# Lodi Middle

## School Accountability Report Card
## Reported Using Data from the 2019—2020 School Year
### California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

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

## California School Dashboard

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

## Cassandra Iwamiya, Principal

⚲ Principal, Lodi Middle

### About Our School

Lodi Middle School strives to support the high achievement of all students. Our expectation is to create life long learners who will become contributing and respectful members of society within a challenging and nurturing environment.

### Contact

*Lodi Middle*
*945 South Ham Ln.*
*Lodi, CA 95242-3822*

*Phone: 209-331-7540*
*Email: ciwamiya@lodiusd.net*

# About This School

## Contact Information (School Year 2020-21)

| District Contact Information (School Year 2020-21) | |
| --- | --- |
| **District Name** | Lodi Unified |
| **Phone Number** | (209) 331-7000 |
| **Superintendent** | Cathy Washer |
| **Email Address** | cwasher@lodiusd.net |
| **Website** | www.lodiusd.net |

| School Contact Information (School Year 2020-21) | |
| --- | --- |
| **School Name** | Lodi Middle |
| **Street** | 945 South Ham Ln. |
| **City, State, Zip** | Lodi, Ca, 95242-3822 |
| **Phone Number** | 209-331-7540 |
| **Principal** | Cassandra Iwamiya, Principal |
| **Email Address** | ciwamiya@lodiusd.net |
| **County-District-School (CDS) Code** | 39685856042220 |

*Last updated: 1/20/2021*

## School Description and Mission Statement (School Year 2020-21)

Our goal at Lodi Middle School is to provide the best possible education for all students, in order to make them responsible, contributing, lifelong learners. The educational program addresses intellectual, physical, and social development. It allows students the opportunity to reach their full potential. Expectations are high and clearly defined and understood by staff, students, and parents within the Lodi Middle School learning community. The program provides experiences in a setting where students, staff and parents collaborate in a climate which is safe, friendly, open, caring and trusting for all.
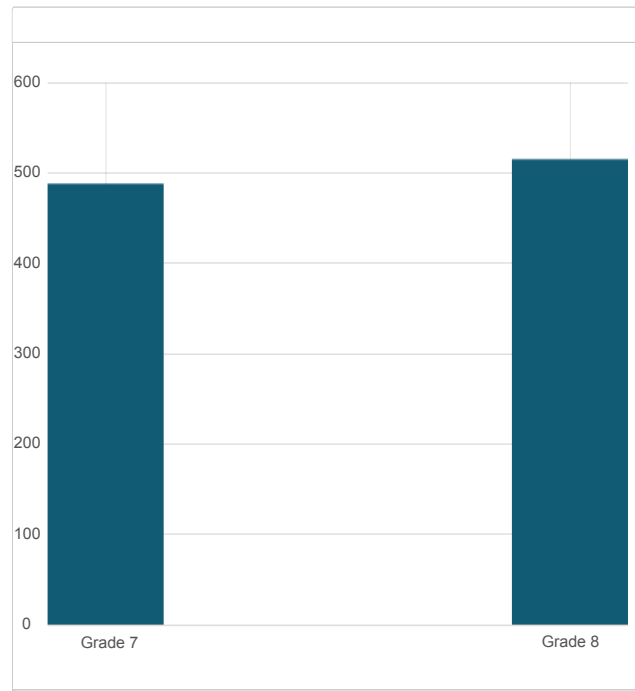
The curriculum is broad-based and consistent with the goals and objectives of the California State Framework- State Content Area Standards, and the district's vision for Standards Based Instruction. Instructional materials are carefully selected along with meaningful assessments that inform and guide instruction to assist students in mastery of content area standards. Varied teaching strategies are utilized to accommodate different modes of learning and unique needs while developing a respect for education diversity. Opportunities are provided for students to apply learning to actual life situations. Our standards based curriculum actively involves students in the learning process which fosters responsibility and lifelong learning.

All members of the school community who affect student learning collaborate on a regular basis through team, department, staff and parent meetings. Grade level curricular standards are incorporated into the Lodi Middle School student handbook. Multiple ongoing and meaningful assessments drive instruction as students master academic content standards and become productive citizens.

