



Site Management Team Special Meeting Agenda and Packet

Date: June 11, 2026

Time: 5:30 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

Director's Report

Public Comments on Regular or Non-Agenda Items*

Consent Agenda:

None

Action & Discussion Items:

1. (Action) 26-27 SMT Officers
2. (Action) Math Specialist Job Description
3. (Discussion) Promotion/Retention
4. (Discussion) 2026-27 LCAP
5. (Discussion) Budget Overview For Parents

Adjourn to Closed Session

Closed Session

1. PUBLIC EMPLOYEE Appointment:
Interim 4th Grade Teacher and Math Specialist

Adjourn to Open Session

Open Session

1. Report out on action taken in Closed Session

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 Director

**Comentarios del público sobre temas ordinarios o no
incluidos en la agenda***

Agenda de consentimiento:

Ninguno

Temas de acción y debate:

1. (Acción) Directivos del Equipo de Gestión Escolar 26-27
2. (Acción) Descripción del puesto de Especialista en Matemáticas
3. (Debate) Ascensos/Retención
4. (Debate) Plan de Aprendizaje y Desarrollo Profesional 2026-27
5. (Debate) Resumen del presupuesto para padres

Cierre de sesión a puerta cerrada

Cierre de sesión

1. Nombramiento de empleado público: *Maestro interino de 4.º grado y Especialista en Matemáticas*

Cierre de sesión a puerta abierta

Sesión abierta

Informe sobre las medidas adoptadas en la sesión a puerta cerrada

Aplazamiento

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: 26-27 SMT Officers

Meeting Date: 6/11/26

Session: Open

Summary:

The SMT will nominate and vote for new officers for the 26-27 school year.

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

Información sobre el tema de acción

Título del punto: Directivos del SMT 26-27

Fecha de la reunión: 11/06/26

Sesión: Abierta

Resumen:

El SMT nominará y votará por los nuevos directivos para el año escolar 26-27.

Action Item Information

Title of Item: Math Specialist Job Description

Meeting Date: 6/11/26

Session: Open

Summary:

Linscott has an existing Reading Specialist job description but does not currently have one for a Math Specialist. The proposed Math Specialist job description has been developed to allow the position to be filled by either a certificated or classified employee, with certificated preferred. This structure gives the school maximum flexibility in hiring.

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

Información sobre el tema de acción

Título del punto: Descripción del puesto de Especialista en Matemáticas

Fecha de la reunión: 11/06/2026

Sesión: Abierta

Resumen:

Linscott cuenta con una descripción del puesto de Especialista en Lectura, pero actualmente no tiene una para Especialista en Matemáticas. La descripción propuesta para el puesto de Especialista en Matemáticas se ha elaborado para que pueda ser ocupada tanto por un empleado certificado como por un empleado administrativo, con preferencia por un empleado certificado. Esta estructura ofrece a la escuela la máxima flexibilidad en la contratación.



Math Specialist Job Description Certificated or Classified Employee Position (Certificated Preferred)

Job Specifications

Under the direction of the Administrative Director, the Math Specialist independently delivers a mathematics intervention and support program within the framework of the Common Core State Standards, California curriculum frameworks, Linscott pedagogy, and in accordance with school policies and legal statutes.

Minimum Qualifications

- Bachelor's degree
- Multiple Subject Teaching Credential for the State of California, OR demonstrated equivalent experience in mathematics instruction or intervention (for classified applicants)

Desirable Qualifications

- Supplementary Authorization in Mathematics
- Cross-cultural language and academic development emphasis (CLAD) or equivalent
- Experience teaching or supporting math instruction in charter schools and/or California public schools
- Experience working within a diverse, multicultural community
- Ability to speak, read, and write in Spanish

Required Skills

- Ability to collaborate with teachers individually to identify the mathematics needs of students, to set learning goals and targets, and to problem solve with teachers to develop best practices for continuous academic growth in mathematics
- Assist teachers with the collection of data, analysis of data results, and support the sharing of findings with all staff
- Teach targeted mathematics intervention to small groups of students daily using research-based strategies through a push-in model of instruction
- Meet regularly with the classroom teacher to plan math instruction that correlates with the individual student's needs or as requested by the classroom teacher
- Attend professional development to enhance knowledge of pedagogy and content, especially mathematics
- Commitment to professional growth through participation in professional learning communities and development opportunities
- Enthusiastic and effective teaching style
- Strong oral and written communication skills
- Strong interpersonal skills

Duties Related to Planning and Preparation:

The Math Specialist will possess a comprehensive understanding of the content to be taught, knowledge of the students' backgrounds (personal, social, educational), and design effective instruction and assessment. More specifically, the Math Specialist will:

