence. Our focus on community, in and out of the classroom, allows students to gain social and environmental awareness.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	29
Grade 2	29
Grade 3	29
Grade 4	30
Grade 5	30
Grade 6	30
Grade 7	30
Grade 8	24
Total Enrollment	253

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.0
Male	49.0
American Indian or Alaska Native	0.4
Asian	1.2
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.4
White	14.6
English Learners	23.3
Foster Youth	0.0
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	52.6
Students with Disabilities	9.1

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	100.00	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	0.00	0.00	59.80	6.70	18854.30	6.86
Total Teaching Positions	10.00	100.00	893.30	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.0	100.0				
Intern Credential Holders Properly Assigned	0	0				
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0				
Unknown	0	0				
Total Teaching Positions	10.0	100.0				

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	0
Misassignments	0.00	0
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0
Local Assignment Options	0.00	0
Total Out-of-Field Teachers	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Grades K-3

Houghton Mifflin Math in Focus
Houghton Mifflin Journeys
Primary Phonics
History Alive!
Super Kids
Handwriting Without Tears
Discovery Education Science

Grades 4-5

Houghton Mifflin Math in Focus
Houghton Mifflin Journeys
History Alive!
Discovery Education Science

Grades 6-8

Houghton Mifflin Math in Focus
Houghton Mifflin Collections
History Alive
Discovery Education Science

Linscott ensures that all students have equal access to the instructional materials used in their grade or classroom. All instructional materials align with California Standards.

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-8 Houghton Mifflin Journeys/Collections 2016	No	0
Mathematics	K-8 Houghton Mifflin Math in Focus 2013/2016	No	0
Science	K-8 Discovery Education Science 2020	Yes	0
History-Social Science	K-8 History Alive! 2010	Yes	0

School Facility Conditions and Planned Improvements

Linscott Charter School is located at the Linscott School Site, a site owned by Pajaro Valley Unified School District (PVUSD). PVUSD provides basic maintenance, repairs, improvements, and ensures compliance with school safety mandates as required by the California Educational Code. In addition to responding to work order requests by the school administration, PVUSD makes periodic visits to do visual inspections. Further, the Watsonville Fire Department provides an annual inspection to ensure compliance with state and local fire and safety codes. The custodian and staff handle day-to-day cleaning and management of both facilities and furnishings.

Year and month of the most recent FIT report

August 2022

School Facility Conditions and Planned Improvements

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	51	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	33	N/A	17	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	171	170	99.42	0.58	51.18
Female	91	90	98.90	1.10	56.67
Male	80	80	100.00	0.00	45.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	137	136	99.27	0.73	45.59
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	70.83
English Learners	33	33	100.00	0.00	21.21
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	85	84	98.82	1.18	44.05
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	21	100.00	0.00	9.52

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	171	169	98.83	1.17	33.14
Female	91	89	97.80	2.20	33.71
Male	80	80	100.00	0.00	32.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	137	135	98.54	1.46	25.93
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	54.17
English Learners	33	32	96.97	3.03	9.38
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	85	83	97.65	2.35	26.51
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	21	100.00	0.00	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	25.49	7.1	16.22	28.5	29.47

2021-22 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	52	51	98.08	1.92	25.49
Female	30	29	96.67	3.33	34.48
Male	22	22	100	0	13.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	37	97.37	2.63	21.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100	0	18.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	24	96	4	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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
Grade 5	86.6%	100%	100%	100%	100%
Grade 7	83.3%	83.3%	93.3%	90%	90%

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.

2022-23 Opportunities for Parental Involvement

Linscott is a family-participation cooperative school, and parents are engaged and contribute in a variety of ways. Our families provide assistance in classrooms, the library, and outside during recess and lunch. Linscott families raise funds, help with middle school exploratories and after-school clubs, coordinate events, chaperone field trips, and much more. In addition, a non-profit foundation supporting our students, the Linscott for Kids Fund, is entirely parent-operated. During the school year, Linscott families attend evening education sessions and meetings that provide information about the curriculum and the developmental needs of their children. We have parent feedback sessions over the course of the year to engage our families and seek out meaningful feedback, concerns, and new ideas. Our parents continue to be directly involved with school governance, comprising 80% of the Linscott Site Management Team.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	260	257	40	15.6
Female	132	130	16	12.3
Male	128	127	24	18.9
American Indian or Alaska Native	1	1	0	0.0
Asian	4	3	0	0.0
Black or African American	1	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	209	207	29	14.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	37	37	11	29.7
English Learners	63	62	10	16.1
Foster Youth	2	2	0	0.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	138	137	19	13.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	30	6	20.0