*Last updated: 1/19/2021*

# Student Enrollment by Grade Level (School Year 2019–2020)

| Grade Level | Number of Students |
|---|---|
| Grade 7 | 488 |
| Grade 8 | 515 |
| Total Enrollment | 1003 |

# Student Enrollment by Student Group (School Year 2019–2020)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 1.00 % |
| American Indian or Alaska Native | 0.40 % |
| Asian | 8.40 % |
| Filipino | 0.60 % |
| Hispanic or Latino | 64.80 % |
| Native Hawaiian or Pacific Islander | 0.40 % |
| White | 20.20 % |
| Two or More Races | 2.20 % |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| Socioeconomically Disadvantaged | 75.30 % |
| English Learners | 21.60 % |
| Students with Disabilities | 12.20 % |
| Foster Youth | 0.30 % |
| Homeless | 0.40 % |

# A. Conditions of Learning

# State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Credentials

| Teachers | School 2018–2019 | School 2019–2020 | School 2020–2021 | District 2020–2021 |
|---|---|---|---|---|
| With Full Credential | 36 | 39 | 38 | 1274 |
| Without Full Credential | 6 | 9 | 5 | 72 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 11 |
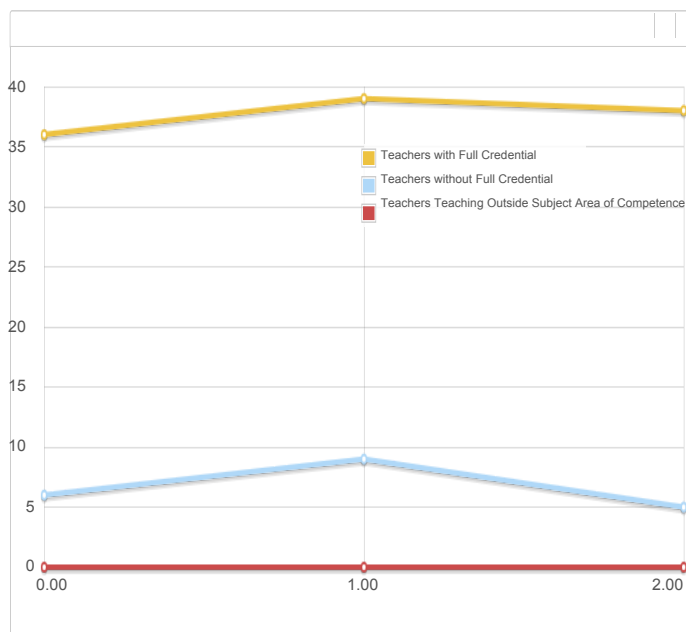


*Last updated: 1/5/2021*

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018–2019 | 2019–2020 | 2020–2021 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 1 |
| Total Teacher Misassignments* | 0 | 0 | 1 |
| Vacant Teacher Positions | 0 | 0 | 1 |
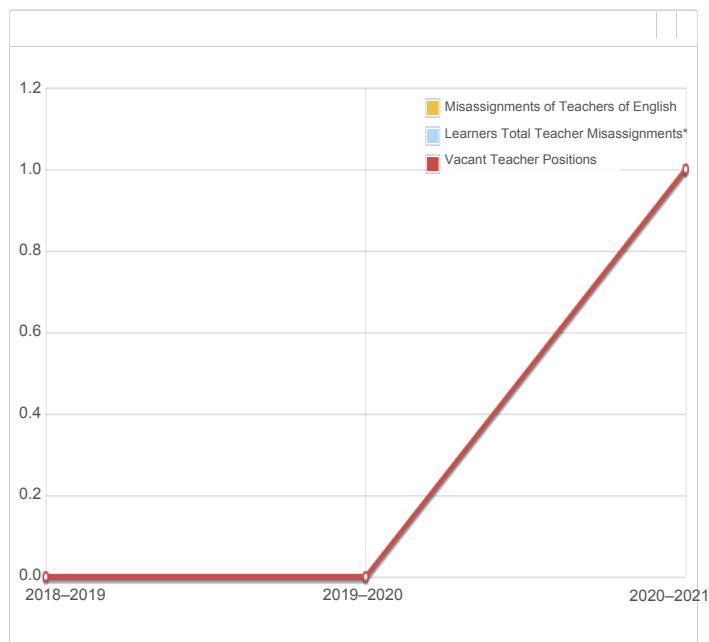


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 1/5/2021*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-21)

