



Site Management Team Regular Meeting Agenda and Packet

Date: January 22, 2026

Time: 6:00 pm

Location: In-Person in the Lion's Lair Humanities and via Zoom

Zoom:

<https://us02web.zoom.us/j/8225504281>

Meeting ID: 822 550 4281

Passcode: Linscott

Dial-in (Audio only)

(669) 900 6833

Meeting ID: 822 550 4281

Passcode: 34121032

Open Session

**Call to Order/ Roll Call and Establishment of Quorum
Approval of Agenda**

Regular Business:

1. Read Mission Statement
2. Correspondence
3. Announcements & Appreciations

Student Council Report

PVFT Report

LFKF Report

Director's Report

Public Comments on Regular or Non-Agenda Items*

Consent Agenda:

Meeting Minutes: 12/18/25

Action & Discussion Items:

1. (Action) Approve Extreme Weather and Outdoor Activity Protocols Policy and AR
2. (Action) Approve the 2025 School Accountability Report Card
3. (Presentation) Midyear LCAP Update

Adjournment

**There will be a brief public comment session prior to each agenda item. Comments may be limited to 3 minutes.*

Sesión Abierta

**Llamada al Orden/Lista y Establecimiento de Quórum
Aprobación del Orden del Día**

Asuntos Regulares:

1. Leer la Declaración de Misión
2. Correspondencia
3. Anuncios y Agradecimientos

Informe del Consejo Estudiantil

Informe de PVFT

Informe de LFKF

Informe del Director

Comentarios del público sobre temas regulares o no incluidos en el orden del día*

Orden del día consensuado:

Acta de la reunión: 18/12/25

Puntos de acción y debate:

1. (Acción) Aprobar la Política y el Informe de Responsabilidad Escolar (AR) sobre Protocolos para Clima Extremo y Actividades al Aire Libre
2. (Acción) Aprobar el Informe de Responsabilidad Escolar 2025
3. (Presentación) Actualización de mitad de año del LCAP

Aplazamiento

**Habrá un breve turno de comentarios del público antes de cada punto del orden del día. Los comentarios podrán tener una duración máxima de 3 minutos.*

CONSENT

AGENDA ITEMS

A consent agenda groups discussion points into a single agenda item. The grouped items can be approved in one action (a vote to approve the Consent Agenda) rather than through the filing of multiple motions. If a member of the SMT would like to discuss one item from the consent agenda in isolation, the SMT member may request to pull the item out of the consent agenda and add it to the regular agenda during the approval of the agenda.



Linscott Charter School
Site Management Team Meeting

December 18th 2025

Zoom

Time:	Item:		
Call to order: 5:34 PM	<u>SMT Members Present via Zoom:</u> <ul style="list-style-type: none">• Sarah Diaz-Bastin• Alison Guerin• Alyssa Khan• Emily Villaron• Lety Perez• Felipe Gamboa• Araceli Gonzalez• Josie Montes	<u>SMT Members Absent:</u> <ul style="list-style-type: none">•	<u>Linscott Staff/Community Members Present:</u> <ul style="list-style-type: none">• Alicia Doolittle, Director• Heidi Claypool, Teacher• Brandon Diniz, PVFT• Radhika Kirkman, PVFT
Approval of Agenda			Motion: Motion to approve the agenda as written. Moved: Lety Seconded: Sarah Yes: 8 No: 0 Abstain: 0 Absent: 0
Read Mission Statement: Alison Guerin			
Correspondence	<ul style="list-style-type: none">• Multiple correspondence about facilities around campus		
Announcements & Appreciations	<ul style="list-style-type: none">• Alicia - Huge shoutout to Patti for really knocking the 12 Days of Gratitude out of the park.• Alicia - Kudos to staff who are organizing the WInter Camp.		



