

Don Riggio School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 School Contact Information

School Name	Don Riggio School
Street	3110 Brookside Rd
City, State, Zip	Stockton, CA, 95219
Phone Number	(209) 953-8753
Principal	Rebecca Mullen
Email Address	rmullen@lusd.net
School Website	dr.lusd.net
County-District-School (CDS) Code	39685696105738

2021-22 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

2021-22 School Overview

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. Don Riggio School believes that all children can and will learn and be successful. This is achieved by educating the whole child, fostering individualism, and promoting independent thinkers and problem solvers who value curiosity and creativity. This is nurtured through the visual and performing arts, technology, and purposeful and engaging learning experiences. We celebrate individual student successes and promote a growth mindset as we strive to create an equitable community of learners.

Through our School Plan for Student Achievement 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 focus is to increase proficiency in reading and math by strengthening instructional strategies, vertical articulation, and providing professional learning opportunities. We also continue to enhance our science curriculum with STEAM based opportunities. We use state testing and district wide assessments such as MAP and DIBELS to track student progress multiple times throughout the year and use Lexia and Dreambox to provide further interventions and data to support overall student achievement.

As the number of English learners and Title I students has 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 and intervention programs such as Title One, designated and integrated English Language Development, extended day tutoring, special education services, and language support services.

Don Riggio school is dedicated to promoting a positive school climate through Positive Behavioral Interventions and Supports (PBIS) and Tribes Learning Communities. Both are positive behavior intervention systems that help to establish school wide norms for climate and culture and support teachers in addressing social emotional needs. The Dolphin Way focuses on students being Safe, Responsible, Respectful, and Kind, and our Kindness Project run by students spreads positivity across campus through monthly focus areas and school wide challenges. The vision is with increased positive school climate we will be able to decrease attendance concerns and suspension rates and engage more families in school.

2021-22 School Overview

Finally, Don Riggio is also the Visual and Performing Arts school in the district. 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, 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	66
Grade 2	50
Grade 3	78
Grade 4	69
Grade 5	64
Grade 6	60
Grade 7	58
Grade 8	54
Total Enrollment	524

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.4
Male	46.6
Asian	6.9
Black or African American	8.6
Filipino	2.9
Hispanic or Latino	57.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.6
White	18.9
English Learners	20.2
Foster Youth	0.2
Homeless	2.1
Socioeconomically Disadvantaged	65.3
Students with Disabilities	13.4

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

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

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)	24.3	83.9	350.4	79.2	228366.1	83.1
Intern Credential Holders Properly Assigned	1.1	3.8	19.6	4.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	3.4	11.6	2.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	5.7	38.2	8.6	12115.8	4.4
Unknown	0.9	3.1	22.5	5.1	18854.3	6.9
Total Teaching Positions	29.0	100.0	442.6	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.6
Total Out-of-Field Teachers	1.6

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.3

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Following a public hearing on September 15, 2021, 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

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	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	Yes	0%
	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		
	TechBooks Adoption Year 2015		
Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	0%

School Facility Conditions and Planned Improvements

We are fortunate to have a facility built in 2002 at Don Riggio. Our school has state-of-the-art classrooms and buildings, especially our performing arts building and beautiful library. We also have a fence and locking gates that encloses our campus, making it safer and easier to monitor visitors. We have identified procedures for maintaining safety and the flow of traffic during drop off and pick up.

Our school includes 11 buildings, of which five are portables. On an average day, almost 600 students and staff occupy these buildings. The buildings and facilities are surveyed regularly to ensure they are in good working order. The school is cleaned and disinfected on a regular basis. Our lead custodian works during the day when school is in session, and we have 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 weekly 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 badge to wear throughout their stay. We include students in the decision-making process about safety through our Dolphin Way, Tribes community circles, and restorative conversations.

Year and month of the most recent FIT report

November 2021

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:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	394	358	90.86	9.14	22.41
Female	205	182	88.78	11.22	27.47
Male	189	176	93.12	6.88	17.14
American Indian or Alaska Native	0	0	0	0	0
Asian	28	27	96.43	3.57	25.93
Black or African American	28	23	82.14	17.86	4.35
Filipino	12	12	100	0	50
Hispanic or Latino	227	209	92.07	7.93	16.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	15
White	75	65	86.67	13.33	44.62
English Learners	86	81	94.19	5.81	8.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	248	229	92.34	7.66	14.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	54	93.1	6.9	5.56

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	392	359	91.58	8.42	16.48
Female	204	183	89.71	10.29	18.58
Male	188	176	93.62	6.38	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	28	27	96.43	3.57	37.04
Black or African American	28	23	82.14	17.86	0.00
Filipino	12	12	100.00	0.00	16.67
Hispanic or Latino	225	210	93.33	6.67	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	10.00
White	75	65	86.67	13.33	35.38
English Learners	86	82	95.35	4.65	6.10
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	246	230	93.50	6.50	7.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	54	93.10	6.90	9.26

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	11.11	N/A	22.22	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	119	110	92.44	7.56	11.11
Female	56	51	91.07	8.93	10.20
Male	63	59	93.65	6.35	11.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	71	95.95	4.05	7.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	12	75.00	25.00	16.67
English Learners	24	22	91.67	8.33	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	81	93.10	6.90	7.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	0.00