Year and month in which the data were collected: July 2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | (Grade 7-8 Base Core/EL Support) **StudySync**, McGraw Hill c. 2017<br>Adoption Year: 2016;<br>From most recent adoption: Yes<br><br>(Grade 7-8 Intervention) **Scholastic Read 180-Stage B**, Scholastic, c.2012<br>Adoption Year: 2011;<br>From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011<br><br>(Grade 7-8 Intensive Intervention/EL Support) **Scholastic System 44 Next Gen**, Scholastic, c.2014<br>Adoption Year: 2011<br>From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011 | | 0.00 % |
| Mathematics | (Grade 7 Base Core/Intervention) **CMP 3 Math Grade 7**, Pearson, c.2014<br>Adoption Year: 2014<br>From most recent adoption: No, Local Board Approval on 4/15/2014<br><br>(Grade 8 Base Core/Intervention) **CMP 3 Math Grade 8**, Pearson, c.2014<br>Adoption Year: 2014<br>From most recent adoption: No, Local Board Approval on 4/15/2014<br><br>(Grade 7-8 SDC) **Math 180**, Scholastic, c.2014<br>Adoption Year: 2014<br>From most recent adoption: No, Local Board Approval on 7/22/2014 | | 0.00 % |
| Science | (Grade 7 Base Core) **Amplify Science (K-8)**, Amplify Education Inc., c.2018<br>Adoption Year: 2019;<br>From most recent adoption: Yes<br><br>(Grade 8 Base Core) **Amplify Science (K-8)**, Amplify Education Inc., c.2018<br>Adoption Year: 2019;<br>From most recent adoption: Yes | | 0.00 % |
| History-Social Science | (Grade 7 Base Core) **Nat Geo World History: Medieval and Early Modern Times**, NatGeo/Cengage, c.2018<br>Adoption Year: 2018;<br>From most recent adoption: Yes<br><br>(Grade 8 Base Core) **US History American Stories: Beginnings to WWI**, NatGeo/Cengage, c.2018<br>Adoption Year: 2018; From most recent adoption: Yes | | 0.00 % |
| Foreign Language | (Grade 7-8 Spanish) **Que Chevere! Level 1**, EMC Publishing, c.2016<br>Adoption Year: 2015<br>From most recent adoption: No, Local Board Approval on 6/2/2015 | | 0.00 % |
| Health | (Grade 7-8) **Life Skills**, Princeton Health Press, c.2000<br>Adoption Year: 2004<br>From the most recent adoption: No, Local Board Approval on 6/6/2004<br><br>(Grade 7-12) **FLASH Curriculum**, King County Public Health, c.2019<br>Adoption Year: 2020<br>From the most recent adoption: Yes | | 0.00 % |
| Visual and Performing Arts | N/A | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

*Last updated: 1/24/2021*

# School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:
This school sits on 19.3 acres and was built in 1965.
MAINTENANCE AND REPAIR:
The Lodi Middle School facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
CLEANING PROCESS AND SCHEDULE:
A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.
DEFERRED MAINTENANCE PROJECT S: 2012 Phase I lighting retrofit.
MODERNIZATION PROJECT S: 2011 Multipurpose, kitchen, & various restrooms had some work completed. 2012 Added shade structure to courtyard area. 2013 Painted interior multi-purpose & staff dining area. 2014-15 Added black iron fence, access control & cameras for security, and completed various landscaping around school. 2016 Renovated outside back walking and running track. 2017 Prop 39 Yr 2 W wireless Energy Management System Replacement Project completed. Replaced flooring in various portables. Repaired walkway in courtyard area. 2019-20 Measure U Fire Alarm Replacement Project. NEW SCHOOL CONST RUCT ION PROJECT S: N/A

Data on school facilities was collected for Lodi Middle on 10/8/2020.

Lodi Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office. As of October 2020, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Lodi Middle. These needs include:
- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage
- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

*Last updated: 1/11/2021*

# School Facility Good Repair Status

Year and month of the most recent FIT report: October 2020

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

# Overall Facility Rate

Year and month of the most recent FIT report: October 2020

| Overall Rating | Good |
|---|---|

*Last updated: 1/6/2021*

## B. Pupil Outcomes

# State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

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

**CAASPP Test Results in ELA and Mathematics for All Students**
**Grades Three through Eight and Grade Eleven**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|---|---|---|---|---|---|---|
| English Language Arts / Literacy (grades 3-8 and 11) | 41.0% | N/A | 45.0% | N/A | 50% | N/A |
| Mathematics (grades 3-8 and 11) | 31.0% | N/A | 34.0% | N/A | 39% | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year. 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.