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.82	3.68	2.45
Expulsions	0.36	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.77	0.02	4.40	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.77	0.00
Female	0.76	0.00
Male	0.78	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.59	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.33	0.00

2022-23 School Safety Plan

Providing a safe learning environment is a priority for staff, families, students, and school community members. Linscott Charter School prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in a diverse community. We promote caring and nurturing relationships and work cooperatively with families, students, law enforcement representatives, and other community agencies. Linscott Charter School stresses the prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Linscott Charter School discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. Schoolwide rules, classroom rules, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. Linscott Charter School implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Linscott Charter School implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

The Linscott Comprehensive School Safety Plan was last reviewed in February 2022.

School Safety Workgroup Members:

Principal: Alicia Doolittle

Teachers: Seth Lewis, Karen Hansen

Parents: Tom West, Sarah Diaz-Bastin, Gina Galvan, Emily Tatro, Felipe Gamboa, Karina Vega, Josie Montes

Classified Employees: Jeff Cortez, Sandra Traub, Patricia Martinez

Law Enforcement Agency Representative: Juan Trujillo

Key Dates of Plan Development and Approval Date(s):

2/15/2022 - Staff review of the Comprehensive School Safety Plan (CSSP)

2/15/2022 - Representative of law enforcement agency review of Comprehensive School Safety Plan (CSSP)

2/15/2022 - Allow members of the public the opportunity to review and express opinions about the CSSP

3/1/2022 - Submission to Santa Cruz County Office of Education for audit review

The Comprehensive School Safety Plan for the 2021-22 school year was shared with families on February 15, 2021, during the Site Management Team meeting and published on the school's website.

Key elements of the plan include:

General School Information

School Crime Statistics

School Safety Practices

Child Abuse and Neglect Reporting

Emergency/Disaster Preparedness Training Schedule

Emergency Procedures

Suspension and Expulsion Policy

Staff Notification of Dangerous Students

Nondiscrimination/Harassment Policy

Dress Code

Rules and Procedures for School Discipline

Bullying Prevention

Positive School Climate

Uniform Complaint Procedure

Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act

Procedures for Safe Ingress and Egress of Students, Parents and Employees

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22		1	
1	23		1	
2	22		1	
3	22		1	
4	30		1	
5	31		1	
6	29		1	
Other	16	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	22		1	
1	22		1	
2	22		1	
3	23		1	
4	31		1	
5	30		1	
6	30		1	
Other	21		1	

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	22		1	
1	22		1	
2	22		1	
3	22		1	
4	30		1	
5	30		1	
6	30		1	
Other	21		1	

2021-22 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	0

2021-22 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.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$9,271	\$171	\$9,100	\$69,417
District	N/A	N/A	\$6,874	\$67,516
Percent Difference - School Site and District	N/A	N/A	27.9	2.8
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	31.9	-24.0

2021-22 Types of Services Funded

Students at Linscott Charter School enjoy a rich and diverse, interdisciplinary curriculum. All curriculum is enriched through hands-on applications, project-based learning, and by engaging our community partners to extend opportunities beyond the classroom. In typical years, classes participate in frequent field trips that serve to enhance their learning and reinforce the California State Standards. Linscott offers Music for students in Kindergarten-6th grades and Physical Education for Kindergarten-8th grades. The students in 6th-8th grades also take part in Exploratory classes that include art, music, sports, mentoring, etc. As part of our environmental focus, garden activities are included in the curriculum and we have a school-wide recycling program.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Our school and our authorizing district offer numerous training opportunities and professional development throughout the year. Staff members have regular opportunities for both training and collaboration. All teachers new to the school receive additional support and training to onboard them and welcome them into the Linscott community. In the 2022-23 school year, teachers have met twice per month as a staff for collaboration regarding cohort data analysis, professional development on new curriculum, a focus on conflict resolution, and aligning writing instruction K-8.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	11	8	8