

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Don Riggio

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	Don Riggio	District Name	Lincoln Unified
Street	3110 Brookside Rd.	Phone Number	(209) 953-8700
City, State, Zip	Stockton, CA 95219	Web Site	www.lusd.net
Phone Number	(209) 953-8753	Superintendent	Dr. Steve Lowder
Principal	Joan Calonico	E-mail Address	slowder@lusd.net
E-mail Address	jcalonico@lusd.net		

School Description and Mission Statement

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

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 that results 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).

SCHOOL PROFILE

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 chose Pacific, they chose a unique educational experience for their child in which learning how to make appropriate and responsible choices was a primary goal for all children. Emphasis was on learning how to learn, taking risks, imagining, investigating, questioning and creating. The role of the teacher was to assist children in finding their own unique gifts and talents by challenging, remediating, accelerating, supporting and encouraging.

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The school was organized around seven critical attributes that embodied the belief and philosophy for providing a balanced approach to district and state standards for all students. Those attributes were: Parent Participation, Integrated Curriculum, Team Collaboration, Multi-age Classrooms, Project-Based Learning, Authentic Assessment, and the Visual and Performing Arts.

Through the years the school faced many triumphs and challenges, including becoming a California Distinguished School in 1995. The school became known for its school wide projects, including musical theatre productions involving students and adults working together in all aspects of the production. In January of 2002, the school moved onto its current campus and became Don Riggio School, named after a long time School Board Trustee. The building was designed with the school's unique program in mind.

In the fall of 2003, the school welcomed 100 English Learners who were placed there by the district in English Language Development classes designed to accelerate their learning. Over the course of the fifteen years, the school grew from six classrooms to 27. In 2005 the district was no longer able to support multi-age class groupings at 3rd and 4th grade because of class-size reduction. In 2005 the percentage of students on free and reduced lunch qualified Don Riggio for Title One funding. With the closure of Village Oaks School in 2007, some students were placed at Don Riggio as "overflow" students.

Although some children were 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 unique project-based, multi-age program. The corresponding increase in staff, changes in leadership, and staff turnover have all contributed to the need to reestablish a shared mission and vision. Thanks to the generosity of the School Site Council and their desire to preserve the original attributes of the school as much as possible, the staff has embarked on a new journey to redesign the school.

The changes in the student demographics are a factor in the school's continuing appraisal of what makes for effective learning. 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. Many of the original tenets of the Don Riggio design are being modified in order to ensure our program remains relevant and responsive to our students' needs.

Our school and the community it serves hold high expectations for all students. The staff as a whole endeavors to support all students in attaining high goals through quality instruction, rigorous project-based learning and intervention programs such as Title One, English Language Support, extended day tutoring, special education services and language support services. Special education staff may serve non-identified, general education students, as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans for students.

The challenge is to meet the expectations of state and federal accountability systems while continuing to provide an educational experience for students and teachers that is meaningful, creative, and rich in learning. The staff continues to embrace the opportunity to examine its core beliefs to find the balance necessary for all students to learn and thrive.

Opportunities for Parental Involvement

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

Contact Person Name: Joan Calonico

Contact Person Phone Number: (209) 953-8753

Many groups support our school. The PTSA is engaged in fund-raising, Back-to-School Nights, and musical programs. 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), and schoolwide informational forums.

We also involve parents in their child's education through weekly newsletters, special mailings, progress reports, parent information nights, and student-led conferences. Parents who wish to participate on Don Riggio's leadership teams or school committees, or who would like to volunteer, may contact the main office at (209) 953-8753.

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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	52	Grade 5	68
Grade 1	78	Grade 6	60
Grade 2	73	Grade 7	69
Grade 3	65	Grade 8	56
Grade 4	75	Total Enrollment	596

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	7.00%	White (Not Hispanic)	40.10%
American Indian or Alaska Native	1.17%	Multiple or No Response	0.67%
Asian	9.40%	Economically Disadvantaged	43.00%
Filipino	7.00%	English Learners	28.00%
Hispanic or Latino	35.00%	Students With Disabilities	8.00%
Pacific Islander	0.50%		

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	23.7	3.0	3.0	24.8	--	6.0	25	1.0	2.0	--
Mathematics	23.8	1.0	3.0	24.3	1.0	3.0	25	4.0	2.0	4.0
Science	25.8	--	4.0	25	1.0	3.0	25	2.0	3.0	--
Social Science	25	--	2.0	23	--	2.0	25	2.0	5.0	--

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II. School Climate

School Safety Plan

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

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. 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 revise our School Safety Plan annually; it was last revised by the School Site Council in the Spring of 2007.