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

*Last updated: 1/18/2021*

**CAASPP Test Results in ELA by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/18/2021*

**CAASPP Test Results in Mathematics by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/18/2021*

**CAASPP Test Results in Science for All Students**
**Grades Five, Eight and High School**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | 24 | N/A | 25 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year. Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/21/2021*

**CAASPP Tests Results in Science by Student Group**
**Grades Five, Eight and High School (School Year 2019–2020)**

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

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/18/2021*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2019–2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| 7 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/18/2021*

# C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## Opportunities for Parental Involvement (School Year 2020–2021)

Parents who wish to participate in Lodi Middle School's leadership teams, school committees, school activities, or become volunteers may contact the principal, Cassandra Iwamiya, at (209) 331-7540.

The Lodi Middle School community continues to support our school through active involvement in PTSA, School Site Council, English Learners Advisory Committee, District English Learners Advisory Committee, Superintendents Parent, Teach and Classified Advisory Committees.

Parent involvement is ongoing at Lodi Middle School and part of Board Policy #6020. Parent involvement opportunities are listed in the student handbook and will be a regular part of our Lodi Middle School newsletter that goes home to parents/guardians each month. Information will be included in newsletters to help parents with homework, student habits for students, how to deal with conflict at home, and how to help their child be successful in mastery of grade level standards. Other flyers and notices will be sent home with the student, and a Blackboard Connect 5 call will be placed to notify parents of such information.

The following are only some of the programs offered at Lodi Middle School that will be fully explained at Parent Information Nights, Back-to-School Nights, Parent Conference Nights, Student Success Team (SST) Meetings, and parent/teacher conferences:
- Profile 1 & 2 Parent Meetings
- 8th Grade Academic Promotion Ceremony
- Honor Roll Celebrations
- ELAC Meetings
- PTSA
- Assemblies
- IEPs
- Child Welfare and Attendance Home Visits
- Grade Level Promotion/Retention Meetings
- Parent Lunch Dates (Lunch With a Loved One)
- Education Nights
- School Safety Committee
- School Plays/Talent Show
- High School Orientation/Scheduling
- 7th Grade Parent/Student Orientation
- Bridge (After-School Program)

*Last updated: 1/10/2020*

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions
## (data collected between July through June, each full school year respectively)

| Rate | School 2017–2018 | School 2018–2019 | District 2017–2018 | District 2018–2019 | State 2017–2018 | State 2018–2019 |
|---|---|---|---|---|---|---|
| Suspensions | 9.80% | 9.40% | 4.60% | 5.00% | 3.50% | 3.50% |
| Expulsions | 0.20% | 0.00% | 0.10% | 0.20% | 0.10% | 0.10% |

## Suspensions and Expulsions for School Year 2019–2020 Only
## (data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019–2020 | District 2019–2020 | State 2019–2020 |
|---|---|---|---|
| Suspensions | 6.58% | 4.86% | 2.50% |
| Expulsions | -- | 0.14% | 0.10% |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

*Last updated: 1/22/2021*

## School Safety Plan (School Year 2020–2021)

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 9/17/2019.

*Last updated: 1/21/2021*

# D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

| Subject | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| English | 25.00 | 10 | 28 | 5 |
| Mathematics | 28.00 | 5 | 20 | 9 |
| Science | 28.00 | 3 | 24 | 7 |
| Social Science | 29.00 | 3 | 19 | 11 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

| Subject | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| English | 26.00 | 10 | 25 | 7 |
| Mathematics | 27.00 | 4 | 31 | 2 |
| Science | 30.00 | 2 | 17 | 14 |
| Social Science | 31.00 | 2 | 15 | 15 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

| Subject | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| English | 19.00 | 34 | 28 | 2 |
| Mathematics | 25.00 | 7 | 29 | 3 |
| Science | 26.00 | 4 | 31 | 3 |
| Social Science | 26.00 | 7 | 25 | 6 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/23/2021*

## Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| Title | Ratio** |
|---|---|
| Pupils to Academic Counselor* | 501.5 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/19/2021*

## Student Support Services Staff (School Year 2019–2020)

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.88 |
| Psychologist | 1.00 |
| Social Worker | 0.00 |
| Nurse | 0.48 |
| Speech/Language/Hearing Specialist | 0.50 |
| Resource Specialist (non-teaching) | 3.00 |
| Other | 0.09 |