	<ul style="list-style-type: none">• Alicia - Huge shoutout to all the teachers who are powering through this week, when excitement is high due to the upcoming Winter Break, while balancing academics and fun.• Sarah - Shoutout to Alicia and Jessica for the Winter Concert. It was lovely!• Josie: Shout-out to Lisa for organizing so many unique and enriching opportunities for the 8th graders. The class went to San Francisco to a podcast studio and ice skating. Lisa also organized a visit from PVUSD and the Watsonville Mayor to discuss social and environmental concerns.
Student Council	<ul style="list-style-type: none">• Tomorrow is class colors day.
PVFT Report	<ul style="list-style-type: none">• The PVUSD Board recently voted to approve mass layoffs to both certificated and classified staff.
LFKF Report	<ul style="list-style-type: none">• Tomorrow, December 19th, is a Mountain Mike's pizza fundraiser.
Director's Report	<ul style="list-style-type: none">• 8th Grade-Brett's Classroom continues to be closed due to needed repairs.• Site visit by PVUSD Facilities Manager to tour the campus and evaluate current and future needs.• Alicia is applying for a grant for facility improvements.• Student enrollment movement in 1st, Rainbow, and 5th Grade, after all moves are complete, Linscott will be at full capacity.• Craft Fair is tomorrow!
<p>PUBLIC COMMENT: The public may comment on the closed session agenda items listed. The Board may not respond except to ask clarifying questions. The length of comments shall be limited to 3 minutes.</p> <ul style="list-style-type: none">• Backpack weight for middle school students.• SMT encourages students to raise their concerns.<ul style="list-style-type: none">○ Can the Student Council support and encourage students to come to the SMT? Via written correspondence or at a meeting.	
AGENDA ITEMS	



1. (Action) Consent Agenda	Meeting Minutes: 11/20/2025	Motion: Motion to approve the agenda as written and meeting minutes from 11/20/2025	Moved: Sarah Seconded: Felipe Yes: 8 No: 0 Abstain:0 Absent:0
2. (Action) Set a rate for Certificated Teachers providing tutoring after school	Approve MOU between PVFT and Linscott to set a rate for Certificated Teachers providing tutoring after school. Public Comment: None Board Discussion: <ul style="list-style-type: none">Importance of high-quality tutors for Linscott students.The tutoring sessions will vary based on the teacher's availability.ELOP funds will be used, so the tutoring must take place after school.When ELOP funding ends, where will funding come from? The MOU is until the end of this school year, so the funds are secure. Next year, a new MOU can be executed if funding is available.There are still many details to work out, especially the teachers' interest in tutoring.Students with the highest level of need will be prioritized.	Motion: Motion to approve the MOU between PVFT and Linscott to set a rate for Certificated Teachers providing tutoring after school.	Moved: Josie Seconded: Felipe Yes: 8 No: 0 Abstain:0 Absent:0
Meeting Adjournment: 6:43 pm			
Next meeting: January 2026			

ACTION ITEMS

Action items are intended to result in a vote. An action item may be discussed and then tabled or moved to another meeting if board members feel there is insufficient information to make a motion or take action. Action items pass with a majority vote.

Action Item Information**Title of Item:** Approve Extreme Weather and Outdoor Activity Protocols Policy and AR**Meeting Date:** 1/22/26**Session:** Open**Summary:**

Beginning January 1, 2026, the California Department of Education (CDE) is required to compile and post standardized guidelines that specify temperature thresholds or index ratings that trigger modifications to pupil physical activities during extreme weather conditions.

These guidelines are designed to support local planning and include best-practice considerations for hazardous environmental conditions that may affect pupil safety during physical activity, including:

- Extreme heat
- Air quality events
- Excessive precipitation
- Flooding
- Other unusually severe environmental conditions that may pose harm to pupils

Paquete del equipo de administración del sitio de la escuela autónoma Linscott

Información del tema de acción**Título del punto:** Aprobar la Política y el Reglamento de Actividades al Aire Libre para Clima Extremo**Fecha de la reunión:** 22/01/2026**Sesión:** Abierta**Resumen:**

A partir del 1 de enero de 2026, el Departamento de Educación de California (CDE) debe recopilar y publicar directrices estandarizadas que especifiquen los umbrales de temperatura o índices de temperatura que obliguen a modificar las actividades físicas de los alumnos durante condiciones climáticas extremas.

Estas directrices están diseñadas para apoyar la planificación local e incluyen consideraciones sobre las mejores prácticas para condiciones ambientales peligrosas que puedan afectar la seguridad de los alumnos durante la actividad física, incluyendo:

- Calor extremo
- Eventos relacionados con la calidad del aire
- Precipitaciones excesivas
- Inundaciones
- Otras condiciones ambientales inusualmente severas que puedan perjudicar a los alumnos

LINSCOTT CHARTER SCHOOL

Instruction

EXTREME WEATHER SAFETY AND OUTDOOR ACTIVITY PROTOCOLS **Board Policy**

Purpose

The Site Management Team, Linscott Charter School's governing board, is committed to ensuring the health and safety of students and staff during periods of extreme weather. This policy establishes clear expectations for monitoring weather conditions, modifying or restricting outdoor activities, and communicating with the school community in alignment with California Education Code requirements and guidance from the California Department of Education.

