

Colonial Heights School

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

2022-23 School Contact Information

School Name	Colonial Heights School
Street	8135 Balboa Ave
City, State, Zip	Stockton, CA, 95209-2920
Phone Number	(209) 953-8783
Principal	Jessica Gregory
Email Address	jgregory@lusd.net
School Website	lusd.net.ch
County-District-School (CDS) Code	39685696041891

2022-23 District Contact Information

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

2022-23 School Overview

Colonial Heights is located in the northern part of Lincoln Unified School District, in Stockton, California, a city of more than 300,000 people. The Colonial Heights vision is to create a safe, respectful, and inclusive learning environment while promoting a community of resilient and responsible citizens. The Colonial Heights mission statement is: We believe in acceptance and compassion. We respect and value every student and strive to appreciate diverse life challenges with the expectation that every child reaches their full potential. Our motto is: Dream and believe, learn and achieve.

Colonial Heights is a school of diversity, both socioeconomically and ethnically, serving approximately 530 students in preschool through 8th grade. A little more than 76% of Colonial Heights students qualify for free/reduced lunch with approximately 10% classified as English Language Learners. Colonial Heights takes pride in being such a diverse school and works hard to address students' academic and emotional needs. A School Plan for Student Achievement has been developed, and our school's goals pertaining to student achievement are based on the following areas of identified need: improving student performance in mathematics and English language arts, improving the academic performance of students within special education, increasing family engagement, increasing academic rigor and promoting positive school culture.

All Colonial Heights community members, students, teachers, staff, and parents, work collectively to support student achievement in the above identified areas and meet regularly to look at data and discuss student progress. A unique feature of Colonial Heights is our Learning Center where our students with disabilities are educated alongside their peers in our general education classrooms, with curricular adaptations and accommodations made as needed to support students' learning goals. Promoting an environment that empowers students by respecting and appreciating what makes them different in terms of gender, ethnicity, disability, and beyond is a top priority of Colonial Heights School. Additionally, students identified as struggling may receive support from a variety of highly qualified teachers and staff members including a school counselor, nurse, special education teacher and/or Title I teacher. We are proud of our diverse population, embrace inclusion for all, and work hard to provide all students with the tools they need to be successful lifelong learners.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	51
Grade 2	61
Grade 3	50
Grade 4	68
Grade 5	66
Grade 6	63
Grade 7	66
Grade 8	50
Total Enrollment	535

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.6
Asian	9.7
Black or African American	9.9
Filipino	4.1
Hispanic or Latino	54.6
Native Hawaiian or Pacific Islander	0.7
Two or More Races	5.6
White	14.2
English Learners	9.0
Foster Youth	0.6
Homeless	2.1
Migrant	0.0
Socioeconomically Disadvantaged	70.3
Students with Disabilities	14.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	73.08	350.40	79.19	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.85	19.60	4.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.92	11.60	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	12.15	38.20	8.64	12115.80	4.41
Unknown	2.30	8.96	22.50	5.10	18854.30	6.86
Total Teaching Positions	26.00	100.00	442.60	100.00	274759.10	100.00

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

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.50	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	2.10	
Total Out-of-Field Teachers	3.10	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.70	

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

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

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

Following a public hearing the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have textbooks or instructional materials, or both, to use in class or to take home.

Year and month in which the data were collected	September 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson OWL, 2011 Edition Adoption Year 2014 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	Yes	0%
Mathematics	Great Minds Eureka Math, 2015 Edition Adoption Year 2014	Yes	0%
Science	Exploring Science - National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
History-Social Science	Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	Yes	0%
Foreign Language			0%
Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017		0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Colonial Heights School is located in a suburban area of north Stockton, and resides in the Lincoln Unified School District. It was built in 1954. The campus consists of twenty-nine permanent classrooms, 4 portables, a library, multi purpose room, office with staff lounge, a learning center, and 4 playgrounds. A day time custodian, with the assistance of 2 night custodians, ensure cleaning of the school campus daily. Grounds and maintenance crews visit the campus bi-weekly ensuring the outside is well maintained and welcoming to school visitors.

