



# DI GIORGIO SCHOOL

## School Accountability Report Card A Report of 2015-16 Activity Published in January 2017

Di Giorgio School  
Grades K-8  
Terry Hallum  
Superintendent/Principal  
19405 Buena Vista Blvd.  
Arvin, CA 93203  
(661) 854-2604

### Di Giorgio School District Governing Board

Theresa Vietti-Herrera  
Laura Lee Kirkley  
Steven Murray

### District Administration

Terry Hallum  
Superintendent/Principal

Tilisa Stubbs  
Chief Business Official

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*The statistical information disclosed in this report is obtained from the California Department of Education and the Di Giorgio School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Data for the instructional materials section was acquired in November 2016 and the school facilities section data was acquired in December 2016.*

## PRINCIPAL'S MESSAGE

Welcome to Di Giorgio Elementary School. This school report card provides information to parents and the community about our school's achievements, resources, students, and staff. We hope that this information will clarify our programs and our goals. Di Giorgio has a tradition of academic excellence, with highly skilled and dedicated staff providing the rigorous curriculum that your child deserves. Reading is our focus, and we pledge to you that all students will learn to read by third grade. We believe that Di Giorgio students can and will excel in an environment that is tailored to their evolving needs.

## DISTRICT & SCHOOL PROFILE

Di Giorgio School District is a small, rural single-school district which serves students in grades K-8. The school is located in the town of Arvin, about 25 miles southeast of Bakersfield. During the 2015-16 school year, 213 students were enrolled; 54.9% qualified for English Learner support, 7.5% receive special education services, and 96.7% qualified for free or reduced-price meals. All staff members support the school's mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and personal needs are met.

Students and staff work very hard to increase achievement test scores to meet state and federal proficiency targets. The academic focus is on reading, writing, and math, employing research-based strategies in a standards-based curriculum. Di Giorgio School places a strong emphasis on intervention; quickly identifying areas of weakness to deliver an instructional solution that encourages academic success.

The campus environment embraces a college bound atmosphere which is demonstrated in the classrooms with the display of many college banners. Students are invited to attend field trips to local colleges and universities and explore the many options available to them in the future.

### Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	0%	Kindergarten	23
American Indian or Alaskan Native	0%	Grade 1	25
Asian	0.9%	Grade 2	24
Filipino	0%	Grade 3	17
Hawaiian or Pacific Islander	0%	Grade 4	29
Hispanic or Latino	95.3%	Grade 5	26
White (not Hispanic)	3.8%	Grade 6	23
Two or More Races	0%	Grade 7	22
Socioeconomically Disadvantaged	96.7%	Grade 8	24
English Learners	54.9%		
Students with Disabilities	7.5%		
Migrant Education	0.0%	Total	
Foster Youth	0.0%	Enrollment	213

## MISSION STATEMENT

To provide each student the opportunity to develop intellectually, emotionally, physically and socially in a safe and orderly environment.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning - State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement - State Priority 3: Covered in Parent Involvement.

Pupil Achievement - State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate - State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes - State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

## PARENT INVOLVEMENT

Parents are encouraged to be involved in their child's learning environment by attending school events, serving on a school committee, and volunteering at the school. Staff welcome parents' assistance in the classroom, library, CampKeep chaperones, and with field trips. The following is a list of wonderful experiences for parents to interact with school staff while supporting their child's efforts:

- 24-Hour Relay Fundraiser
- Athletic Events
- Back to School Night
- Kids' Live
- Open House
- Oral Language Festival
- Pee Wee Olympics
- Pennies for Patients
- Project ALERT
- Red Ribbon Program
- Sixth Grade Camp
- Sloppy Joe Day
- Student Performances
- Winter Program
- Running for Ronald  
(Bakersfield's Ronald McDonald House)

The School Site Council, Parent Teacher Friends (PTF), and District English Learner Advisory Council provide opportunities for parents to take an active role in the decision-making process. Di Giorgio School's main event (a long-standing tradition for over 65 years) is the annual spring BBQ. Students, their families, and the Arvin community are invited to the picnic to enjoy fun activities in celebration of the school's many successes.