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

*Last updated: 1/24/2021*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $11337.90 | $4435.80 | $6902.10 | $69642.90 |
| District | N/A | N/A | $8143.10 | $75702.00 |
| Percent Difference – School Site and District | N/A | N/A | -16.50% | -8.30% |
| State | N/A | N/A | $7750.12 | $83052.00 |
| Percent Difference – School Site and State | N/A | N/A | -11.60% | -17.60% |

*Last updated: 1/20/2021*

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

## Types of Services Funded (Fiscal Year 2019–2020)

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either Local Control Funding Formula (LCFF) or other sources. Services vary by school and may include:
• After School Programs
• AVID Programs
• Special Education
• Counseling Services (Academic and Career)
• Extended Day/Year/Summer School
• Supplemental instructional materials
• Enrichment Programs
• Access to Technology
• Social Services
• Athletic Programs
• Program for English Learners

Check with the school principal to get more information about the services that are specific to the school.

*Last updated: 1/5/2021*

## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $43,999 | $50,029 |
| Mid-Range Teacher Salary | $69,903 | $77,680 |
| Highest Teacher Salary | $97,861 | $102,143 |
| Average Principal Salary (Elementary) | $129,353 | $128,526 |
| Average Principal Salary (Middle) | $136,291 | $133,574 |
| Average Principal Salary (High) | $151,703 | $147,006 |
| Superintendent Salary | $268,296 | $284,736 |
| Percent of Budget for Teacher Salaries | 31.00% | 33.00% |
| Percent of Budget for Administrative Salaries | 4.00% | 5.00% |

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

**Teacher Salary Chart**



**Principal Salary Chart**
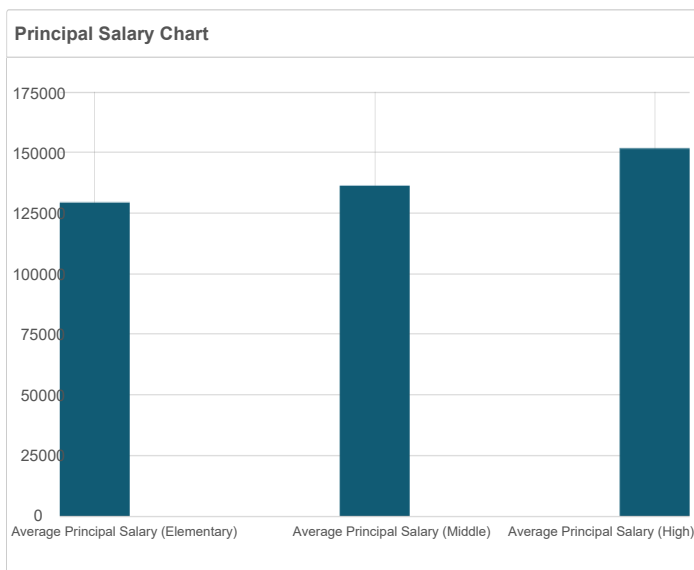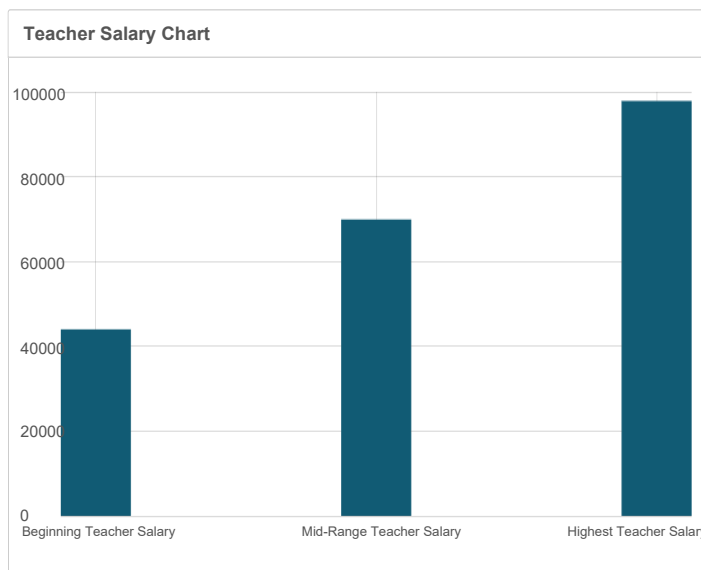


*Last updated: 1/21/2021*

## Professional Development

| Measure | 2018–2019 | 2019–2020 | 2020–2021 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |