Independence
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Independence
Street	13451 North Extension Rd.
City, State, Zip	Lodi, Ca, 95242-9249
Phone Number	209-331-8275
Principal	Dominee Muller-Kimball, Principal
Email Address	dkimball@lodiusd.net
School Website	
County-District-School (CDS) Code	39685853930344

2021-22 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiusd.net
District Website Address	www.lodiusd.net

2021-22 School Overview

Independence School is a voluntary program offered by Lodi Unified School District to assist students who find that the regular classroom settings do not meet their needs. It is a W estern Schools and Colleges accredited school that provides an alternative method of curriculum delivery and instruction through independent study. All courses are aligned with Lodi Unified School District common core standards. On the high school level, Independence School supports both college prep and non college prep curriculum. High school students who attend Independence may be approved to concurrently attend classes at their school of residence or local community college.

School Mission Statement

Independence School is committed to creating a challenging learning environment that encourages success for all students. (K-12) W e utilize California Common Core Standards based instruction that incorporates academic and socio-emotional aspects, while recognizing strategies for individual differences and learning styles. W e work with partners, parents, and the community to ensure that our students are reaching their potential as they become confident 21st Century learners with the abilities to meet graduation requirements.

Vision Statement

The vision of Independence School is to fulfill the needs of students who require an alternative to a traditional setting. W e encourage communication, critical thinking, collaboration, citizenship and character through a diverse and comprehensive, technology infused curriculum. W e do this by giving support, building confidence, and creating an environment that is safe and fosters lifelong learning.

School-Wide Learning Outcomes
All Independence School students will:
* be critical thinkers who
* Use a variety of strategies to produce and complete academic project
* Make mindful decisions
* be academically proficiently learners who

2021-22 School Overview

- Perform mathematical operations and analyze, apply, and problem-solve mathematical concept
- Speak, read, and write Standard English
- Use technology efficiently and effectively
- be effective communicators who
- Articulate ideas, opinions and information in a responsible and respectful manner
- Incorporate technology as a means of communication and sharing information
- be self-directed learners who
- Can set short and long-term goals and follow through with them
- Make informed decisions, be on time, be responsible and accept consequence

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	12
Grade 1	14
Grade 2	14
Grade 3	10
Grade 4	5
Grade 5	6
Grade 6	7
Grade 7	17
Grade 8	21
Grade 9	16
Grade 10	28
Grade 11	57
Grade 12	103
Total Enrollment	310

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
Asian	13.2
Black or African American	8.7
Filipino	1
Hispanic or Latino	31.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.9
White	36.5
English Learners	13.2
Foster Youth	0.6
Homeless	0.3
Socioeconomically Disadvantaged	63.5
Students with Disabilities	23.5

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.8	45.8	1289.6	83.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	64.9	4.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	4.7	54.9	3.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.9	37.1	52.4	3.4	12115.8	4.4
Unknown	1.3	12.3	83.5	5.4	18854.3	6.9
Total Teaching Positions	10.5	100.0	1545.6	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
Permits and Waivers	0.3
Misassignments	0.1
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	3.9
Total Out-of-Field Teachers	3.9

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

Year and month in which the data were collected	July 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade K-6 Base Core/EL Support) CA Journeys, Houghton Mifflin Harcourt, c.2017; Adoption Year: 2016; From most recent adoption: Yes (Grade K-6 ELD Support) Rosetta Stone; Adoption Year: 2011; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011 (Grade 4-6 Intervention) Scholastic Read 180-Stage A, Scholastic, c.2012; Adoption Year: 2014; From most recent adoption: No, Local Board Approval on 7/22/2014 (Grade 4-6 Intensive) Scholastic System 44 Next Gen, Scholastic, c.2014; Adoption Year: 2014; From most recent adoption: No, Local Board Approval on 7/22/2014 (Grade 7-8 Base Core/EL Support) StudySync, McGraw Hill c. 2017; Adoption Year: 2016; From most recent adoption: Yes (Grade 7-8 Intervention) Scholastic Read 180-Stage B, Scholastic, c.2012; Adoption Year: 2011; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011 (Grade 7-8 Intensive Intervention/EL Support) Scholastic System 44 Next Gen, Scholastic, c.2014; Adoption Year: 2011; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011 (Grade 9 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016 (Grade 9-12 Intensive Intervention) Scholastic Read 180: Next Generation, Scholastic, c.2012 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 4/17/2011		0.0 %