All school-to-home communication is provided in both English and Spanish. Teachers contact parents directly to share student achievements or discuss concerns. Parents are strongly encouraged to attend parent conferences held twice a year to obtain important information about their child's progress and discuss future goals. The school's website features general information about the school, teachers, programs, and educational resources. Parents who would like more information about Di Giorgio School or are interested in participating in its learning community may contact the school office or principal at (661) 854-2604.

## STUDENT ACHIEVEMENT

### DISTRICT BENCHMARK ASSESSMENTS

Di Giorgio School District administers its own set of student assessments ("benchmarks") to evaluate instructional programs and measure student proficiency using Houghton Mifflin Harcourt, and Renaissance Learning resources. Benchmark assessments are in alignment with California State Content Standards and Frameworks. Benchmark assessments for English/language arts and math are administered four times a year to all students in grades K-8. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) guide classroom instruction, and 3) identify students who need targeted academic assistance or intervention.

### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades 5, 8 and 10 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

California Assessment of Student Performance and Progress Test Results in Science									
All Students									
Percentage of Students Meeting or Exceeding the State Standards									
	Di Giorgio School			DSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	32	33	35	32	33	35	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)				
2015-16				
	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	48	48	100.0%	35.4%
Male	24	24	100.0%	33.3%
Female	24	24	100.0%	37.5%
Hispanic or Latino	45	45	100.0%	35.6%
Economically Disadvantaged	45	45	100.0%	35.6%
English Learners	13	13	100.0%	0.0%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Di Giorgio School		DSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	16	20	16	20	44	48
Mathematics	6	6	6	6	33	36

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

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)  
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Grade 3</b>					<b>Grade 3</b>			
All Students Tested	17	17	100.0%	0.0%	17	17	100.0%	5.9%
Male	12	12	100.0%	0.0%	12	12	100.0%	0.0%
Hispanic or Latino	15	15	100.0%	0.0%	15	15	100.0%	0.0%
Socioeconomically Disadvantaged	17	17	100.0%	0.0%	17	17	100.0%	5.9%
English Learners	11	11	100.0%	0.0%	11	11	100.0%	0.0%
<b>Grade 4</b>					<b>Grade 4</b>			
All Students Tested	30	30	100.0%	13.3%	30	30	100.0%	3.3%
Male	15	15	100.0%	13.3%	15	15	100.0%	0.0%
Female	15	15	100.0%	13.3%	15	15	100.0%	6.7%
Hispanic or Latino	27	27	100.0%	14.8%	27	27	100.0%	3.7%
Socioeconomically Disadvantaged	28	28	100.0%	14.3%	28	28	100.0%	3.6%
English Learners	20	20	100.0%	10.0%	20	20	100.0%	0.0%
<b>Grade 5</b>					<b>Grade 5</b>			
All Students Tested	25	25	100.0%	32.0%	25	25	100.0%	8.0%
Male	11	11	100.0%	18.2%	11	11	100.0%	9.1%
Female	14	14	100.0%	42.9%	14	14	100.0%	7.1%
Hispanic or Latino	25	25	100.0%	32.0%	25	25	100.0%	8.0%
Socioeconomically Disadvantaged	25	25	100.0%	32.0%	25	25	100.0%	8.0%
English Learners	11	11	100.0%	18.2%	11	11	100.0%	0.0%
<b>Grade 6</b>					<b>Grade 6</b>			
All Students Tested	22	22	100.0%	22.7%	22	22	100.0%	9.5%
Male	16	16	100.0%	25.0%	16	16	100.0%	6.3%
Hispanic or Latino	22	22	100.0%	22.7%	22	22	100.0%	9.5%
Socioeconomically Disadvantaged	21	21	100.0%	23.8%	21	21	100.0%	5.0%
English Learners	12	12	100.0%	0.0%	12	12	100.0%	0.0%
<b>Grade 7</b>					<b>Grade 7</b>			
All Students Tested	25	25	100.0%	20.0%	25	25	100.0%	4.4%
Male	13	13	100.0%	15.4%	13	13	100.0%	9.1%
Female	12	12	100.0%	25.0%	12	12	100.0%	0.0%
Hispanic or Latino	23	23	100.0%	21.7%	23	23	100.0%	4.6%
Socioeconomically Disadvantaged	24	24	100.0%	20.8%	24	24	100.0%	4.6%
<b>Grade 8</b>					<b>Grade 8</b>			
All Students Tested	23	23	100.0%	30.4%	23	23	100.0%	4.4%
Male	13	13	100.0%	38.5%	13	13	100.0%	7.7%
Hispanic or Latino	20	20	100.0%	30.0%	20	20	100.0%	0.0%
Socioeconomically Disadvantaged	20	20	100.0%	30.0%	20	20	100.0%	0.0%

*Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk (\*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.*

**PHYSICAL FITNESS**

In the spring of each year, Di Giorgio School is required by the state to administer a physical fitness test to all students in the fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	58.4%	29.2%	16.7%
Seventh	52.0%	44.0%	4.0%

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

**FEDERAL INTERVENTION PROGRAM**

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Di Giorgio School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Federal Intervention Program 2016-17		
	Di Giorgio School	DSD
PI Status	In PI	Not in PI
First Year of PI Implementation	2000-01	N/A
Year in PI	Year 5	N/A
# Schools Currently In PI		1
% Schools Currently In PI		100%

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

## SCHOOL FACILITIES & SAFETY

### SCHOOL FACILITIES

Di Giorgio School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff.

#### 2015-16 Campus Improvements:

- Addition of computers in each classroom and in the computer lab
- Installation of a new roof on the 6th-8th grade classrooms

Campus Description	
Year Built	1897
Acreage	33
Bldg. Square Footage	27,655
	<b>Quantity</b>
# of Permanent Classrooms	6
# of Portable Classrooms	6
# of Restrooms (student use)	5 sets
Auditorium	1
Cafeteria	1
Library	1
Staff Lounge/Lunch Room	1
Computer Lab	1

### FACILITIES INSPECTIONS

The principal and school staff continually monitor the campus and its surrounding areas as a proactive measure in keeping facilities safe and clean. Teachers and the custodian conduct weekly safety inspections which include an examination of playground equipment. Schools are required on an annual basis to conduct a formal inspection of designated areas and systems as required by state law to report the condition of their facilities. Di Giorgio School's most recent inspection took place on August 25, 2016; the School Facility Good Repair Status table illustrated in this

report identifies the state-required inspection areas and discloses the operational status in each of those areas.

### CAMPUS SUPERVISION

As students arrive on campus each morning, a yard duty aide supervises playground activities until classes begin. Breakfast is available in their classroom each morning. During recesses and lunch, one yard duty aide supervises students in the cafeteria and on the playground. When students are dismissed at the end of the day, they are escorted to the bus area. Teachers remain in the loading zones until buses depart to ensure students leave campus safely. When the "late bus" arrives at 6:00 p.m. for students who remained after-school for extracurricular and extended-learning activities, teacher supervision ensures a safe student departure. Throughout the day, the superintendent/principal assists with student supervision.

Each class is equipped with an alarm system. The principal, custodians, yard duty aides, and office clerk carry cell phones at all times to facilitate routine and emergency communications.

Di Giorgio School is a closed campus. During school hours, visitors are required to check in at the front office upon arrival and departure and wear a visitor's badge during their stay.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was originally developed for Di Giorgio School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. Di Giorgio School's most current school safety plan was reviewed, updated, and discussed with school staff in March 2016.

Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. Character and anti-bullying lessons are reinforced daily in and outside the classroom environment. The superintendent/principal maintains an open-door policy for students and parents to report unacceptable behavior. Bullying and harassment are not tolerated. The district has employed policies, procedures, and practices to reduce and eliminate bullying and harassment as well as the means to address such incidents when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment. Parents may visit the district's website or contact the superintendent/principal for more information about the district's bully prevention policy or Uniform Complaint Procedures.

### CAMPUS MAINTENANCE

Di Giorgio School is proud of its high standards regarding campus maintenance and general housekeeping practices. Staff and students enjoy the benefits of having a well-maintained campus.