The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We keep copies in the office for parents. We share the plan with all staff during a schoolwide staff meeting. We practice fire drills monthly and lock down drills once or twice a year.

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	11.60%	13.50%	21.80%	30.90%	25.00%	27.60%
Expulsions	0.00%	0.00%	0.20%	0.40%	0.40%	0.40%

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.

We are fortunate to have a new facility at Don Riggio. Our school is five years old and has state-of-the-art classrooms and buildings, especially our performing arts building. We are concerned about adequate parking and safety because our campus is so open and accessible.

Our school includes 11 buildings, of which five are portables. On an average day, 646 students and staff occupy these buildings. This exceeds our capacity by six percent.

The bathrooms in our school contain 29 toilets, all of which were in good working order when we surveyed the building. More information about the condition and cleanliness of bathrooms can be found in the supplement to this report called for by the Williams legislation of 2004.

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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	30	32	32	406
Without Full Credential	3	1	1	26
Teachers Teaching Outside Subject Area	0	3	12	--

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	5	0	0
Total Teacher Misassignments	5	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	74.1%	25.9%
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	By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, play, true-life adventures, and personal journals. You can read the California standards for English/language arts for kindergarten through eighth grades on the CDE's Web site.	0%
Mathematics	Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for kindergarten through eighth grades on the CDE's Web site.	0%
Science	Students learn the science standards in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about science standards for kindergarten through eighth grades on the CDE's Web site.	0%

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History-Social Science	Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for kindergarten through eighth grades on the CDE's Web site.	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	\$4,254.00	\$118.00	\$4,136.00	\$49,732.00
District	--	--	--	\$52,996.00
Percent Difference - School Site and District	--	--	--	6%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	16%	15%

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.

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. Economic Impact Aide from the state helps fund primary language tutors for our English Language learners. School Improvement money from the state is used to implement our school plan and funds instructional aides, materials, and staff development.

Last year our PTSA raised money to fund several educational assemblies, purchase technology, and support field trips. Our afterschool arts program raises funds to contribute to our ongoing visual and performing arts programs.

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	47%	43%	44%	43%	45%	46%	40%	42%	43%
Mathematics	45%	41%	46%	39%	43%	44%	38%	40%	40%
Science	31%	28%	36%	37%	37%	39%	27%	35%	38%
History-Social Science	23%	20%	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	30%	31%	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29%	46%	--	--
Filipino	79%	61%	--	--
Hispanic or Latino	30%	38%	14%	--
Pacific Islander	--	--	--	--
White (Not Hispanic)	56%	53%	47%	37%
Male	40%	50%	33%	31%
Female	48%	44%	38%	35%
Economically Disadvantaged	27%	32%	18%	19%
English Learners	20%	38%	19%	--
Students With Disabilities	17%	23%	--	--

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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	48%	39%	47%	46%	46%	49%	41%	42%	42%
Mathematics	58%	49%	56%	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%	50%
American Indian or Alaska Native	--	--
Asian	36%	43%
Filipino	--	--
Hispanic or Latino	39%	52%
White (Not Hispanic)	60%	65%
Male	36%	65%
Female	55%	50%
Economically Disadvantaged	32%	39%
English Learners	19%	34%
Students With Disabilities	23%	38%

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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	33.0%
7	35.0%

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	5	5	4
Similar Schools	1	1	1

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	18	-10	23	752
Hispanic or Latino	9	8	35	705
White (Not Hispanic)	20	-16	11	803
Economically Disadvantaged	26	8	27	669
English Learners	--	-18	64	653

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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 offer professional development opportunities to all employees, including campus supervisors. Our district focuses on training in two areas: standards-based instruction in language arts and mathematics and effective ways to support English learners, GATE students, and students who are not achieving at grade level. School site staff development this year is focused on the development of a professional learning community and training in Explicit Direct Instruction. This is accomplished through professional buy-back days, early release days every Monday, staff meetings and three release days for each grade level. In addition on Mondays we spend time discussing student work and instructional practices.