

Don Riggio School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Don Riggio School
Street	3110 Brookside Rd
City, State, Zip	Stockton, CA, 95219
Phone Number	(209) 953-8753
Principal	Joan Calonico
E-mail Address	jcalonico@lUSD.net
Web Site	http://dr.lUSD.net/
CDS Code	39685696105738

District Contact Information	
District Name	Lincoln Unified School District
Phone Number	209-953-8700
Superintendent	Kelly Dextraze
E-mail Address	kdextraze@lUSD.net
Web Site	www.lUSD.net

School Description and Mission Statement (School Year 2018-19)

School Motto: Opportunity with Responsibility

Don Riggio School was founded in 1992 as Pacific School, a school of choice in Lincoln Unified School District; it had and still has no attendance boundaries of its own. When parents choose this school, they become part of a very special learning community where each and every member is valued for his or her unique gifts and talents and is encouraged to contribute to the success of the community as a whole.

The staff believes in:

- Developing each child as a co-producer, explorer, and researcher of knowledge rather than just a consumer.
- Identifying important overarching concepts that can be applied to real life situations as we deliver the essential standards of our curriculum.
- Helping each child develop expertise in his or her areas of interest and/or talent.
- Teaching problem solving skills to help each child become a lifelong learner.
- Success in school depends on each child being interested in learning, working hard, trying to understand, and working collaboratively.

We also believe in working together to ensure our program remains relevant and responsive to our students' needs, focusing on learning and results. As the number of English learners, Title One students and students overall have increased, and the needs of our community have evolved, so too have the instructional techniques, materials and role of our teachers. We hold high expectations for all students. We endeavor to support all students in attaining goals through quality instruction, rigorous project-based learning and intervention programs such as Title One, English Language Development, extended day tutoring, special education services and language support services.

Although some children are placed at Don Riggio School, most families have chosen to be here because of the Visual and Performing Arts program and/or their interest in a project-based approach with multi-age experiences. We continue to champion the arts by carving out Arts Block time in the schedule for all students. Every student has the opportunity to perform in a musical theater production at his or her grade level. Our 4th-8th grade students run the entire show, including sound, lights, costumes, production, choreography, special effects, computer generated images and set design. At our Dance Festival and Art Show in May, every grade level presents a folk dance that ties into their Social Studies' curriculum. We are very proud of our K-12 District Music program, taught by music specialists, which includes general music for grades K-6 twice a week as well as band, orchestra and choir.

The school is dedicated to promoting a positive school climate through Tribes Learning Communities, a positive behavior intervention system to establish school wide norms for climate and culture. Tribes is a system of five community agreements: Attentive Listening, Appreciations/No Put-downs, Mutual Respect, the Right to Pass and Do Your Best. These are accomplished through regular classroom meetings and reinforced/monitored by all staff throughout the school. The staff has been trained in Tribes Learning Communities.

We continue to embrace the challenge of meeting the expectations of state and federal accountability systems while continuing to provide an educational experience for students, parents, and teachers that is meaningful, creative, and rich in learning.

OUR MISSION:

We believe that all children can learn and we will establish high standards of learning that we expect all students to achieve. It is our job to create an environment in our classrooms that engages students in academic work resulting in a high level of achievement. We are confident that with our support and help, students can master challenging curricula, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose (DuFour, 1997a).

OUR VISION:

Our vision at Don Riggio is to create a K-8 school where visual/performing arts, technology, and rigorous academics are highly valued and integrated into the purposeful and engaging learning experiences of all students. Student talent and creativity in these areas are acknowledged and nurtured on a daily basis.

Staff and students hold each other to high standards of achievement and collaboration to embrace a safe learning environment of motivated intellectuals. Through professional learning communities, staff unites to raise the standards of student success on both a personal and academic level. We strive to create a learning community of mutual respect, appreciation, and accountability.

Parent, teacher, and student involvement is essential to make our school a model for the community. Together, we stand as a collective unit of active learners and responsible citizens who are educated to serve and improve our community through meaningful change.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	75
Grade 1	77
Grade 2	64
Grade 3	70
Grade 4	61
Grade 5	67
Grade 6	90
Grade 7	85
Grade 8	76
Total Enrollment	665

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	11.9
American Indian or Alaska Native	0.2
Asian	8.7
Filipino	2.7
Hispanic or Latino	50.1
Native Hawaiian or Pacific Islander	1.4
White	21.5
Socioeconomically Disadvantaged	66.2
English Learners	29.0
Students with Disabilities	13.5
Foster Youth	0.6

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	30	32	33	458
Without Full Credential	6	6	2	36
Teaching Outside Subject Area of Competence (with full credential)	2	2	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	1	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

Following a public hearing on October 10, 2018, 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 a textbooks or instructional materials, or both, to use in class or to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson OWL, 2011 Edition Adoption Year 2014 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill Wonders Works 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Harcourt California Science, 2007 Edition Adoption Year 2007 Glencoe/McGraw-Hill Focus on Science, 2007 Edition Adoption Year 2007 TechBooks Adoption Year 2015	Yes	0%
History-Social Science	Harcourt California Reflections. 2006 Edition Adoption Year 2006 Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher’s Curriculum Institute History Alive California Middle School Program, 2004 Edition Adoption Year 2006 TechBooks Adoption Year 2015	Yes	0%
Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

We are fortunate to have a fairly new facility at Don Riggio. Our school is fifteen years old and has state-of-the-art classrooms and buildings, especially our performing arts building and beautiful library. Our biggest concern is adequate parking and traffic during student drop-off and pick-up. We are excited about the addition of a fence and locking gates that now encloses our campus, making it safer and easier to monitor visitors.

Our school includes 11 buildings, of which five are portables. On an average day, 715 students and staff occupy these buildings.

The bathrooms in our school contain 29 toilets, all of which were in good working order when we surveyed the building.

The school is cleaned on a regular basis. Our lead custodian works during the day when school is in session and we have 2 night custodians to clean the classrooms and restrooms after the students have gone home. They take pride in the way our campus and grounds look. The District Maintenance crew mows regularly and is on call for repairs through our work order system.

Teachers and campus supervisors monitor the school grounds for 30 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground with their students. We have a closed campus. Visitors are asked to enter the school through the main door and sign in at the office, where they receive a bright blue badge to wear throughout their stay.

We include students in the decision-making process about safety by holding classroom meetings centered around the Tribes Community Agreements of attentive listening, appreciations/no put-downs, the right to pass, mutual respect, and do your best.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Varnish floor and paint walls in Rm 302.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Light out
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Exemplary

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	41.0	38.0	47.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	27.0	32.0	32.0	35.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	449	434	96.66	38.25
Male	219	208	94.98	30.77
Female	230	226	98.26	45.13
Black or African American	57	55	96.49	21.82
American Indian or Alaska Native	--	--	--	--
Asian	34	30	88.24	53.33
Filipino	--	--	--	--
Hispanic or Latino	221	213	96.38	27.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	101	100	99.01	61.00
Two or More Races	18	18	100.00	61.11
Socioeconomically Disadvantaged	322	308	95.65	30.19
English Learners	141	129	91.49	20.16
Students with Disabilities	72	70	97.22	8.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	448	444	99.11	31.76
Male	218	215	98.62	31.63
Female	230	229	99.57	31.88
Black or African American	56	54	96.43	9.26
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100	44.12
Filipino	--	--	--	--
Hispanic or Latino	221	221	100	25.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	101	99	98.02	49.49
Two or More Races	18	18	100	38.89
Socioeconomically Disadvantaged	321	318	99.07	22.96
English Learners	141	140	99.29	17.14
Students with Disabilities	72	70	97.22	8.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8	29.0	11.6
7	11.1	17.3	24.7

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

At Don Riggio, parents and teachers work together in a variety of ways to support our school. The PTSA actively recruits volunteers and is engaged in both fundraising and service activities. Pastries with Parents, Fall Festival, and a Welcome Back Concert on the Hill are just a few of the activities designed to welcome parents to the school. In addition, PTSA provides hospitality at all school events. Parents and community members have the opportunity to become directly involved by serving on our leadership teams, including the PTSA, GATE advisory committee, School Site Council (SSC), English Learner Advisory Council (ELAC). In addition to Back-to-School Night, various grade level teams host parent involvement nights that focus on curricular areas such as Family Math Night, Science Fair Information Night, Star Party, Tech Night, & 7/8 Math Night. Because we have a focus on the visual and performing arts, there are many opportunities for parents to come and see their child's work in action, as well as help with the production. Our final "open house" of the year is a dance festival and art show.

We also involve parents in their child’s education through weekly newsletters, special mailings, progress reports, parent information nights, and student-led conferences. Our multi-faceted reporting system includes standards-based report cards, parent conferences and regular reporting of district testing results. Parents who wish to participate on Don Riggio’s leadership teams or school committees, or who would like to volunteer, may contact the Principal Joan Calonico or the main office at (209) 953-8753.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.1	6.2	7.9	7.0	7.3	7.2	3.7	3.7	3.5
Expulsions	0.8	0.1	0.9	0.6	0.8	0.7	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

We revise our School Safety Plan annually; the latest revision was approved by the School Site Council on March 6, 2018. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is shared with all staff during a staff meeting before the school year begins, and is reviewed periodically throughout the year, especially when planning for or debriefing various drills. We practice fire drills monthly and lock down drills at least twice a year. The Safety Plan also includes district suspension and expulsion policies. Teachers keep a copy of the plan in their emergency folder in the classroom, also available for substitute teachers.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	2		22	1	1		25		3	
1	24		2		25		2		24		3	
2	26		2		21	1	3		21	1	2	
3	20	1	3		26		2		23		3	
4	27		3		32		2		29		2	
5	33		1	1	26		3		31		2	
6	27	1	2	1	24	1	3		25	1	3	
Other					11	1			7	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		0
Counselor (Social/Behavioral or Career Development)	1.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.5	N/A
Social Worker	.25	N/A
Nurse	.50	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3,446	\$503	\$2,943	\$58,108
District	N/A	N/A	\$4,878	\$69,540
Percent Difference: School Site and District	N/A	N/A	-39.7	-5.9
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-37.2	-14.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Federal Title 1 funds pay for a full time support teacher and one instructional aide who work with small groups of children who are not reading at grade level and a full-time counselor. Title 1 also provides funds for parent involvement, professional development and to implement educational goals in our school plan. LCFF from the state helps fund teachers and primary language tutors for our English Language learners and extended day learning programs.

Last year our PTSA raised money to fund several educational assemblies, and support field trips.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,748	\$47,547
Mid-Range Teacher Salary	\$69,270	\$74,775
Highest Teacher Salary	\$92,041	\$93,651
Average Principal Salary (Elementary)	\$118,893	\$116,377
Average Principal Salary (Middle)	\$118,893	\$122,978
Average Principal Salary (High)	\$150,399	\$135,565
Superintendent Salary	\$207,476	\$222,853
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Lincoln Unified School District provides two professional development days for staff annually as a part of the contract, with follow up days and coaching during the year. Lincoln Unified School District is committed to supporting school district staff through quality professional development. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom.

Early student dismissal on Mondays also provides teachers additional time each week to collaborate and articulate with other grade level teachers. Teachers work in teams to determine essential standards and plan instruction.

Site professional development funds pay for conferences on Professional Learning Communities and the Visual & Performing Arts.