	(Grade 9-12 Intensive Intervention) Scholastic System 44 Next Gen, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014 (Grade 10 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016 (Grade 11 Base Core) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016 (Grade 11 AP Language) The Language of Composition: Reading, Writing, Rhetoric, Bedford, c.2013 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016 (Grade 11-12 Creative Writing) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007 (Grade 12 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016 (Grade 12 - AP Language) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007		
Mathematics	(Grade K-5 Base Core) Math Expressions, Houghton Mifflin Harcourt, c.2015; Adoption Year: 2014; From most recent adoption: Yes (Grade 6 Base Core) CMP3 Math Grade 6, Pearson, c.2014; Adoption Year: 2014; From most recent adoption: No, Local Board Approval on 4/15/2014 (Grade 7 Base Core/Intervention) CMP 3 Math Grade 7, Pearson, c.2014; Adoption Year: 2014; From most recent adoption: No, Local Board Approval on 4/15/2014 (Grade 8 Base Core/Intervention) CMP 3 Math Grade 8, Pearson, c.2014; Adoption Year: 2014;		0.0 %

From most recent adoption: No, Local Board Approval on 4/15/2014

(Grade 7-12 SDC) Math 180, Scholastic, c.2014;
Adoption Year: 2014;
From most recent adoption: No, Local Board Approval on 7/22/2014

(Grade 9-12 SDC) Math 180, Scholastic, c.2014
Adoption Year: 2014
From most recent adoption: No, Local Board Approval on 7/22/2014

(Grade 9 Intervention) Core Connections Course 3, CPM, c.2014
Adoption Year: 2014
From most recent adoption: No, Local Board Approval on 7/22/2014

(Grade 9-12 Base Core) Core Connections: Integrated Course 1, CPM, c.2014
Adoption Year: 2014
From most recent adoption: No, Local Board Approval on 4/15/2014

(Grade 10-12) Stats in Your World, Pearson, c.2016
Adoption Year: 2017
From most recent adoption: No, Local Board Approval on 6/6/2017

(Grade 10-12 Base Core) Core Connections: Integrated Course 2, CPM, c.2014
Adoption Year: 2014
From most recent adoption: No, Local Board Approval on 4/15/2014

(Grade 10-12 Base Core) Core Connections: Integrated Course 3, CPM, c.2014
Adoption Year: 2014
From most recent adoption: No, Local Board Approval on 4/15/2014

(Grade 11-12 AP) AP The Practice of Statistics, Bedford, Freeman & Worth Co., c.2015
Adoption Year: 2014
From most recent adoption: No, Local Board Approval on 5/6/2014

(Grade 12) Precalculus, CPM, c.2018
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on 5/15/18

(Grade 12 AP) Calculus for AP, Cengage 2017
Adoption Year: 2017
From most recent adoption: No, Local Board Approval on 6/6/2017

(Grade 11-12) Math for Financial Literacy, Goodheart & Wilcox, 2013
Adoption Year: 2018

	From most recent adoption: No, Local Board Approval on 5/15/18 (Grade 11-12) Personal Financial Literacy, Pearson, 2014 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/5/16		
Science	(Grade K-5 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes (Grade 6 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2018; From most recent adoption: Yes (Grade 7 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes (Grade 8 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes (Grade 9) Inspire Earth Science, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 9-12) Physics of the Universe, Discovery Ed., c.2019 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 7/7/2020 (Grade 9-12) Inquiry Into Life, McGraw Hill., c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 9-12) CA Inspire Chemistry, McGraw Hill., c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 10-12) CA Inspire Biology, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 11-12 AP) Biology in Focus, Pearson, c.2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016 (Grade 11-12) CA Inspire Chemistry, McGraw Hill, c. 2020 Adoption Year: 2020		0.0 %

	From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 11-12 AP) Chemistry & Chemical Reactivity, Cengage Learning, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016 (Grade 11-12) Holt Environmental Science, Holt, Rinehart & Winston, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008 (Grade 11-12 AP) Living in the Environment, 18th ed., Cengage, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016 (Grade 11-12) CA Inspire Physics, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (Grade 11-12) Hole's Anatomy & Physiology, MacMillan/McGraw, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 11-12) Astronomy: Journey to the Cosmic Frontier, McGraw Hill, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008 (Grade 11-12) Life on an Ocean Planet, Current Publishing, c.2006 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008 (Grade 12 AP) College Physics, 10th Ed., Cengage Learning, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016		
History-Social Science	(Grade K-2 Base Core) CA Studies Weekly Program, Studies Weekly, c.2018; Adoption Year: 2018; From most recent adoption: Yes (Grade 3-5 Base Core) CA Social Studies IMPACT, McGraw Hill, c.2018; Adoption Year: 2018; From most recent adoption: Yes		0.0 %

(Grade 6 Base Core) NatGeo World History: Ancient Civilizations, NatGeo/Cengage, c.2018;
Adoption Year: 2018;
From most recent adoption: Yes

(Grade 7 Base Core) Nat Geo World History: Medieval and Early Modern Times, NatGeo/Cengage, c.2018;
Adoption Year: 2018;
From most recent adoption: Yes

(Grade 8 Base Core) US History American Stories: Beginnings to WWI, NatGeo/Cengage, c.2018;
Adoption Year: 2018;
From most recent adoption: Yes

(Grade 9) World Geography: My World Interactive, Pearson/Prentice Hall, c. 2019
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 9-12 AP) The Cultural Landscape: An Introduction to Human Geography, Pearson/Prentice Hall, c.2008
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 4/15/2008

(Grade 9-12 AP) World Civilizations: The Global Experience, Pearson, c.2017
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on 3/27/2018

(Grade 9-12 AP) Art Through the Ages: A Global History, Cengage Learning, c. 2016
Adoption Year: 2015
From most recent adoption: No, Local Board Approval on 5/19/2015

(Grade 10) World History: A Modern World, Pearson/Prentice Hall, c.2018
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 10-12 AP) Western Civilization Since 1300, Cengage Learning, c.2015
Adoption Year: 2016
From most recent adoption: No, Local Board Approval on 1/12/2016

(Grade 11) United States History: the Twentieth Century, Pearson/Prentice Hall, c.2019
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 11 AP) The American Pageant, Cengage, c.2015
Adoption Year: 2014
From most recent adoption: No, Local Board Approval on 5/6/2014

	(Grade 11-12) Sociology & You, Glencoe, c.2014 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 11-12) Understanding Psychology, McGraw Hill, c.2014 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 11-12 AP) Myer's Psychology, Bedford Freeman/Worth, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 12) Magruder's American Government, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 12) Economics: Principles in Action, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 12 AP) American Government and Politics Today, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007 (Grade 12 AP) Principles of Economics AP, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007		
Foreign Language	(Grade 7-8 Spanish) Que Chevere! Level 1, EMC Publishing, c.2016 Adoption Year: 2015; From most recent adoption: No, Local Board Approval on 6/2/2015 (Grade 9-12 Spanish) Que Chevere! Level 1-4, EMC Publishing, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015 (Grade 9-12 Spanish for Native Speakers) Galeria 1-2, Vista Higher Learning, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 6/2/2020 (Grade 9-12 AP Spanish) Temas, Vista Higher Learning, c.2014		0.0 %

	Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015 (Grade 9-12 AP Spanish Literature) Abriendo Puertas: Ampliando Perspectivas, HMH Co., c.2013 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015 (Grade 9-12 Japanese) Adventures in Japanese 1, Cheng & Tsui Co., c.2015 Adventures in Japanese 2, Cheng & Tsui Co., c.2015 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 2/18/2020 (Grade 9-12 Japanese) Adventures in Japanese 3, Cheng & Tsui Co., c.2017 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 2/18/2020 (Grade 9-12 French) T'es Branche? Level 1-4, EMC Publishing, c.2014 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015 (Grade 11-12 AP French) Themes, Vista Higher Learning, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015 (Grade 9-12 Italian) Avanti 1-3, McGraw Hill, c.2018 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 3/7/2017 (Grade 9-12 German) Komm Mit! 1, Holt, Rinehart & Winston, c.2006 Komm Mit! 2, Holt, Rinehart & Winston, c.2006 Komm Mit! 3, Holt, Rinehart & Winston, c.2006 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008 (Grade 9-12 AP German) Stationen-Ein Kursbuch Fuer die Mittlestufe, Thomson & Heinle, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008		
Health	(Grade K-5) Too Good for Drugs, Mendez Foundation c.2003; Adoption Year: 2004; From the most recent adoption: No, Local Board Approval on 9/4/2004 (Grade 6) Life Skills, Princeton Health Press, c.2000;		0.0 %