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

At Don Riggio, parents and teachers work together in a variety of ways to support our school. The Parent Teacher Student Association (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, School Site Council (SSC), and our English Learner Advisory Council (ELAC). In addition to Back-to-School Night, the school also hosts parent involvement events that focus on curricular areas, the arts, and parent resources. 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 monthly 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 Principal Rebecca Mullen or the main office at (209) 953-8753.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	576	560	114	20.4
Female	302	296	56	18.9
Male	274	264	58	22.0
American Indian or Alaska Native	0	0	0	0.0
Asian	39	39	4	10.3
Black or African American	55	52	20	38.5
Filipino	16	16	1	6.3
Hispanic or Latino	330	323	66	20.4
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	25	25	7	28.0
White	105	99	14	14.1
English Learners	119	115	19	16.5
Foster Youth	3	3	1	33.3
Homeless	13	13	9	69.2
Socioeconomically Disadvantaged	379	370	97	26.2
Students Receiving Migrant Education Services	4	4	3	75.0
Students with Disabilities	89	86	22	25.6

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.95	1.22	5.27	1.00	3.47	0.20
Expulsions	0.27	0.00	0.62	0.02	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.91	4.32	2.45
Expulsions	0.14	0.46	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.22	0.00
Female	1.32	0.00
Male	1.09	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.95	0.00
English Learners	1.68	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.25	0.00

2021-22 School Safety Plan

We revise our School Safety Plan annually. The latest revision was approved by the School Site Council on February 2, 2021, and was approved by the school district on February 24, 2021. 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 regularly 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, and it is also available for substitute teachers.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23		3	
1	24		3	
2	23	1	3	
3	25	1	2	
4	31		2	
5	30		2	
6	25	1	2	

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		3	
1	23		3	
2	25		3	
3	26		3	
4	32		2	
5	33		1	
6	32		1	1
Other	10	1		

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	13	2		
1	22		3	
2	16	3		
3	24		3	
4	35			2
5	32		1	
6	30		1	
Other	8	1		

2020-21 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	349.3

2020-21 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)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$3,446	\$503	\$2,943	\$58,108
District	N/A	N/A	\$4,878	\$76,100
Percent Difference - School Site and District	N/A	N/A	-49.5	-26.8
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-96.6	-33.0

2020-21 Types of Services Funded

Intervention teachers and instructional aides provide intervention services to small groups of students who are not academically at grade level during the school day. A full time counselor provides services to support the social-emotional needs of students and to provide tier one behavioral interventions in the classrooms. We utilize PBIS (Positive Behavioral Interventions and Supports) to proactively support students in making choices that support our Dolphin Way - Respectful, Responsible, Safe, and Kind. Students access technology tools and supplemental software designed to increase student proficiency in reading and math. Students have access to extended day tutoring for additional academic support. Primary language assistants provide support services to English Learners, and we also use a translator to ensure information is given to families in their primary language.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$51,029
Mid-Range Teacher Salary	\$74,204	\$78,583
Highest Teacher Salary	\$101,553	\$99,506
Average Principal Salary (Elementary)	\$132,249	\$124,576
Average Principal Salary (Middle)	\$132,249	\$131,395
Average Principal Salary (High)	\$165,806	\$144,697
Superintendent Salary	\$221,052	\$240,194
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	7%	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. Early dismissal on Mondays also provides teachers with additional time each week to collaborate and articulate with other grade level or department teachers. Teachers work in teams 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. In addition, new teachers are provided with three days of professional learning before the start of school each year. 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Lincoln Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4596	4292	93.39	6.61	40.19
Female	2309	2156	93.37	6.63	45.38
Male	2285	2135	93.44	6.56	34.97
American Indian or Alaska Native	13	12	92.31	7.69	25.00
Asian	461	447	96.96	3.04	53.95
Black or African American	548	500	91.24	8.76	23.94
Filipino	117	114	97.44	2.56	63.16
Hispanic or Latino	2348	2203	93.82	6.18	35.01
Native Hawaiian or Pacific Islander	41	35	85.37	14.63	40.00
Two or More Races	234	220	94.02	5.98	38.36
White	834	761	91.25	8.75	55.00
English Learners	569	545	95.78	4.22	9.85
Foster Youth	32	27	84.38	15.62	11.11
Homeless	140	120	85.71	14.29	18.64
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2922	2739	93.74	6.26	31.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	599	551	91.99	8.01	8.23

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4593	4211	91.68	8.32	25.41
Female	2308	2125	92.07	7.93	24.57
Male	2283	2085	91.33	8.67	26.27
American Indian or Alaska Native	13	12	92.31	7.69	0.00
Asian	461	445	96.53	3.47	48.52
Black or African American	548	483	88.14	11.86	10.46
Filipino	117	111	94.87	5.13	42.34
Hispanic or Latino	2346	2156	91.90	8.10	18.52
Native Hawaiian or Pacific Islander	41	34	82.93	17.07	29.41
Two or More Races	234	218	93.16	6.84	22.12
White	833	752	90.28		39.63
English Learners	569	533	93.67	6.33	5.33
Foster Youth	32	25	78.13	21.87	8.00
Homeless	138	116	84.06	15.94	8.62
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2919	2683	91.92	8.08	16.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	599	528	88.15	11.85	5.92