Applicability

This policy applies to all school-sponsored activities, including but not limited to physical education, recess, athletics, outdoor instruction, and extracurricular activities, whether conducted on or off campus.

Extreme Weather Conditions

For purposes of this policy, extreme weather conditions may include, but are not limited to:

- Excessive heat or elevated heat index levels
- Poor air quality as indicated by the Air Quality Index (AQI)
- Heavy rain, flooding, or unsafe ground conditions
- Other weather-related conditions that may pose a risk to student or staff safety

Policy

The Administrative Director or designee shall implement procedures to protect students and staff during extreme weather conditions by:

Establishing Criteria

Developing and maintaining clear criteria for determining when outdoor activities should be modified, relocated, or canceled based on recognized health and safety guidance, including temperature, heat index, air quality, and local safety advisories.

Monitoring Conditions

Regularly monitoring weather forecasts, air quality reports, and local public safety advisories, and assessing on-site conditions as needed to make informed decisions.

Modifying Outdoor Activities

When extreme weather conditions are present, modifying outdoor activities as appropriate, which may include reduced activity levels, increased rest and hydration breaks, relocation to shaded or indoor areas, or cancellation of outdoor activities.

Providing Alternative Activities

Ensuring that reasonable indoor or sheltered alternatives are available when outdoor activities are restricted, while maintaining appropriate supervision and age-appropriate engagement for students.

Communication

Communicating decisions related to extreme weather impacts in a timely manner to staff, students, and parents/guardians using established school communication methods.

Staff Awareness and Training

Ensuring staff are informed about this policy and are able to recognize signs of weather-related illness or distress, including appropriate response actions.

Coordination and Review

Considering guidance from local health, emergency, and weather authorities when making decisions, and reviewing this policy periodically to ensure continued alignment with state guidance and best practices.

Responsibility

The Administrative Director or designee is responsible for the implementation and oversight of this policy.

Adoption: January 22, 2026

Review: Annually

LINSCOTT CHARTER SCHOOL
EXTREME WEATHER SAFETY AND OUTDOOR ACTIVITY PROCEDURES
Administrative Regulation

I. Purpose

These procedures implement the Board Policy on Extreme Weather Safety and Outdoor Activity Protocols adopted by the Site Management Team, Linscott Charter School's governing board. They establish consistent steps for monitoring weather conditions, making activity decisions, and communicating with the school community to protect student and staff safety.

II. Responsibility

The Administrative Director or designee is responsible for overseeing implementation of these procedures. Day-to-day monitoring and activity adjustments may be delegated to site leadership, teachers, and program coordinators as appropriate.

III. Monitoring Weather Conditions

Weather and environmental conditions shall be monitored during seasons when extreme conditions are likely.

Monitoring sources may include:

- National Weather Service (NWS)
- Local weather forecasts
- Air Quality Index (AQI) reports (e.g., AirNow)
- Local health department or emergency advisories
- On-site conditions (heat, air quality, ground safety) shall be assessed prior to and during outdoor activities.

IV. Decision-Making Criteria

The Administrative Director or designee shall use established guidance and professional judgment to determine when outdoor activities should be:

- Conducted as planned
- Modified (e.g., reduced intensity, shorter duration)
- Relocated to shaded or indoor spaces
- Cancelled

Decisions may be based on:

- Temperature and heat index
- AQI levels
- Weather advisories or warnings

- Student age, activity intensity, and duration
- Availability of shade, hydration, and rest opportunities

V. Modifications to Outdoor Activities

When extreme weather conditions are present, reasonable modifications may include:

- Increasing access to drinking water and hydration breaks
- Scheduling rest periods in shaded or indoor areas
- Reducing physical exertion
- Shortening outdoor activity duration
- Moving activities indoors or under covered areas
- Cancelling outdoor activities when conditions are unsafe

VI. Indoor or Alternative Activities

Staff shall be prepared to implement indoor or sheltered alternatives when outdoor activities are restricted.

Alternative activities shall be:

- Age-appropriate
- Adequately supervised
- Designed to maintain student engagement while prioritizing safety

VII. Communication Procedures

Staff shall be notified promptly when outdoor activities are modified or cancelled due to weather conditions.

Parents/guardians shall be informed when:

- Scheduled outdoor activities are significantly altered
- Field trips, athletics, or special events are affected
- Communication may occur via email, text message, school communication platforms, or other established methods.