Di Giorgio School's custodial staff are qualified and equipped to handle routine cleaning needs, general maintenance, and minor repairs. Following a standard cleaning schedule, two full-time day custodians are responsible for keeping the campus clean and fully operational. Two full-time day custodians are responsible for maintenance projects and repairs; larger projects are typically outsourced to third party trade specialists. One day custodian is responsible for daily cleaning of the cafeteria, common areas, and restrooms. Both day custodians share responsibilities for landscaping and groundskeeping maintenance. The principal communicates with the lead custodian daily to discuss cleaning needs, maintenance projects, and safety concerns. Emergency situations are given high priority and resolved immediately by custodial staff.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Most Recent Inspection Date:</b> <b>August 25, 2016</b>				
Systems	✓			
Interior Surfaces	✓			Multipurpose Room - Floors need cleaning
Cleanliness	✓			Multipurpose Room - Front lobby needs cleaning
Electrical	✓			
Restrooms/Fountains		✓		Playground - Numerous drinking fountains have low or no pressure; Multipurpose Room - Restrooms need cleaning
Safety	✓			Multipurpose Room - Rear exit from stage
Structural	✓			
External	✓			
<b>Overall Summary of School Facility Good Repair Status</b>				
	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Overall Summary		✓		

#### Rating Description:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Every morning before school begins, the day custodian inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately. Restrooms are checked two to three times a day for cleanliness and cleaned if needed. During the 2015-16 school year, 100% of restrooms were fully operational and available for student use at all times.

### DEFERRED MAINTENANCE

Di Giorgio School allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2015-16 school year, Di Giorgio School allocated \$24,000 of deferred maintenance funds for the following projects:

- Roofing repair
- Flooring repairs
- Painting projects
- General repairs

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

Di Giorgio School takes great pride in its discipline plan which is fair, restorative, and consistent. Staff strongly believe that students have the right to a safe learning environment that is free from disruptions. Each student is given the responsibility to help create and maintain a safe, stimulating learning environment. Realizing that students forget or have difficulty making good choices, Di Giorgio School's discipline model offers students the opportunity to evaluate and correct unacceptable behaviors, restoring the classroom to a safe and enriching learning environment.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. Students who continue to make poor choices in conduct are referred to the principal. For students who develop frequent instances of disruptive behavior, the principal, the student's teacher and parent, and the student work together to develop a unique behavior contract, a five-step process to correct inappropriate conduct. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Classroom management policies combined with character education fosters a secure, family-style atmosphere for students and staff. Di Giorgio School's ten "Community Values" teach students the importance of being a good citizen. During each month, one of the ten Community Values is emphasized in lesson assignments and classroom activities. Students demonstrating the month's featured Community Value may be given a special ticket by any school staff member. At the end of each month, the classroom which has accumulated the most tickets receives a five-dollar bill for every student.

School rules and behavior expectations are explained in the student handbook which is given to students and parents at the beginning of the school year. During the first week of school and thereafter as needed, the principal visits each classroom to discuss school rules, graduation requirements, incentive programs, and consequences for poor conduct.

Suspensions and Expulsions									
	Di Giorgio School			DSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	12	12	6	12	12	6	279,383	243,603	230,389
Expulsions (#)	0	0	0	0	0	0	6,611	5,692	6,227

### STUDENT RECOGNITION

Students are given many opportunities to earn recognition for demonstrating good citizenship or meeting academic goals.

- Reading is highly emphasized at Di Giorgio School; teachers have created incentive programs to promote reading at school and at home. Students may earn and accumulate points for the books that they read. As they reach designated goals, they are rewarded with a collector's "dog tag" for their efforts.
- Student of the Month: teachers select two students from their class who have exhibited Community Values traits; students are rewarded at monthly assemblies.
- Once a quarter, students achieving Honor Roll, Principal's list, and perfect attendance are invited to a special activity or restaurant in honor of their achievements.
- At the end of the year, a special field trip (Honor Trip) and BBQ (all day event) is held to reward students for their academic accomplishments, leadership efforts, and extracurricular efforts.
- Reading Passport Awards: students accumulate reading points for reading books in various genres; when students meet designated reading targets they are rewarded with a pizza party, movie and popcorn, or other special activity, and trophies at the end of the year.