Adoption Year: 2004;
From most recent adoption: No, Local Board Approval on 6/6/2004

(Grade 7-8) Life Skills, Princeton Health Press, c.2000;
Adoption Year: 2004;
From the most recent adoption: No, Local Board Approval on 6/6/2004

(Grade 7-12) FLASH Curriculum, King County Public Health, c.2019;
Adoption Year: 2020;
From the most recent adoption: Yes

(Grade 9-10) Project Toward No Drug Abuse, USC, c.2004
Adoption Year: 2005
From the most recent adoption: No, Local Board Approval on 6/7/2005

(Grade 9-12) Glencoe Health, Glencoe/McGraw, c.2018
Adoption Year: 2018
From the most recent adoption: No, Local Board Approval on 5/15/2018

(Grade 7-12) FLASH Curriculum, King County Public Health, c.2019
Adoption Year: 2020
From the most recent adoption: Yes

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS: Unknown

MAINTENANCE AND REPAIR: The Independence High 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: N/A

MODERNIZATION PROJECT S: 2011 hardcourt & parking lot repairs. 2016-17 Access controls and cameras added.

NEW SCHOOL CONSTRUCTION PROJECT S: N/A

Data on school facilities was collected for Independence on 1/14/2022.

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 January 2022, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Independence.

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

Year and month of the most recent FIT report	January 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	122	62	50.82	49.18	44.83
Female	62	31	50	50	44.44
Male	60	31	51.67	48.33	45.16
American Indian or Alaska Native	0	0	0	0	0
Asian	12	10	83.33	16.67	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	23	48.94	51.06	23.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	5	45.45	54.55	--
White	42	21	50	50	57.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	43	51.19	48.81	35.9
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	5	38.46	61.54	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	121	53	43.80	56.20	19.61
Female	62	25	40.32	59.68	21.74
Male	59	28	47.46	52.54	17.86
American Indian or Alaska Native	0	0	0	0	0
Asian	12	6	50.00	50.00	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	21	44.68	55.32	10.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	42	19	45.24	54.76	31.58
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	37	44.05	55.95	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	4	30.77	69.23	--

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

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

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

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

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

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

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

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	27.03	N/A	21.45	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	38	27.74	72.26	27.03
Female	76	19	25.00	75.00	33.33
Male	61	19	31.15	68.85	21.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	3	25.00	75.00	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	13	26.53	73.47	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	3	27.27	72.73	--
White	57	16	28.07	71.93	31.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	26	31.33	68.67	24.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	3	17.65	82.35	--

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	39.51
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	1.85

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents who wish to participate in Independence's leadership teams, school committees, school activities, or become volunteers may contact Dominee Muller-Kimball at (209) 331-8275.

2021-22 Opportunities for Parental Involvement

All parents attend an orientation with their child in which they are given an overview of the school and the expectations for students. Parents are notified when a student misses classes or does not complete school work. Parents are encouraged to work with their child and monitor weekly assignments.

Our School Site Council meets approximately four times per year. There are two voting parent representatives on the School Site Council, but all parents are welcome to attend.

Seven ELAC meetings are held throughout the year to receive input from parents and guardians of English Language Learners and to inform them of the school's programs.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	17.3	10.8	9.8	5.3	6.1	6.3	9.0	8.9	9.4
Graduation Rate	69.2	73.8	73.9	89.4	87.6	86.4	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	92	68	73.9
Female	53	42	79.2
Male	39	26	66.7
American Indian or Alaska Native	0	0	0.00
Asian	11	8	72.7
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	30	21	70.0
Native Hawaiian or Pacific Islander	0	0	0.00

Two or More Races	--	--	--
White	37	28	75.7
English Learners	14	9	64.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	70	51	72.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	24	10	41.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	525	483	341	70.6
Female	262	241	168	69.7
Male	263	242	173	71.5
American Indian or Alaska Native	0	0	0	0.0
Asian	53	52	28	53.8
Black or African American	46	36	28	77.8
Filipino	4	4	1	25.0
Hispanic or Latino	181	169	127	75.1
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	17	16	12	75.0
White	202	185	132	71.4
English Learners	55	50	32	64.0
Foster Youth	3	3	1	33.3
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	347	315	234	74.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	108	98	69	70.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.33	0.19	5.05	0.94	3.47	0.20
Expulsions	0.00	0.00	0.15	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	4.45	2.45
Expulsions	0.00	0.12	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.19	0.00
Female	0.00	0.00
Male	0.38	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.82	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 02/12/2021.

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2	3	1		
3				
4				
5				
6	10	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1		
1	14	1		
2	14	1		
3	10	1		
4	5	1		
5	7	1		
6	7	1		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	13		
Mathematics	6	13		
Science	8	6		
Social Science	7	10		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	11		
Mathematics	5	11		
Science	5	5		
Social Science	4	12		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18.6	3	2	
Mathematics	15.83	4	2	
Science	12.8	4	1	
Social Science	12.71	5	2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	310

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,059.60	$4,479.10	$9,580.50	$94,383
District	N/A	N/A	$8,285.66	$76,073
Percent Difference - School Site and District	N/A	N/A	14.5	21.5
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	12.6	10.9

2020-21 Types of Services Funded

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
- Distance Learning Resources
- Online and in-person tutoring

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$43,999	$50,897
Mid-Range Teacher Salary	$69,903	$78,461
Highest Teacher Salary	$97,861	$104,322
Average Principal Salary (Elementary)	$124,825	$131,863
Average Principal Salary (Middle)	$139,252	$137,086
Average Principal Salary (High)	$128,359	$151,143
Superintendent Salary	$268,296	$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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

Local Accountability Report Card (LARC) Addendum

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

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

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

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

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

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

2021-22 District Contact Information	
District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiusd.net
District Website Address	www.lodiusd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14808	11876	80.20	19.80	36.42
Female	7156	5694	79.57	20.43	40.83
Male	7646	6177	80.79	19.21	32.37
American Indian or Alaska Native	59	45	76.27	23.73	51.11
Asian	2695	2139	79.37	20.63	42.73
Black or African American	1061	727	68.52	31.48	20.06
Filipino	453	369	81.46	18.54	61.04
Hispanic or Latino	6873	5631	81.93	18.07	29.23
Native Hawaiian or Pacific Islander	111	85	76.58	23.42	39.76
Two or More Races	883	694	78.60	21.40	40.41
White	2673	2186	81.78	18.22	48.27
English Learners	2840	2391	84.19	15.81	7.19
Foster Youth	129	106	82.17	17.83	18.10
Homeless	184	132	71.74	28.26	15.63
Military	882	732	82.99	17.01	38.60
Socioeconomically Disadvantaged	10894	8735	80.18	19.82	30.22
Students Receiving Migrant Education Services	154	135	87.66	12.34	12.69
Students with Disabilities	2137	1581	73.98	26.02	10.28

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14808	11753	79.37	20.63	24.16
Female	7156	5647	78.91	21.09	23.05
Male	7646	6101	79.79	20.21	25.18
American Indian or Alaska Native	59	44	74.58	25.42	31.82
Asian	2695	2147	79.67	20.33	29.69
Black or African American	1061	699	65.88	34.12	12.32
Filipino	453	370	81.68	18.32	46.76
Hispanic or Latino	6873	5569	81.03	18.97	17.00
Native Hawaiian or Pacific Islander	111	79	71.17	28.83	24.05
Two or More Races	883	687	77.80	22.20	26.11
White	2673	2158	80.73		36.27
English Learners	2840	2361	83.13	16.87	4.56
Foster Youth	129	104	80.62	19.38	6.73
Homeless	184	128	69.57	30.43	9.68
Military	882	720	81.63	18.37	26.43
Socioeconomically Disadvantaged	10894	8654	79.44	20.56	18.58
Students Receiving Migrant Education Services	154	137	88.96	11.04	8.03
Students with Disabilities	2137	1550	72.53	27.47	7.74