

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

**Tully C. Knoles**

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Tully C. Knoles	District Name	Lincoln Unified
Street	6511 Clarksburg Pl.	Phone Number	(209) 953-8700
City, State, Zip	Stockton, CA 95207	Web Site	www.lusd.net
Phone Number	(209) 953-8776	Superintendent	Dr. Steve Lowder
Principal	Dr. Kirk Nicholas	E-mail Address	slowder@lusd.net
E-mail Address	knicholas@lusd.net		

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## School Description and Mission Statement

This section provides information about the school's goals and programs.

### OUR VISION AND MISSION

The mission of Tully C. Knoles is to maximize the academic and social skills of our students. In order to achieve this, we administer multiple assessments to every child so we are able to "meet them where they are." We use a wide variety of teaching strategies to serve students with various learning styles to achieve advanced or proficient status in the California State Content Standards.

### SCHOOL PROFILE

Tully C. Knoles is a school in the Lincoln Unified School District with a long history of community support and parent involvement. We currently have 860 students enrolled in pre-kindergarten through eighth grade. Our student population is comprised of approximately 40% Hispanic students, 36% European-American students, 15% African-American students, and 6% Asian American. According to our free and reduced lunch applications, 69% of our students are from low-income families. The needs of our students have gradually changed over the years, and our school population now includes fewer percentages of students with limited proficiency in English. A changing population has brought challenges for our staff to refine and improve curriculum and instruction. The educational leaders of Tully C. Knoles use standards based instruction, data analysis, and explicit direct instruction techniques to raise the skill level of all students. Multiple measures and assessments are analyzed regularly to track student progress. These measures, plus the implementation of a schoolwide environmental plan called the NEX Generation, have been the impetus which have resulted in significant increases in student performance. Special education staff may serve non-identified, general education students, as appropriate.

In 2006 – 07, Tully C. Knoles increased its Academic Performance Index (API) by a total of 45 points and met all of its No Child Left Behind Annual Measurable Objectives (AMO) for the first time. As a result, TCK was presented the San Joaquin A+ Award for Best New Innovative Program. In 2006 - 07, Tully C. Knoles students scores increased again. All AMO targets expectations for No Child Left Behind were met for both mathematics and Language Arts. All statistically significant subcategory targets for NCLB were also met. API scores increased by a total of 14 points and all but one subcategory met the Academic Performance Index targets. As a result, TCK has been awarded the prestigious Golden Bell Award for Closing the Achievement Gap by the California School Boards Association for 2007.

Two significant changes to the school environment have occurred as well. With the reconstitution of Village Oaks School, Tully C. Knoles has absorbed 195 new students and eleven new teachers. The school facility is also being transformed reaping the rewards of the Measure P Bond. It is expected that in early 2008 the school will have a new administration office; modular classrooms and other significant school plant improvements have already been completed.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Deborah Keene-Ferrero

**Contact Person Phone Number:** 209 - 953-8775

TCK has two school outreach workers who are charged with working with at risk students and their families. TCK's Title I teacher also plays a significant role in working with parents of our English Language Learners (ELAC) and Title I students. TCK has a outreach program that attempts to reach out to traditionally underrepresented populations, in particular families living in high poverty, Hispanic and African American families.

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## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	56	Grade 5	64
Grade 1	61	Grade 6	60
Grade 2	58	Grade 7	52
Grade 3	59	Grade 8	67
Grade 4	64	Total Enrollment	541

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	16.00%	White (Not Hispanic)	35.86%
American Indian or Alaska Native	0.92%	Multiple or No Response	0.55%
Asian	5.91%	Economically Disadvantaged	60.00%
Filipino	1.00%	English Learners	16.00%
Hispanic or Latino	40.00%	Students With Disabilities	11.00%
Pacific Islander	0.55%		

## Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05			2005-06			2006-07			
	Number of Classrooms			Number of Classrooms			Number of Classrooms			
	Avg. Class Size	1-22	23-32	Avg. Class Size	1-22	23-32	Avg. Class Size	1-22	23-32	33+
English	22.1	2.0	5.0	20.2	3.0	3.0	18	5.0	2.0	--
Mathematics	24	1.0	4.0	21.3	5.0	1.0	25	4.0	2.0	1.0
Science	24.6	--	5.0	21.3	3.0	3.0	21	3.0	2.0	--
Social Science	23.6	2.0	3.0	22.8	3.0	2.0	20	4.0	2.0	--

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## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Our school safety plan was passed, as a living document, by the TCK School Site Council in Spring of 2007. Its purpose was to clearly communicate school policy in the areas of student conduct codes, education codes, evacuation plans, and staff roles in the case of an emergency. The Safety Plan will be reviewed in Spring of 2008; potential changes will be considered then.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	27.80%	28.30%	28.50%	30.90%	25.00%	27.60%
Expulsions	0.00%	0.70%	0.40%	0.40%	0.40%	0.40%

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## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

TCK is going through a multi-million dollar Measure P bond project in 2007; it is projected to be finished sometime in February. TCK will turn 50 years old this year and its facilities are showing some wear. However, the bond project is taken care of much of these issues. Two grants have been written to enhance the TCK Life Lab.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X	-	-	
Mechanical Systems	X	-	-	
Windows/Doors/Gates (interior and exterior)	X	-	-	
Interior Surfaces (walls, floors, and ceilings)	X	-	-	
Hazardous Materials (interior and exterior)	X	-	-	
Structural Damage	X	-	-	
Fire Safety	X	-	-	
Electrical (interior and exterior)	X	-	-	
Pest/Vermin Infestation	X	-	-	
Drinking Fountains (inside and outside)	X	-	-	
Restrooms	X	-	-	
Sewer	X	-	-	
Playground/School Grounds	X	-	-	
Roofs	X	-	-	
Overall Cleanliness	X	-	-	

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	31	29	28	406
Without Full Credential	1	0	0	26
Teachers Teaching Outside Subject Area	4	0	5	--

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	92.3%	7.7%
All Schools in District	75.0%	25.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	55.9%	44.1%

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School
Speech/Language/Hearing Specialist	1.0

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## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts.	0%
Mathematics	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Mathematics.	0%
Science	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Science.	0%
History-Social Science	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in History/Social Science.	0%
Foreign Language	n/a	n/a
Health	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Health.	0%
Science Laboratory Equipment (grades 9-12)	n/a	n/a

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## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,689.00	\$53.00	\$4,159.00	\$56,795.00
District	--	--	--	\$52,996.00
Percent Difference - School Site and District	--	--	--	-7%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	16%	3%

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

TCK has an after school program paid for through ASES funds supporting up to 110 students. The school has a poverty level of 70% and an English Learner population of 17% that is support by a full time teacher and two paraprofessionals. The emphasis of their program is reading. TCK offers to its students a number of supplemental programs: Accelerated Reader, Reading Plus, Rigby, SIPPS, Bellworks, Curriculum Associates, Math Facts in a Flash, and Accelerated Math.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,355.00	\$38,479.00
Mid-Range Teacher Salary	\$53,080.00	\$60,306.00
Highest Teacher Salary	\$70,530.00	\$74,193.00
Average Principal Salary (Elementary)	\$91,226.00	\$92,985.00
Average Principal Salary (Middle)	\$91,226.00	\$98,305.00
Average Principal Salary (High)	\$114,467.00	\$107,384.00
Superintendent Salary	\$154,125.00	\$155,314.00
Percent of Budget for Teacher Salaries	45.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	34%	44%	45%	43%	45%	46%	40%	42%	43%
Mathematics	31%	47%	46%	39%	43%	44%	38%	40%	40%
Science	33%	45%	57%	37%	37%	39%	27%	35%	38%
History-Social Science	10%	16%	34%	30%	30%	30%	32%	33%	33%

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	24%	27%	36%	12%
American Indian or Alaska Native	--	--	--	--
Asian	44%	52%	42%	--
Filipino	--	--	--	--
Hispanic or Latino	41%	40%	56%	36%
Pacific Islander	--	--	--	--
White (Not Hispanic)	60%	62%	74%	50%
Male	38%	45%	58%	25%
Female	52%	47%	56%	42%
Economically Disadvantaged	37%	39%	51%	31%
English Learners	27%	31%	41%	--
Students With Disabilities	11%	13%	20%	12%

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## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	33%	40%	51%	46%	46%	49%	41%	42%	42%
Mathematics	38%	44%	63%	51%	54%	58%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	33%	25%
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	50%	62%
Pacific Islander	--	--
White (Not Hispanic)	58%	75%
Male	47%	66%
Female	56%	60%
Economically Disadvantaged	43%	55%
English Learners	31%	31%
Students With Disabilities	25%	33%

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## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	24.0%
7	45.0%

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	3	4	5
Similar Schools	1	3	6

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	30	44	14	764
Hispanic or Latino	17	40	0	755
White (Not Hispanic)	34	55	25	827
Economically Disadvantaged	50	37	10	730
English Learners	--	43	43	739

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## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	8.3%

## Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

We provide training for all teachers and staff members. Our SSC takes a leading role in developing an educational vision for our school and approves staff training opportunities based on this vision. Block grant and district funds provide additional training and staff development. We dismiss students early on Monday for ongoing staff training.