### EXTRACURRICULAR ACTIVITIES

Students are encouraged to get involved in enrichment programs, extracurricular activities, and sports programs. Responsible students may enroll in leadership class held during school hours; participants visit colleges and universities. Intramural sports are incorporated into physical education classes. Enrichment activities during and after school include: art, Battle of the Books, and Pee Wee Olympics. Students must meet grade point average criteria to participate in intramural volleyball, flag football, basketball, soccer, and softball. Di Giorgio students participate in regional contests every year and have typically done very well. Students represent Di Giorgio School at the Henry Greve Speech Contest, Bank of America Essay/Speech Contest, and History Day.

### CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

# CURRICULUM & INSTRUCTION

## INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Di Giorgio School are being aligned with the Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 19, 2016, the Di Giorgio School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board adopted Resolution #3 which certifies as required by Education Code §60119 that 1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, and 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are consistent with the cycles and content of the curriculum frameworks adopted by the State Board of Education in math, science, history-social science, health, reading/language arts, including the English language development component of an adopted program. The district's visual and performing arts programs are embedded into the K-8 curriculum through interactive and hands-on activities; textbooks or supplementary materials is are not required for instruction.

## LIBRARY RESOURCES

The school library is staffed by one classified staff member who serves as a part-time library clerk and part-time instructional aide. Di Giorgio School has contracted with the librarian to create a school library plan to meet the needs of the students. English and Spanish titles are available for students to check out. Supplemental resources include DVD's, encyclopedias, magazines, video cassettes, Accelerated Reader, Reading Passport, and books on tape (for English learners). Five computers with Internet access are available in the library and generally used for Accelerated Reader testing and research. Students visit the library twice a week with their class and may visit the library independently during open library time. Reading is highly emphasized through the Accelerated Reader program and participation in regional spelling bees and writing contests.

## TECHNOLOGY RESOURCES

During the 2015-16 school year, Di Giorgio School had a total of 75 computers which equates to one computer for every three students. Each classroom has, on average, four computers for student use and all classrooms have Internet access. Teachers use iPads to facilitate the integration of technology-based learning applications to enhance lesson delivery. Classroom computers are used for Accelerated Reader, word processing, research, skill-building activities, and Lexia Reading (online/self-

## STAFF DEVELOPMENT

All training and curriculum development at Di Giorgio School District revolves around the California State Standards. Staff development concentrations are selected by the school administration and all teaching staff using results from SBAC assessments; CAASPP assessments; CELDT assessments; Renaissance Learning, SRA Math, and McDougal Littell Math proprietary assessments; and DIBELS formative assessments.

During the 2015-16 school year, Di Giorgio School encouraged teachers to participate in staff training activities held on minimum days and sub-release time.

### 2015-16 Staff Development Topics:

- Common Core State Standards
- WriteSteps
- English Language Learners
- Benchmarks
- Lexia
- Accelerated Reader

All instructional aides and the librarian are invited to participate in staff development activities to help them better understand and support the school's curriculum. Di Giorgio School's support staff receive safety and job-related training at the county office of education.

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	11.0	2		
1	16.0	1		
2	26.0		1	
3	21.0		1	
4	20.0	1		
5	18.0	1		
6	25.0		1	
7	17.0	1		
8	18.0	1		
2014-15				
K	13.0	1	1	
1	21.0		1	
2	18.0	1		
3	25.0		1	
4	22.0		1	
5	24.0		1	
6	26.0		1	
7	23.0		1	
8	23.0		1	
2015-16				
K	12.0	1	1	
1	23.0		1	
2	22.0		1	
3	17.0	1		
4	27.0		1	
5	25.0		1	
6	23.0		1	
7	22.0		1	
8	26.0		1	