VIII. Staff Awareness and Response

Staff supervising outdoor activities shall be attentive to signs of weather-related illness or distress, including:

- Heat exhaustion or heat stroke
- Dehydration
- Respiratory distress
- Students exhibiting signs of distress shall receive immediate attention and follow established health and safety procedures.

IX. Documentation and Review

Significant weather-related decisions impacting outdoor activities may be documented for reference and review.

Any weather-related incidents involving student or staff health shall be reviewed by the Administrative Director or designee to inform future practice.

These procedures shall be reviewed periodically and updated as needed to reflect current guidance and school practices.

Adoption: January 22, 2026

Review: Annually

Action Item Information

Title of Item: Approve 2025 School Accountability Report Card

Meeting Date: 1/22/26

Session: Open

Summary:

The purpose of the School Accountability Report Card is to provide important information about each school so parents/caregivers can make meaningful comparisons between public schools that will enable them to make informed decisions on the school in which to enroll their children. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Paquete del equipo de administración del sitio de la escuela autónoma Linscott

Información del tema de acción

Título del punto: Aprobación del Informe de Responsabilidad Escolar 2025

Fecha de la reunión: 22/1/26

Sesión: Abierta

Resumen:

El propósito del Informe de Responsabilidad Escolar es proporcionar información importante sobre cada escuela para que los padres/tutores puedan realizar comparaciones significativas entre las escuelas públicas, lo que les permitirá tomar decisiones informadas sobre la escuela en la que matricular a sus hijos. Un Informe de Responsabilidad Escolar (SARC) puede ser una forma eficaz para que una escuela informe sobre su progreso en el logro de sus objetivos. El público también puede utilizar un SARC para evaluar y comparar las escuelas según diversos indicadores.

Linscott Charter 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.

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/>.

2025-26 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/
Grade Span	K-8
County-District-School (CDS) Code	44697996049720

2025-26 District Contact Information

District Name	Linscott Charter School
Phone Number	(831) 786-2100
Superintendent	Dr. Heather Contreras
Email Address	alicia_doolittle@pvusd.net
District Website	https://linscott.pvusd.net/

2025-26 School Description and Mission Statement

Linscott Charter School is a small K-8 public charter school located in the heart of Watsonville, serving 259 students from a diverse range of backgrounds. With one classroom per grade level, Linscott is intentionally designed to foster strong, meaningful relationships among students, staff, and families. Our school culture emphasizes inclusion, collaboration, and community engagement, supported by a dedicated and innovative staff who are deeply committed to inspiring children through creative, hands-on instruction. As a parent participation school, families play an active role in the life of the school, strengthening the connection between home and classroom and reinforcing a shared commitment to student success.

Linscott's mission is grounded in individualized, experiential learning that encourages academic excellence while nurturing

2025-26 School Description and Mission Statement

creativity, confidence, and critical thinking. Through collaboratively governed structures and strong family partnerships, students engage in active learning that builds both academic and social-emotional skills. Our Local Control and Accountability Plan (LCAP) goals focus on improving student achievement in English Language Arts and Mathematics for all students, with targeted supports for English learners, foster youth, and socioeconomically disadvantaged students. We are equally committed to maintaining a safe, inclusive, and supportive school environment, expanding high-quality extended learning opportunities, and fostering meaningful family engagement. Together, these priorities ensure that Linscott students are supported academically, socially, and emotionally, preparing them to be thoughtful, capable, and engaged members of their community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	29
Grade 2	29
Grade 3	29
Grade 4	29
Grade 5	30
Grade 6	30
Grade 7	30
Grade 8	30
Total Enrollment	258

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	0.4
Filipino	0.8
Hispanic or Latino	84.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.5
White	10.9
English Learners	24
Homeless	3.1
Socioeconomically Disadvantaged	65.9
Students with Disabilities	11.2

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.

