



DI GIORGIO SCHOOL

School Accountability Report Card A Report of 2020-21 Activity Published in January 2022

Di Giorgio School
Grades K-8
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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact the Superintendent/Principal.

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 DESCRIPTION

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 2020-21 school year, 199 students were enrolled; 37.2% qualified for English Learner support, 5.5% receive special education services, 12.6% migrant education, and 100% 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.

MISSION STATEMENT

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

Student Enrollment by Student Group and Grade Level 2020-21

Student Group	% of Total Enrollment	Grade Level	#
Female	46.2%	Kindergarten	25
Male	53.8%	Grade 1	25
Non-Binary	0.0%	Grade 2	24
American Indian or Alaskan Native	0.0%	Grade 3	11
Asian	0.0%	Grade 4	20
Black or African American	0.0%	Grade 5	26
Filipino	0.0%	Grade 6	22
Hispanic or Latino	97.0%	Grade 7	28
Native Hawaiian or Pacific Islander	0.0%	Grade 8	18
Two or More Races	0.5%		
White	2.5%		
English Learners	37.2%		
Foster Youth	0.0%		
Homeless	0.0%		
Migrant	12.6%		
Socioeconomically Disadvantaged Students with Disabilities	100.0%	Total Enrollment	199

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in 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:

- Athletic Events
- Back to School Night
- Christmas Tamale Sale (thru PTF)
- Di Giorgio Play Day
- Magic Mountain 4-Pack of Tickets Raffle (at Christmas and Spring Barbecues)
- Kids' Live
- Open House
- Oral Language Festival
- Pee Wee Olympics
- Pennies for Patients

- Project ALERT
- Red Ribbon Program
- Running for Ronald (Bakersfield's Ronald McDonald House)
- Sixth Grade Camp
- Sloppy Joe Day
- Student Performances
- Winter Program

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

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2020-21					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaskan Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

Local Assessments - ELA & Math Grade 3 through 8 and Grade 11

2020-21										
Student Group	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students Tested	127	109	86	14	16	127	100	79	21	33
Female	53	47	89	11	25	53	48	91	9	31
Male	74	62	84	16	8	74	52	70	30	35
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	123	105	85	15	15	123	96	78	22	32
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	--	--	--	--	--	--	--	--	--	--
English Learners	41	34	83	17	2	41	34	83	17	10
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	127	109	86	14	16	127	100	79	21	33
Students Receiving Migrant Education Services	18	14	78	22	36	18	14	78	22	33
Students with Disabilities	--	--	--	--	--	--	--	--	--	--

Note: NT values indicate this school did not test students using the CAASPP for ELA.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Local Assessment Test Results in ELA & Mathematics

Note: At or above grade-level standard in the context of the local assessment administered

Double dashes (--) appear in this 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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)

2020-21

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
American Indian or Alaskan Native	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT

Note: NT values indicate this school did not test students using the CAASPP for ELA.

Double dashes (-) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Local Assessment Test Results in ELA & Mathematics

Note: At or above grade-level standard in the context of the local assessment administered

Double dashes (-) appear in this 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.

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven**

Percentage of Students Meeting or Exceeding the State Standards

	Di Giorgio School		DSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

**Note: 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.**

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	NT	N/A	NT	N/A	28.72

Note: 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 NT values indicate that this school did not test students using the CAASPP for Science.

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.

Note: The above events were planned for the school year and will occur as Department of Public Health allows due to the ongoing COVID-19 pandemic.

STUDENT ACHIEVEMENT

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three

through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the 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/.

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.

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/pfi/.

California Physical Fitness Test Results 2020-21			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	N/A	N/A	N/A
Seventh	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

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.

2021-22 Planned Improvements:

- Install new HVAC system for auditorium, cafeteria and library

Campus Description	
Year Built	1897
Acreage	33
Bldg. Square Footage	27,655
	Quantity
# 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

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, two yard duty aides supervise 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 3:45 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, bus manager, 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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Most Recent Inspection Date: September 8, 2021				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	✓			

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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 Fall 2021.

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, and one part-time day custodian 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.

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 2020-21 school year, 100% of restrooms were fully operational and available for student use at all times.

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 September 8, 2021; 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.

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 which is a five-step process to correct inappropriate conduct. Consequences and disciplinary action are

Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	207	205	0	0
Female	96	95	0	0
Male	111	110	0	0
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino	201	199	0	0
Native Hawaiian or Pacific Islander				
Two or More Races				
White	6	6	0	0
English Learners	86	84	0	0
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	207	205	0	0
Students Receiving Migrant Education Services	26	26	0	0
Students with Disabilities	12	12	0	0

Suspensions and Expulsions

	Di Giorgio School			DSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	0.40%	2.00%	0.00%	0.40%	2.00%	0.00%	3.50%	3.60%	N/A
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.09%	N/A

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.

Data collected during the 2020-2021 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.ntry!'B168

Suspensions & Expulsions by Student Group (2020-21)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

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 are combined with Positive Behavior Intervention and Support to foster a secure, family-style atmosphere for students and staff. Behavior expectation posters are posted around the campus and are focused on the following:

- A** - Always Safe
- R** - Respectful
- M** - Make Good Choices
- O** - On Task
- R** - Responsible

Students collect Dragon Scales which are handed out by staff for good behavior/choices and these scales can be used at Di Giorgio's PBIS Award Store to purchase items.

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.

CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for DiGiorgio School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CLASS SIZE

The Average Class Size and 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.

