

Don Riggio School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Don Riggio School
Street	3110 Brookside Rd
City, State, Zip	Stockton, CA, 95219
Phone Number	(209) 953-8753
Principal	Christopher Livengood
Email Address	clivengood@lusd.net
School Website	https://www.lusd.net/Domain/11
Grade Span	K-8
County-District-School (CDS) Code	39685696105738

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Don Riggio School, originally founded in 1992 as Pacific School, has always been a place where families choose to belong. As a school of choice in Lincoln Unified School District with no neighborhood attendance boundaries, Don Riggio continues to attract families seeking a vibrant, inclusive, and creative learning community. When families select Don Riggio, they join a school where every child is valued for their unique gifts and talents and where each individual contributes to the strength and success of the whole community.

At Don Riggio, we believe deeply that all students can and will learn. We educate the whole child by honoring individuality, nurturing curiosity, and empowering students to become confident, independent thinkers and problem solvers. Through a rich foundation in the visual and performing arts, innovative uses of technology, and purposeful, engaging learning experiences, students develop creativity, resilience, and a love of learning. We proudly celebrate student successes and promote a growth mindset as we work to build an equitable community where every learner thrives.

Guided by our School Plan for Student Achievement, Don Riggio embraces the commitment to meet, and exceed, state and federal accountability expectations while preserving a joyful, meaningful learning experience for students, teachers, and families. Our school wide focus includes strengthening reading and math proficiency through high quality instructional strategies and providing staff with meaningful professional learning opportunities. We continue to enhance our science programming through hands on STEAM experiences in both the classroom and our STEAM Lab. Student progress is monitored regularly using state assessments and district tools such as i-Ready and Amplify. These systems help us provide targeted supports, interventions, and enrichment opportunities to ensure every student moves forward academically. Through Title I services, designated and integrated English Language Development, extended-day tutoring, Special Education supports, and language services, Don Riggio provides a full network of academic and social-emotional support systems. Common District Assessments further help us address equity gaps and tailor instruction to meet diverse student needs.

Don Riggio School is committed to fostering a warm, positive, and welcoming school climate through our Positive Behavioral Interventions and Supports (PBIS) framework. Our Dolphin Way—Be Safe, Be Responsible, Be Respectful, Be Kind—guides student behavior and reinforces shared community values. Our Student Council energizes campus life with monthly themes and schoolwide challenges designed to spread kindness, teamwork, and school spirit; fostering a sense of belonging for every student. By cultivating a positive climate, we aim to reduce chronic absenteeism and suspensions while increasing family

2025-26 School Description and Mission Statement

engagement and connection to school.

As the district's Visual and Performing Arts School, Don Riggio proudly champions creativity and self-expression. Every student participates in a dedicated Arts Block, and all students have the opportunity to perform in a full-scale musical theater production. Our 4th–6th grade students take full ownership of the technical aspects—running sound and lighting, designing costumes and sets, managing choreography, and producing computer-generated imagery and special effects. Each year, our beloved Dance Festival and Art Show showcase grade-level folk dances tied to Social Studies curriculum, integrating the arts with academic learning. The District's K–12 Music Program enriches our arts culture even further, providing general music instruction twice weekly and offering band, orchestra, and choir led by specialized music teachers.

Don Riggio School is proud to be a place where learning takes flight—where creativity, curiosity, and community come together to inspire students to reach their fullest potential.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	19
Kindergarten	80
Grade 1	49
Grade 2	49
Grade 3	75
Grade 4	54
Grade 5	72
Grade 6	57
Total Enrollment	436

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
American Indian or Alaska Native	0.2
Asian	4.1
Black or African American	15.6
Filipino	2.1
Hispanic or Latino	55.7
Native Hawaiian or Pacific Islander	0.9
Two or More Races	8.7
White	11.7
English Learners	13.3
Foster Youth	0.7
Homeless	15.6
Socioeconomically Disadvantaged	81.4
Students with Disabilities	19.7

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	79.28	340.2	78.99	234405.2	84
Intern Credential Holders Properly Assigned	2	7.53	22.6	5.25	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.77	8	1.88	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	5.65	32.1	7.45	11953.1	4.28
Unknown/Incomplete/NA	1	3.77	27.6	6.42	15831.9	5.67
Total Teaching Positions	26.5	100	430.7	100	279044.8	100

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

2022-23 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)	18.5	78.72	315.7	79.39	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.26	23.8	5.99	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	8.51	19.3	4.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	29	7.31	11746.9	4.23
Unknown/Incomplete/NA	2	8.51	9.7	2.45	14303.8	5.15
Total Teaching Positions	23.5	100	397.7	100	277698	100

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

2023-24 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)	16	76.19	308.9	76.19	230039.4	100
Intern Credential Holders Properly Assigned	1	4.76	17.9	4.42	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.76	21.3	5.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.8	6.86	12112.8	4.34
Unknown/Incomplete/NA	3	14.29	29.4	7.25	13705.8	4.91
Total Teaching Positions	21	100	405.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	1.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	2	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.50	0	0
Total Out-of-Field Teachers	1.50	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.1	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders Adoption Year 2023 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	0%
Mathematics	HMH Into Math Adoption Year 2024 iReady Classroom Mathematics Adoption Year 2024	0%
Science	Exploring Science - National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	0%
History-Social Science	Impact, McGraw Hill Harcourt California, 2019 Edition Adoption Year 2025	0%
Foreign Language		0%
Health		0%
Visual and Performing Arts		0%

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

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

July 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).