- Design sequential and effective standards-based instruction that engages all students in learning
- Select and generate appropriate instructional goals and objectives that demonstrate a strong knowledge of mathematics content
- Accurately assess student learning through formative and summative assessment
- Demonstrate a variety of instructional and assessment techniques that appropriately meet students' diverse needs and learning styles

Duties Related to the Learning Environment:

The Math Specialist will establish an environment conducive to learning, including both the physical and interpersonal aspects of the environment. More specifically, the Math Specialist will:

- Create an environment of respect and rapport that honors the dignity of all learners
- Establish a culture of learning and an environment of positive social interaction that actively engages students in learning and self-motivation
- Establish and implement appropriate procedures that effectively manage student behaviors

Duties Related to Instruction:

The Math Specialist will engage students in learning. Specifically, the Math Specialist will:

- Communicate clearly and accurately in explaining lesson objectives and assignments; in maintaining clear, firm, and reasonable work standards; and in other areas of instruction as appropriate
- Effectively adapt instruction based on formative assessment to ensure student learning
- Use appropriate and varied instructional techniques that effectively utilize resources to maximize student learning

Duties Related to Personal/Professional Responsibilities:

The Math Specialist will display a high level of professionalism. Specifically, the Math Specialist will:

- Grow and develop professionally, seeking out opportunities to improve educational knowledge
- Demonstrate a commitment to the betterment of the school through enthusiastic participation on committees and non-instructional duties as assigned
- Exhibit a high level of professionalism at all times by efficiently handling administrative matters, speaking and writing effectively, properly adhering to internal procedures and policies, effectively interacting and clearly communicating with co-workers and families, and maintaining accurate records

Duties Related to Professional Development

- Participate in the Linscott teacher evaluation program
- Participate in all required in-service trainings, and take advantage of optional trainings
- Identify and pursue other professional development programs and activities as needs arise and opportunities present themselves
- Participate in grade-level, and school-wide curriculum planning and coordination, as well as various school committees

Physical Demands

Incorporated within one or more of the essential functions of this position are the following essential physical requirements:

- Ability to see for the purposes of reading instructional materials, documents and other printed matter, for observing students and for the safe operation of equipment

- Ability to hear and understand speech at normal levels in person and/or on the telephone
- Ability to communicate so others will be able to clearly understand a normal conversation in person and/or on the telephone
- Ability to operate computer, typewriter, calculator, copy machine, telephone and other office equipment with dexterity and in a safe and efficient manner
- Ability to routinely lift/carry office supplies and printed materials weighing up to 25 pounds
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and to reach overhead
- Physical stamina sufficient to sustain light physical labor for up to 8 hours, sit and/or walk for prolonged periods of time
- Physical mobility sufficient to move about the work environment (office, district, school site to site) for sustained periods of time on hard flooring, climb slopes, stairs, ramps, and to respond to emergency situations
- Physical strength sufficient to periodically lift and/or carry 40 pounds of materials or supplies; occasionally lift 80 or more pounds with assistance
- Occasionally push and/or pull a variety of tools, equipment, or objects weighing 80 or more pounds

Working Conditions

School working environment subject to bending, crouching or kneeling to assist students, pushing/pulling and lifting of instructional equipment and supplies, sitting on chairs and/or floor and leaning over desks for prolonged periods of time and reaching in all directions. Typically indoor work environment; may require some limited exposure to outdoor environment in order to supervise students. When working outdoors may be exposed to a wide range of temperatures; with exposure to extreme weather conditions, which include but are not limited to; heat, cold, rain, wind, and high humidity.

Compensation

Salary commensurate with qualifications and experience.

Equal Opportunity & Accessibility

Selection will be based solely on merit and will be without discrimination because of age, sex, sexual orientation, race, color, religion, national origin, marital status, physical or mental disability, veteran status, or genetic information. Linscott Charter School is an Equal Opportunity Employer (EOE).

SMT Approved ___/___/_____

DISCUSSION ITEMS

Discussion items are intended to allow for discussion and questions. No action may be taken on a discussion item. Discussion items may not be changed to action items.

PROMOTION/ACCELERATION/RETENTION

The Board of Education expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the following criteria.

Students shall be identified on the basis of the assessment results on that state's Standardized Testing and Reporting Program and the minimum levels of proficiency recommended by the State Board of Education, and/or grades and other indicators of academic achievement, as established by Board policy.

Special Education students will follow the specific criteria for grade to grade promotion as set by the Individual Education Plan (IEP) Team.

English Learner students must demonstrate yearly progress toward meeting grade level standards in English.

When any student in grades 2-8 is retained or recommended for retention, the Superintendent or designee shall offer programs of direct, systematic, and intensive supplemental instruction in accordance with Education Code 37252.2 and Board policy.