Average Class Size and Class Size Distribution

Grade Level	2018-19			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	14.0	2		
1	13.0	1		
2	27.0		1	
3	25.0		1	
4	27.0		1	
5	30.0		1	
6	20.0	1		
	2019-20			
K	15.0	1	1	
1	20.0	1		
2	12.0	1		
3	21.0		1	
4	26.0		1	
5	21.0		1	
6	28.0		1	
	2020-21			
K	13.0	2		
1	25.0		1	
2	24.0		1	
3	11.0	1		
4	20.0	1		
5	26.0		1	
6	22.0		1	

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

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

The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

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.

- Once a trimester, students achieving Honor Roll, Principal's List, and Perfect Attendance are recognized at an awards ceremony.

- At the end of the year, Accelerated Reader trophies are given out, along with Battle of the Books and Perfect Attendance awards.

- A special field trip (Honor Trip) is taken to go bowling, a BBQ (all day event) is held for all students, and eighth grade students attend a field trip to Magic Mountain at the end of the year.

- Students are recognized monthly on Fridays for a Perfect Attendance award.

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. 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.

CURRICULUM & INSTRUCTION

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Di Giorgio School are being aligned with the California 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.

On September 15, 2021 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 #1 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.

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; ELPAC assessments; DIBELS formative assessments; Renaissance Learning, Symphony Math and McDougal Littell Math proprietary assessments.

During the 2019-20, 2020-21, and 2021-22 school years, Di Giorgio School encouraged teachers to participate in staff training activities held on minimum days and sub-release time.

2019-20 Staff Development Topics:

- English Learner Strategies
- Instructional Strategies
- Math Training (Symphony Math & Lexia)
- Science Curriculum Adoption
- Technology Training

2020-21 Staff Development Topics:

- English Learner Strategies
- Instructional Strategies
- Math Training (Symphony Math & Lexia)
- Technology Training

2021-22 Staff Development Topics:

- English Learner Strategies
- Multi-Tiered Systems of Supports (MTSS) Implementation

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.

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. The library clerk meets with a certificated librarian who is on contract in order to come up with a school library plan and improvements needed each year. 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). Six computers with Internet access are available in the library and generally used for Accelerated Reader testing and research. Students visit the library one to two times 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

Kindergarten thru eighth grade has 200 Chromebooks and equates to a one to one ratio. 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-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. Kindergarten 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 two LCD projectors. Di Giorgio has updated all computers with Windows 10 software in order to have access to the most current technology available.

SCHOOL LEADERSHIP

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

Superintendent/Principal Allen has been in the educational field for over 21 years, and began her first year as Superintendent/Principal of Di Giorgio in the 2021-22 school year. Previous positions include a K-8 teacher, a Special Education teacher, Vice Principal, Principal, and Assistant Superintendent. Professional certifications include:

- Bachelor's Degree in Liberal Studies
- Clear Multiple Subject Teaching Credential
- Clear Mild-Moderate Education Specialist Credential
- Clear Administrative Services Credential

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Houghton Mifflin; <i>Journeys</i>	0%
2016	Yes	Houghton Mifflin; <i>Collections</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt; <i>GO Math</i>	0%
2015	Yes	Houghton Mifflin Harcourt; <i>Big Ideas Math</i>	0%
Science			
2019	Yes	National Geographic; <i>Exploring Science</i>	0%
2019	Yes	Pearson; <i>Life and Physical Science</i>	0%
Social Science			
2018	Yes	Pearson Scott Foresman; <i>California History-Social Science: myWorld Interactive</i>	0%
2018	Yes	National Geographic; <i>National Geographic World History</i>	0%

Di Giorgio School's Leadership Team is comprised of the Superintendent/Principal, Ryan Lubatti (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 approximately 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.

Parents, 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 California 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 a minimum of 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 ELPAC 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, the 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 four resource specialist aides. 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

PROFESSIONAL STAFF

TEACHER PREPARATION

The charts below identify the number of teachers at Di Giorgio School, District, and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also reports Di Giorgio School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

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.

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 2019-20 school year, Di Giorgio School District spent an average of \$11,291 of total general funds to educate each student (based on 2019-20 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/ and 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.)

Expenditures Per Pupil and School Site Teachers Salaries 2019-20			
Dollars Spent Per Student			
Expenditures Per Pupil	Di Giorgio School	State Average for Districts of Same Size and Type	
		State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	13,466	N/A	N/A
Restricted (Supplemental)	1,832	N/A	N/A
Unrestricted (Basic)	11,634	8,444	137.8%
Average Teacher Salary	70,413	72,352	N/A

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

Academic Counselors and Other Support Staff 2020-21		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Library Clerk	1	0.5
Nurse (Thru KCSOS) (Contract Service)	As needed	
EL Coordinator	1	0.2
Counselor (Contract Service)	1	1.0
	As needed	

*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 and Administrative Salaries 2019-20		
	DSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,229	47,265
Mid-Range Teacher Salary	66,485	69,813
Highest Teacher Salary	85,104	91,237
Percentage of Budget For:		
Teacher Salaries	28	30
Administrative Salaries	6	7

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

In addition to general fund state funding, Di Giorgio School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Education Protection Account
- Lottery: Instructional Materials
- Other Federal Funds
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I
- Title II
- Title IV

SARC DATA

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Di Giorgio Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Di Giorgio Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in December 2021 and the school facilities sections was acquired in November 2021.