The campus has been remodeled in the recent past and is generally in good condition minus the asphalt encompassing student basketball courts. Unique to this school year, students are working to refurbish the garden and bring much needed updates and life to the area.

In terms of safety, the school has a full-time safety officer on duty, and in addition, teachers and staff work to supervise students before, during, and after school hours.

Year and month of the most recent FIT report

November 2021

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	32	N/A	44	N/A	47
Mathematics (grades 3-8 and 11)	N/A	19	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	348	98.86	1.14	31.90
Female	168	166	98.81	1.19	34.34
Male	184	182	98.91	1.09	29.67
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	45.16
Black or African American	39	38	97.44	2.56	21.05
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	187	186	99.47	0.53	29.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	30.43
White	51	50	98.04	1.96	36.00
English Learners	34	32	94.12	5.88	18.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	264	262	99.24	0.76	27.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	53	53	100.00	0.00	7.55

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	349	99.15	0.85	19.20
Female	168	167	99.40	0.60	14.37
Male	184	182	98.91	1.09	23.63
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	29.03
Black or African American	39	38	97.44	2.56	2.63
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	187	186	99.47	0.53	17.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	20.83
White	51	50	98.04	1.96	26.00
English Learners	34	33	97.06	2.94	9.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	264	262	99.24	0.76	17.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	53	53	100.00	0.00	5.66

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	11.97	16.96	22.22	22.23	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	112	100	0	16.96
Female	57	57	100	0	12.28
Male	55	55	100	0	21.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100	0	19.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	14	100	0	14.29
English Learners	14	14	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	86	100	0	15.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100	0	6.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%
Grade 7	99%	96%	97%	99%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Colonial Heights School staff regularly engages parents and guardians in meaningful ways and supports a partnership between school, home, and the community in an effort to improve student achievement. The school uses Parent Square and Aeries to regularly update parents/guardians about events and student progress. Parents receive information on curriculum, assessments, and grade level standards during Back-to-School Night in August each year. Teachers also meet with parents/guardians at least twice per year during conference weeks. Parents can join our Parent Teacher Student Association as a member or run for a board position. Our PTSA hosts schoolwide events such as art and movie nights each year. For information, please email Principal Jessica Gregory at jgregory@lUSD.net. Parents and guardians of students who are English learners are encouraged to attend our English Learner Advisory Committee meetings. For more information on ELAC, please contact Title 1 teacher Kadie Collette at kcollette@lUSD.net. Parents and guardians who are interested in making site-based decisions are encouraged to join School Site Council. If interested, please contact Principal Jessica Gregory at jgregory@lUSD.net.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	630	570	193	33.9
Female	307	276	97	35.1
Male	323	294	96	32.7
American Indian or Alaska Native	3	3	2	66.7
Asian	58	55	14	25.5
Black or African American	69	63	28	44.4
Filipino	23	23	6	26.1
Hispanic or Latino	344	304	112	36.8
Native Hawaiian or Pacific Islander	6	5	2	40.0
Two or More Races	35	33	9	27.3
White	88	80	17	21.3
English Learners	56	50	22	44.0
Foster Youth	6	6	1	16.7
Homeless	14	13	11	84.6
Socioeconomically Disadvantaged	485	440	165	37.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	96	32	33.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.60	4.32	2.45
Expulsions	0.19	0.46	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.38	6.35	1.00	6.62	0.20	3.17
Expulsions	0.00	0.32	0.02	0.76	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.35	0.32
Female	4.23	0.00
Male	8.36	0.62
American Indian or Alaska Native	0.00	0.00
Asian	1.72	0.00
Black or African American	11.59	0.00
Filipino	8.70	0.00
Hispanic or Latino	5.81	0.29
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.95	1.14
English Learners	3.57	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.22	0.41
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	0.00