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

Textbooks					
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade	
Reading/Language Arts					
2016	Yes	Houghton Mifflin; <i>Journeys</i>	0%	K-6	
2016	Yes	Houghton Mifflin; <i>Collections</i>	0%	7-8	
	Yes	SRA; <i>Language for Learning</i>	0%	K-3	
2016	Yes	WriteSteps	0%	K-8	
Math					
2008	Yes	McDougal Littell; <i>Course 1, Course 2, Algebra</i>	0%	6-8	
2015	Yes	Houghton Mifflin Harcourt; <i>GO Math</i>	0%	K-5	
2015	Yes	Houghton Mifflin Harcourt; <i>Big Ideas Math</i>	0%	6-8	
Science					
2006	Yes	Pearson Scott Foresman; <i>Scott Foresman California Science</i>	0%	K-5	
2006	Yes	Pearson Prentice Hall; <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0%	6-8	
Social Science					
2006	Yes	Pearson Scott Foresman; <i>History-Social Science for California</i>	0%	K-5	
2006	Yes	Pearson Scott Foresman; <i>Social Studies</i>	0%	6-8	

Textbook information was obtained from district office personnel in November 2016.

paced intervention and remediation program). Teachers determine the best methods to integrate technology into reading, math, language arts, science, and social science lessons in accordance with district technology curriculum standards. Third thru eighth grade classes each have a SMARTBoard™ (interactive white board which is used to enhance class lessons through graphics presentations). All teachers have access to two document cameras and nine LCD projectors.

### SCHOOL LEADERSHIP

Leadership is a responsibility shared among the Superintendent/Principal, leadership team, and parents. The Superintendent/Principal, Mr. Terry Hallum, is responsible for the day-to-day operations of the school, overall instructional program, and supervision of certificated staff.

Superintendent/Principal Hallum has been in the educational field for over 27 years, and began his third year as Superintendent/Principal of Di Giorgio in the 2015-16 school year. Previous positions include a K-8 teacher and high school math teacher. Professional certifications include:

- Bachelor's degree in mathematics
- Clear Multiple Subject Teaching Credential
- Clear Single Subject Teaching Credential
- Preliminary Administrative Services Credential

Di Giorgio School's Leadership Team is comprised of the Superintendent/Principal, Tilisa Stubbs (Chief Business Official), a teacher representative for grades K-2, one representative for grades 3-5, and one representative for grades 6-8. Team members meet once a month to address schoolwide issues, student achievement, and staff development needs. Grade level representatives serve as a liaison between the principal and grade level teams as well as lead program implementation efforts.

The School Site Council (SSC) is comprised of the Superintendent/Principal, classified staff, teachers, and parents. The SSC meets once each quarter and takes an advisory role in evaluating school programs and progress in meeting school goals. Team members serve as liaison between the school and community and are responsible for reviewing and approving the annual budget, school site plan, and school safety plan.

Parent, teachers, and classified staff collaborate three times a year as the District English Learner Advisory Council. Members of this team monitor categorical funds, increase participation of EL students' parents in the education process, increase awareness of post-graduation activities and help with the transition from elementary school to high school.

### SPECIALIZED INSTRUCTION

All curriculum and instruction is being aligned with the Common Core State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. Di Giorgio School structures its educational program so that all students receive instruction appropriate to their learning

level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Instructional support is provided in and outside the general education classroom. One full-time resource specialist and two bilingual aides support EL students who are at the beginning stages of learning the English language. EL students receive 30 minutes of English Language Development (ELD) instruction per day provided by the bilingual resource specialist and classroom teachers as part of English/language arts, Corrective Reading, Language for Learning, and Language for Writing curricula. ELD instruction focuses on oral language development, reading skills, and vocabulary development. As students increase fluency in the English language, teachers continue to monitor student performance through CELDT results and adjust instruction as needed to ensure continued success.

Di Giorgio School offers many programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours. The principal and classroom teachers meet regularly to evaluate student progress and to identify students performing below grade level proficiency standards. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- Reading: struggling readers, including EL and special education students, participate in a 30 minute per day intervention in lieu of regular language arts instruction. Students receive small group instruction outside the general education classroom and from instructional aides, librarian, or teachers. Instruction focuses on increasing reading comprehension skills, reading fluency, and decoding skills.
- Tutoring: students may elect to take advantage of free tutoring services provided by four teachers, three days a week from 3-4pm. For more information, parents may contact the principal or their child's teacher.
- Reading Buddies: students in grades 5-8 are paired with an elementary student (K-4) to either read to the student or listen to a story. (Reading Buddies enrichment takes place weekly in an intervention elective class.)
- Math Intervention: During school hours, students who are performing below grade level standards are provided additional help and instruction in their math curriculum.