College and Career Ready

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

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	30	41	44	47	48
Mathematics (grades 3-8 and 11)	19	22	28	30	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	265	262	98.87	1.13	30.15
Female	135	133	98.52	1.48	35.34
Male	130	129	99.23	0.77	24.81
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	25.00
Black or African American	38	38	100.00	0.00	23.68
Filipino	--	--	--	--	--
Hispanic or Latino	151	149	98.68	1.32	27.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	31.58
White	31	31	100.00	0.00	48.39
English Learners	37	37	100.00	0.00	16.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	0.00
Socioeconomically Disadvantaged	219	217	99.09	0.91	27.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	0.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	265	262	98.87	1.13	21.76
Female	135	133	98.52	1.48	21.05
Male	130	129	99.23	0.77	22.48
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	37.50
Black or African American	38	38	100.00	0.00	13.16
Filipino	--	--	--	--	--
Hispanic or Latino	151	149	98.68	1.32	16.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	21.05
White	31	31	100.00	0.00	45.16
English Learners	37	37	100.00	0.00	13.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	0.00
Socioeconomically Disadvantaged	219	217	99.09	0.91	17.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	1.82

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	24.14	20	25.81	27.23	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	70	100.00	0.00	20.00
Female	33	33	100.00	0.00	15.15
Male	37	37	100.00	0.00	24.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	15.38
Filipino	0	0	0	0	0
Hispanic or Latino	39	39	100.00	0.00	23.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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.

2025-26 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. A Welcome Back Concert on the Hill and Fall Festival 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, parent resource videos, Parent Square messages, progress reports, and parent information nights. 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 Christopher Livengood or the main office at (209) 953-8753.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	500	482	143	29.7
Female	256	249	69	27.7
Male	244	233	74	31.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	6	24.0
Black or African American	79	77	28	36.4
Filipino	--	--	--	--
Hispanic or Latino	274	261	84	32.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	46	15	32.6
White	53	52	8	15.4
English Learners	67	66	10	15.2
Foster Youth	--	--	--	--
Homeless	71	71	40	56.3
Socioeconomically Disadvantaged	407	396	130	32.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	114	109	33	30.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.57	5.47	6	6.8	5.81	6.01	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.18	0.57	0.2	0.61	0.79	0.45	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.00	0.20
Female	4.30	0.00
Male	7.79	0.41
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.00	0.00
Black or African American	10.13	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.11	0.36
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.13	0.00
White	11.32	0.00
English Learners	2.99	0.00
Foster Youth	0.00	0.00
Homeless	9.86	0.00
Socioeconomically Disadvantaged	5.65	0.25
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.14	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Emergency Response Procedures were developed in coordination with the California Safe Schools program and are revised and updated each year with the support of LUSD security and LUSD School Resource Officer. These are detailed in the School Safety Plan and support responses needed depending on the type of emergency. The staff is trained on procedures to follow during an emergency, and participate in regular scenario discussions to support emergency preparedness. The staff and students also participate in regular drills to practice the procedures. The School Safety Plan was last reviewed and board approved in February, 2025.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	3	0
1	23	0	3	0
2	25	0	2	0
3	23	0	3	0
4	23	0	2	0
5	28	0	2	0
6	29	0	2	0
Other	10	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	2	0
1	24	0	2	0
2	21	2	1	0
3	19	3	0	0
4	33	0	1	0
5	24	0	2	0
6	28	0	2	0
Other	14	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		2	
2	22		2	
3	22		3	
4	26		2	
5	32		2	
6	29		2	
Other	12	3		

2024-25 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	221.5

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$94,741
Percent Difference - School Site and District	N/A	N/A	-49.5	-38.9
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-114.2	-47.9

Fiscal Year 2024-25 Types of Services Funded

Intervention teachers and instructional aides provide intervention services to small groups of students during the school day who are not academically at grade level. One 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 interpreters provide support services to English Learners, and we also utilize a translator to ensure information is given to families in their primary language.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$64,261	\$62,145
Mid-Range Teacher Salary	\$91,258	\$97,088
Highest Teacher Salary	\$124,891	\$120,436
Average Principal Salary (Elementary)	\$157,603	\$151,343
Average Principal Salary (Middle)	\$157,603	\$159,514
Average Principal Salary (High)	\$190,877	\$177,261
Superintendent Salary	\$272,732	\$294,805
Percent of Budget for Teacher Salaries	27.55%	29.95%
Percent of Budget for Administrative Salaries	5.46%	5.4%

Professional Development

Lincoln Unified School District provides additional professional development days for staff annually as part of the contract, with site based professional learning throughout the school year. Early dismissal on Mondays also provides teachers with additional

Professional Development

time each week to collaborate and articulate with other grade level or department teachers. Teachers participate in a professional learning community weekly. They analyze data, determine common misconceptions and necessary next steps, and adjust instruction to meet student needs. Professional learning is provided during staff meetings and outside of the school day to support implementation of curriculum, best practices and instructional strategies to increase the achievement of all students. In addition, new teachers are provided with three days of professional learning before the start of each school year. Our goal is to continue to have a highly trained professional staff that supports success for all students in the classroom. Teachers also take part in common district assessment reviews 5 days during the school year where they identify supports needed to bridge the equity gap among student groups. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4