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	100	643.5	73.1	234405.2	84
Intern Credential Holders Properly Assigned	0	0	9.5	1.08	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	169.1	19.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	14.7	1.67	11953.1	4.28
Unknown/Incomplete/NA	0	0	43.4	4.93	15831.9	5.67
Total Teaching Positions	10	100	880.2	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)	10	100	654.1	75.54	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.3	1.07	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	161.6	18.67	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	20.2	2.33	11746.9	4.23
Unknown/Incomplete/NA	0	0	20.6	2.38	14303.8	5.15
Total Teaching Positions	10	100	865.9	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)	10	100	622.4	74.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.3	1.23	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	130.1	15.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15	1.8	12112.8	4.34
Unknown/Incomplete/NA	0	0	58.7	7.02	13705.8	4.91
Total Teaching Positions	10	100	836.7	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	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	0	0	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	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

Grades K-3
 Houghton Mifflin Math in Focus
 Houghton Mifflin Journeys
 Primary Phonics
 Heggerty Phonics
 History Alive!
 Super Kids
 Handwriting Without Tears
 Mystery Science

Grades 4-5
 Houghton Mifflin Math in Focus
 Houghton Mifflin Journeys
 History Alive!
 Mystery Science

Grades 6-8
 Houghton Mifflin Math in Focus
 Houghton Mifflin Collections
 History Alive
 Open Sci Ed

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

August 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	K-8 Houghton Mifflin Journeys/Collections 2016	0
Mathematics	K-8 Houghton Mifflin Math in Focus 2013/2016	0
Science	K-5 Mystery Science, Open Sci Ed	0
History-Social Science	K-8 History Alive! 2010	0

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

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

July 2023

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			There is a continual need for maintenance on the 8 portables on campus. They experience leaks and need to be replaced. Linscott is working with the district to handle all needs through work orders and anticipate modernizing this portion of the campus within the next 10 years.
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)	51	54	25	27	47	48
Mathematics (grades 3-8 and 11)	37	34	18	18	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	179	173	96.65	3.35	54.34
Female	87	86	98.85	1.15	53.49
Male	92	87	94.57	5.43	55.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	148	143	96.62	3.38	51.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	68.18
English Learners	34	33	97.06	2.94	30.30
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	98	95.15	4.85	51.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	23	92.00	8.00	17.39

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	179	172	96.09	3.91	33.72
Female	87	85	97.70	2.30	29.41
Male	92	87	94.57	5.43	37.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	148	142	95.95	4.05	28.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	59.09
English Learners	34	32	94.12	5.88	21.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	97	94.17	5.83	29.8
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	23	92.00	8.00	9.5

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)	22	20.5	14.71	15.83	30.73	32.52

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	60	59	98.33	1.67	20.5
Female	30	29	96.67	3.33	20.69
Male	30	30	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	52	51	98.08	1.92	17.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	36	97.30	2.70	11.11
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.

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
Grade 5	100	100	100	97	100
Grade 7	97	97	97	93	97

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

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 100% of the Linscott Site Management Team.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	272	262	46	17.6
Female	132	126	22	17.5
Male	140	136	24	17.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	228	221	36	16.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	30	28	6	21.4
English Learners	65	63	10	15.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	181	173	32	18.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	37	6	16.2

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
0	0	0.37	4.72	4.8	4.28	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	0	0	0.07	0.09	0.01	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	0.37	0.00
Female	0.00	0.00
Male	0.71	0.00
Non-Binary	0.00	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	0.44	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 School Safety Plan

Linscott Charter School maintains a Comprehensive School Safety Plan (CSSP) that is reviewed and updated annually in compliance with California Education Code requirements. The 2024–2025 CSSP was developed by the School Safety Planning Committee, which includes school administration, teachers, parents, classified staff, and a law enforcement representative. The plan was reviewed with opportunities for public input on February 27, 2025, and was formally reviewed and approved by the Linscott Governing Board (Site Management Team) on February 27, 2025. The completed plan was submitted to the Santa Cruz County Office of Education for audit review on February 28, 2025. The CSSP is shared with faculty annually and discussed through staff trainings, emergency drills, and safety briefings to ensure staff awareness and preparedness.

The Comprehensive School Safety Plan outlines a wide range of strategies and procedures designed to maintain a safe, inclusive, and supportive learning environment. Key elements include emergency and disaster preparedness procedures (fire, earthquake, lockdown, shelter-in-place, and ALICE protocols), child abuse reporting procedures, bullying prevention and nondiscrimination policies, mental health and crisis response protocols, and procedures for safe ingress and egress of students and families. The plan also addresses restorative practices, threat assessment procedures, opioid overdose response, instructional continuity during emergencies, and accommodations for students with disabilities. Staff receive annual training in emergency procedures, mandated reporting, and school safety protocols to ensure consistent implementation across campus.