Legal Reference: (see next page)

PROMOTION/ACCELERATION/RETENTION

Acceleration from Kindergarten to First Grade before the end of the Kindergarten year

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work. (Education Code 48011)

Admission shall be subject to the following minimum criteria: (5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
4. The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.
5. A Student Study Team (SST) will review all potential accelerations from kindergarten to first grade. The SST will include an administrator, a classroom teacher, other support personnel, parent/guardian.

Continuation/Retention in Kindergarten

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300)

Continuation/Retention in First Grade

California Education Code 48070.5 does not mandate retention in first grade. Students who have completed first grade shall be admitted to second grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in first grade. Whenever a student is to continue in first grade for an additional year, the Superintendent or designee shall secure an agreement signed by the parent/guardian stating that the student shall continue in first grade for not more than one additional year.

PROMOTION/ACCELERATION/RETENTION (continued)**Retention at Other Grade Levels**

The Superintendent or designee shall identify student who should be retained or who are at risk of being retained at the following grade levels (Education Code 48070.5):

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between grades 5 and 6 (K-6 setting)
5. Between the end of the intermediate grades and the beginning of the middle school grades. Students should remain no longer than 7 years in a K-5 setting and no longer than 8 years in a K-6 setting.
6. Between the end of the middle school grades and the beginning of the high school grades. Students in the middle school should remain no longer than four years, and in junior high no longer than three years.

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades 4 and 5, and 5 and 6, between intermediate and middle school grades, and between middle school grades and high school grades (Education Code 48070.5).

Students shall be identified on the basis of either statewide assessment results, assessment results on the State's Standardized Testing and Reporting Program and the minimum levels of proficiency recommended by the State Board of Education, and/or grades and other indicators of academic achievement, as established by Board policy.

Elementary Promotion/Retention Assessment Guidelines (Exhibit A)

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

PROMOTION/ACCELERATION/RETENTION (continued)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion (Education Code 48070.5). Students who attend summer school may be provisionally promoted to the next grade if the teacher determines that the student has made sufficient progress to be successful in the next grade.

All potential retentions/promotions must be reviewed by a Student Study Team (SST). The SST will include an administrator, a classroom teacher, other support personnel, parent/guardian and student, where appropriate.

English Learners (ELLs)

In the district, English learners shall be identified for promotion/retention by examining the student's overall progress acquiring English proficiency during the current year.

- This is determined by examining the student's overall progress acquiring English proficiency during the current year. EL students in a Mainstream or SEI program shall make sufficient progress in English language acquisition each year in order to attain the district minimum standards for promotion of English learners by the end of three years. (Exhibit A)
- If an EL student is in a Waivered Bilingual program at the elementary grades, the student must meet the standards for acquisition of English proficiency by examining the student's overall progress as well as progress acquiring English proficiency during the current year. EL students in a Waivered Bilingual program shall make sufficient progress in English language acquisition each year in order to attain "reasonable proficiency in English" by the end of six years. (Exhibit A)

Special Education

- Promotion and Retention of students with disabilities will be addressed by the IEP team.
- Students with disabilities instructed in the general education curriculum will be given the necessary support and services, including accommodations, and modification as designated in their IEPs, which insure them the opportunity to meet promotion requirements as stated in this policy.

PROMOTION/ACCELERATION/RETENTION (continued)

Identification of At-Risk Students

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student (Education Code 48070.5).

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

Once a student is identified as at-risk of retention, teachers must contact parents monthly to inform them of their child's progress. Monthly contacts may include phone calls, report cards, progress reports or conferences. The teacher will provide documentation of these contacts. (Exhibit B)

Appeal Process

The teacher's decision to promote or retain a student may be appealed consistent with Board policy, administrative regulation and law.

The burden shall be on the appealing party to show why the teacher's decision should be overruled (Education Code 48070.5).

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

PROMOTION/ACCELERATION/RETENTION (continued)

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board of Education within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board the Board may also meet with the appealing party, the teacher and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

Action Item Information

Title of Item: 2026-2027 LCAP

Meeting Date: 6/11/26

Session: Open

Summary:

This is the public hearing for the 2026-2027 LCAP.

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

Información sobre el tema de debate

Título del punto: 2026-2027 LCAP

Fecha de la reunión: 11/06/2026

Sesión: Abierta

Resumen:

Esta es la audiencia pública para el LCAP 2026-2027.

Action Item Information

Title of Item: 2026-2027 Budget Overview for Parents

Meeting Date: 6/11/26

Session: Open

Summary:

This is the public hearing for the 2026-2027 Budget Overview for Parents.

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

Información sobre el tema de debate

Título del punto: Resumen del presupuesto 2026-2027 para padres

Fecha de la reunión: 11/06/2026

Sesión: Abierta

Resumen:

Esta es la audiencia pública para la presentación del resumen del presupuesto 2026-2027 para padres.