Teachers employ strategies and incorporate activities to help prepare students for high school and college. Students are introduced to and practice efficient note taking, organization skills, and effective reading techniques.

The special education program is staffed by a resource specialist teacher and one resource specialist aide. Instruction is provided in the least restrictive environment and based on each student's Individual

Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education classroom with in-class support by special education staff. The IEP team meets annually to 1) establish goals and objectives, 2) define academic instruction, 3) evaluate the effectiveness of the student's plan, and 4) make adjustments as necessary. Di Giorgio School District is a participating member of the Kern County Special Education Local Plan Area (SELPA), which serves a total of 49 school districts in Kern County. The SELPA affords participating school districts and other county programs to pool resources and expertise in the field of special education.

## PROFESSIONAL STAFF

### COUNSELING & SUPPORT SERVICES STAFF

Di Giorgio School makes every effort to meet the academic, emotional, and physical needs of its students. Counseling support is provided by the principal and teachers.

Di Giorgio School acquires highly qualified nonteaching support staff as needed through the Kern County SELPA for:

- Health services
- Occupational therapy
- Adapted and physical therapy
- Psychological services
- Vision, orientation, and mobility services

Di Giorgio School's Community Values Program is designed to strengthen students' connectedness to school, which is an important element for increasing academic motivation and achievement and for reducing drug use, violence, and delinquency. The Caring School Community employs a cross-age mentoring approach to foster caring relationship through by pairing older and younger students for academic and recreational activities.

#### Counselors and Support Personnel (Nonteaching Professional Staff)

2015-16

	No. of Staff	FTE*
Academic Counselor	0	0.0
Library Clerk	1	0.5
Nurse	As needed	
Speech & Language Specialist	1	0.2
EL Coordinator	1	0.6

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

## TEACHER ASSIGNMENT

For the 2015-16 school year, Di Giorgio School had nine fully credentialed teachers. All teachers possess the required credentials to teach English learners. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

### Teacher Credentials and Assignments

	Di Giorgio School		
	14-15	15-16	16-17
Total Teachers	10	10	10
Teachers with Full Credential	10	9	10
Teachers without Full Credential	0	1	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. \*Total teacher misassignments includes the number of misassignments of teachers of English learners.

In the following table which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

### Core Academic Classes

#### Taught by Highly Qualified Teachers

	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Di Giorgio School	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	-	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. In accordance with Ed Code 41409.3, single school districts are not required to disclose principal and superintendent salaries.

### EXPENDITURES PER STUDENT

For the 2014-15 school year, Di Giorgio School District spent an average of \$9,098 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the state level. Detailed information regarding salaries and expenditures can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Di Giorgio School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Economic Impact Aide (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Other Federal Funds
- Special Education
- State Lottery
- Title I, II

### Salary Comparison

2014-15

	DSD	State Average of Districts in Same Category
Beginning Teacher Salary	43,332	41,085
Mid-Range Teacher Salary	55,578	59,415
Highest Teacher Salary	76,464	75,998
Superintendent Salary	106,468	116,069
Percentage of Budget For:		
Teacher Salaries	31	33
Administrative Salaries	8	7

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

### Current Expense of Education Per Pupil

2014-15

Expenditures Per Pupil	Dollars Spent Per Student		
	Di Giorgio School	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,836	N/A	N/A
Restricted (Supplemental)	495	N/A	N/A
Unrestricted (Basic)	5,341	5,677	94.1%
Average Teacher Salary	78,038	60,985	128.0%

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

## SARC DATA & INTERNET ACCESS

### DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Di Giorgio School and comparisons to other schools in the state. DataQuest provides reports related to school accountability such as CAASPP, enrollment, and staffing data.

### PUBLIC INTERNET ACCESS LOCATION

Parents may access Di Giorgio School's SARC and access the Internet at any of the county's public libraries. The closest library to Di Giorgio School is the Arvin Branch Public Library located at 201 Campus Drive, Arvin, CA 93203.

Arvin Branch Public Library

Number of computers available: 6 • Number of printers available: 1