2022-23 School Safety Plan

Emergency Response Procedures were developed in coordination with the California Safe Schools program and are revised and updated each year with the support of LUSD security and LUSD School Resource Officer. These are detailed in the School Safety Plan and support responses needed depending on the type of emergency. The staff is trained on procedures to follow during an emergency. The staff and students participate in regular drills to practice the procedures. The School Safety Plan was last reviewed and updated in February 2022.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		2	
2	24		2	
3	26		2	
4	31		2	
5	29		2	
6	30		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	24		2	
2	24		2	
3	25		2	
4	30		2	
5	31		2	
6	25	1	1	
Other	5	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	22	1	1	
2	25		2	
3	23		2	
4	29		2	
5	32		2	
6	32		1	
Other	16	2	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	535

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,410	\$632	\$3,801	\$63,829
District	N/A	N/A	\$4,878	\$75,499
Percent Difference - School Site and District	N/A	N/A	-24.8	-16.8
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-53.7	-26.2

2021-22 Types of Services Funded

Colonial Heights School has a fully functioning Academic Support Team (AST) consisting of the school principal, assistant principal, school psychologist, school counselor, Title I teacher, three special education teachers, and a speech teacher. The team meets weekly and confers with general education teachers and staff regularly (but no less than monthly). The AST is dedicated to identifying and supporting students exhibiting academic or behavioral issues by providing assistance to these students and connecting them to appropriate interventions and supports. Such supports may include: counseling, Title I and/or Special Education assistance, behavioral intervention, and whole family support services. With the aid of the classroom teacher, the AST monitors, reviews, and revises student support plans to ensure that the suggested programs, supports, and/or accommodations are effective and students are finding success.

In addition to our AST, Colonial Heights site leadership team meets monthly. The leadership team is led by the principal and includes one teacher from each grade level, the Title 1 teacher, a special education teacher, and our school counselor. Colonial Heights also has contracted representatives and clinicians from the Child Abuse Prevention Council (CAPC) and Valley Community Counseling Services who, on a referral basis, provide ongoing counseling, therapy, and support to our K-8 students. Student Success Team (SST) Meetings are held regularly with parents/guardians to discuss student needs, concerns, progress, and plans for intervention. SST's include parents/guardians, classroom teachers, a member of the Academic Support Team, and an administrator.

Colonial Heights' full-time school counselor meets regularly with students for individual counseling, small groups focused on topics such as anti-bullying and anger management. The counselor also community circles in classrooms. Colonial Heights has a full time Title 1 teacher who, through small group learning, focuses on improving reading outcomes for students. Students who have an Individualized Education Plan are educated as much as possible in the general education setting, with pull-out instruction as needed to support students' individual goals and to provide speech and language services. Other important support services include a full-time safety officer who works daily to keep our campus safe as well as to build positive relationships with students, staff, parents/guardians, and the community.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,253	\$52,478
Mid-Range Teacher Salary	\$74,204	\$80,810
Highest Teacher Salary	\$101,553	\$101,276
Average Principal Salary (Elementary)	\$131,014	\$127,080
Average Principal Salary (Middle)	\$131,014	\$134,264
Average Principal Salary (High)	\$164,352	\$147,200
Superintendent Salary	\$226,719	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Lincoln Unified School District provides two professional development days for staff annually as part of the contract, with site-based follow up scheduled during the year. In addition, teachers new to Lincoln Unified School District are provided with three days of professional learning before the start of school their first year. Early dismissal on Mondays also provides teachers with time each week to collaborate with other grade level or department teachers to analyze data, determine essential standards, and plan instruction. Professional learning is provided to support implementation of new curriculum, best practices, and instructional strategies to support the achievement of all students. One early release Monday per month is set aside for District Wide Collaboration. During this time, teachers meet with grade level and subject area teachers from around the district to collaborate around and plan instruction. Our goal is to continue to have a highly trained professional staff that supports success for all students in the classroom. Lincoln Unified School District is committed to supporting school district staff through quality professional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2