Linscott Charter School's CSSP reflects a proactive, prevention-focused approach to school safety that is grounded in collaboration, clear communication, and community engagement. By aligning safety planning with social-emotional learning, restorative practices, and strong family partnerships, the school prioritizes both physical safety and student well-being. The CSSP is treated as a living document and is reviewed annually to ensure it remains responsive to the evolving needs of the school community and continues to support a safe and welcoming environment for all students, staff, and families.

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	22	0	1	0
1	22	1	1	0
2	22	0	1	0
3	22	0	1	0
4	30	0	1	0
5	30	0	1	0
6	30	0	1	0
Other	21	0	1	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	22	0	1	0
1	22	0	1	0
2	22	0	1	0
3	22	0	1	0
4	30	0	1	0
5	30	0	1	0
6	30	0	1	0
Other	21	0	1	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	22		1	
1	22		1	
2	22		1	
3	22		1	
4	30		1	
5	30		1	
6	30		1	
Other	21		1	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	
Other	

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	\$13,752	\$2,415	\$11,337	\$85,234
District	N/A	N/A	\$6,874	\$84,664
Percent Difference - School Site and District	N/A	N/A	49.0	0.7
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	1.7	-19.6

Fiscal Year 2024-25 Types of Services Funded

Students at Linscott Charter School benefit from a well-rounded program designed to support academic achievement, social-emotional development, and student engagement. Instruction is grounded in an interdisciplinary, hands-on approach that emphasizes project-based learning, real-world application, and meaningful connections to the community. Teachers regularly integrate experiential learning opportunities, including field trips and community partnerships, to reinforce California State Standards in English Language Arts, Mathematics, Science, and Social Studies. These experiences are intentionally designed to deepen understanding, increase student engagement, and support diverse learning styles.

To support LCAP goals related to improving academic outcomes—particularly for English learners, socioeconomically disadvantaged students, and foster youth—Linscott provides targeted instructional supports within the school day and through extended learning opportunities. These include small-group and individualized academic support in ELA and Mathematics, intervention services aligned to classroom instruction, and access to extended learning programs that reinforce core academic skills. Social-emotional learning is embedded throughout the school program and supported by restorative practices, mentoring, and access to counseling services, contributing to a safe, inclusive, and supportive school climate.

Fiscal Year 2024-25 Types of Services Funded

Linscott also prioritizes enrichment and whole-child development as key components of its program. Students participate in Music instruction in Kindergarten through 6th grade and Physical Education in Kindergarten through 8th grade. Middle school students engage in Exploratory classes that may include visual and performing arts, athletics, mentoring, and leadership opportunities. Environmental education is woven throughout the curriculum through garden-based learning, outdoor education, and a school-wide recycling program. Together, these services reflect Linscott's commitment to fostering academic growth, creativity, wellness, and strong school-family partnerships in alignment with its LCAP goals.

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	\$58,520	\$62,783
Mid-Range Teacher Salary	\$79,374	\$97,783
Highest Teacher Salary	\$109,309	\$128,020
Average Principal Salary (Elementary)	\$122,944	\$160,224
Average Principal Salary (Middle)	\$129,647	\$166,992
Average Principal Salary (High)	\$142,021	\$180,971
Superintendent Salary	\$251,876	\$313,465
Percent of Budget for Teacher Salaries	22.74%	30.05%
Percent of Budget for Administrative Salaries	5.42%	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. Teachers meet twice per month as a staff for collaboration regarding cohort data analysis, professional development on new curriculum, a focus on positive discipline, and aligning instruction K-8.

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	8	8	8

Presentation Item Information

Title of Item: Midyear LCAP Update

Meeting Date: 1/22/26

Session: Open

Summary:

California's LCAP (Local Control and Accountability Plan) mid-year update requires Local Educational Agencies (LEAs) to present available data on outcomes, expenditures, and action implementation for their governing board by February 28th, focusing on progress toward goals for specific student groups like foster youth, English learners, and low-income students.

Paquete del equipo de administración del sitio de la escuela autónoma Linscott

Información del tema de acción

Título del punto: Actualización de mitad de año del LCAP

Fecha de la reunión: 22/1/26

Sesión: Abierta

Resumen:

La actualización de mitad de año del LCAP (Plan de Control y Rendición de Cuentas Local) de California exige que las Agencias Educativas Locales (LEA) presenten a su junta directiva los datos disponibles sobre resultados, gastos e implementación de acciones antes del 28 de febrero, centrándose en el progreso hacia las metas para grupos estudiantiles específicos, como jóvenes en hogares de acogida, estudiantes de inglés como segundo idioma y estudiantes de bajos recursos.