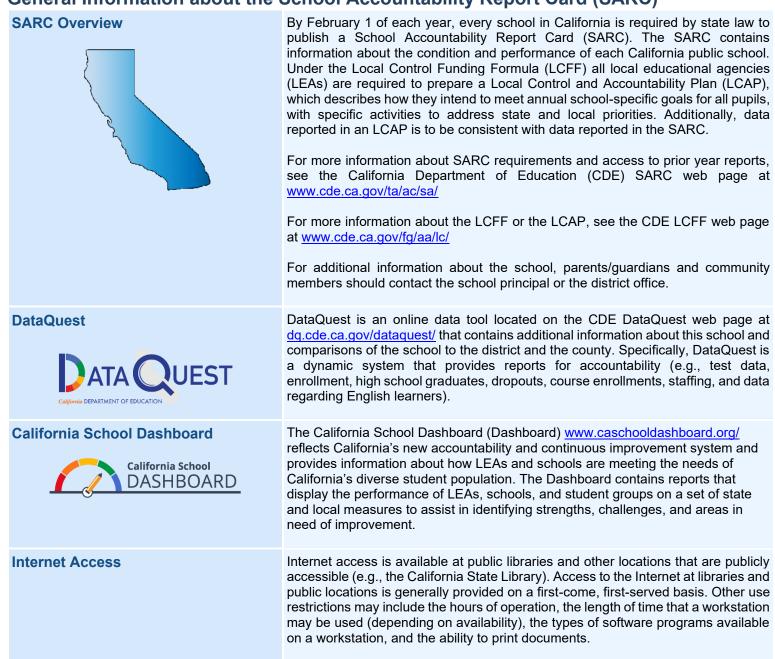# Creekside Elementary
## 2021 School Accountability Report Card

## 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.<br><br>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/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/<br><br>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** | Creekside Elementary |
| **Street** | 3315 Estate Drive |
| **City, State, Zip** | Stockton, CA 95209 |
| **Phone Number** | 209-953-8285 |
| **Principal** | Brian Heck |
| **Email Address** | bheck@lodiusd.net |
| **School Website** | www.lodiusd.net |
| **County-District-School (CDS) Code** | 39 68585 610 4038 |

## 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

Creekside's mission is to partner with parents and the community as we inspire our students to become successful citizens that will achieve their goals and thrive in our community.

Creekside School is located on the corner of Thornton Road and Estate Drive in north Stockton, California. Completed in 1986, the campus includes an administrative complex, multi-purpose room, media center/library, 3 computer classrooms and 40 classrooms, including 13 portables. Safety cleanliness and maintenance of our facilities are high priorities. The staff regularly inspects the campus and requests repairs as needed.

Creekside's curriculum is focused on meeting the state content standards. We want students to read and comprehend literature and written materials appropriate to their grade levels. They need to develop an appreciation for literature reflecting the values, ethics and customs of their cultures and learn to use reference materials and multi-media resources. Students will be given practice in using written and oral language activities through an integrated curriculum and common core state standards. Academic intervention activities include after school tutoring, additional instruction from the intervention teachers, iRead, and Read180.

Math is integrated with language arts, social studies, art, science and technology, where appropriate. Students are given opportunities to develop life situations and to work cooperatively to describe their thought and solution process orally and in writing.

Emphasis is placed on equal access to the common core state standards assisting English language learners to apply the English language as quickly as possible.

## About this School

### 2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 100 |
| Grade 1 | 74 |
| Grade 2 | 78 |
| Grade 3 | 83 |
| Grade 4 | 68 |
| Grade 5 | 74 |
| Grade 6 | 85 |
| Total Enrollment | 562 |

### 2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 52.1 |
| Male | 47.9 |
| American Indian or Alaska Native | 0.7 |
| Asian | 16 |
| Black or African American | 19.2 |
| Filipino | 3.6 |
| Hispanic or Latino | 42 |
| Native Hawaiian or Pacific Islander | 0.7 |
| Two or More Races | 7.3 |
| White | 9.1 |
| English Learners | 16.9 |
| Foster Youth | 1.1 |
| Homeless | 0.9 |
| Socioeconomically Disadvantaged | 78.5 |
| Students with Disabilities | 7.1 |

## 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

### 2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|---|---|
| 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.

### 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2019-20 |
|---|---|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2019-20 |
|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

## 2019-20 Class Assignments

| Indicator | 2019-20 |
|---|---|
| **Misassignments for English Learners** <br> (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| **No credential, permit or authorization to teach** <br> (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

## 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; <br> Adoption Year: 2016; <br> From most recent adoption: Yes <br><br> (Grade K-6 ELD Support) Rosetta Stone; <br> Adoption Year: 2011; <br> From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011 <br><br> (Grade 4-6 Intervention) Scholastic Read 180-Stage A, Scholastic, c.2012; <br> Adoption Year: 2014; <br> From most recent adoption: No, Local Board Approval on 7/22/2014 <br><br> (Grade 4-6 Intensive) Scholastic System 44 Next Gen, Scholastic, c.2014; <br> Adoption Year: 2014; <br> From most recent adoption: No, Local Board Approval on 7/22/2014 | | 0.0% |
| **Mathematics** | (Grade K-5 Base Core) Math Expressions, Houghton Mifflin Harcourt, c.2015; <br> Adoption Year: 2014; <br> From most recent adoption: Yes <br><br> (Grade 6 Base Core) CMP3 Math Grade 6, Pearson, c.2014; <br> Adoption Year: 2014; <br> From most recent adoption: No, Local Board Approval on 4/15/2014 | | 0.0% |
| **Science** | (Grade K-5 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; <br> Adoption Year: 2019; <br> From most recent adoption: Yes <br><br> (Grade 6 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; | | 0.0% |

| | Adoption Year: 2018;<br>From most recent adoption: Yes | | |
|---|---|---|---|
| **History-Social Science** | (Grade K-2 Base Core) CA Studies Weekly Program, Studies Weekly, c.2018;<br>Adoption Year: 2018;<br>From most recent adoption: Yes<br><br>(Grade 3-5 Base Core) CA Social Studies IMPACT, McGraw Hill, c.2018;<br>Adoption Year: 2018;<br>From most recent adoption: Yes<br><br>(Grade 6 Base Core) NatGeo World History: Ancient Civilizations, NatGeo/Cengage, c.2018;<br>Adoption Year: 2018;<br>From most recent adoption: Yes | | 0.0% |
| **Health** | (Grade K-5) Too Good for Drugs, Mendez Foundation c.2003;<br>Adoption Year: 2004;<br>From the most recent adoption: No, Local Board Approval on 9/4/2004<br><br>(Grade 6) Life Skills, Princeton Health Press, c.2000;<br>Adoption Year: 2004;<br>From most recent adoption: No, Local Board Approval on 6/6/2004 | | 0.0% |

## School Facility Conditions and Planned Improvements

MAINT ENANCE AND REPAIR:
This school is on 11 acres and was built in 1985. It began with 15 portable classrooms, a multi-purpose room, library, administration building and 12 classrooms. Four portable classrooms were added in 1990. A Headstart portable classroom was added in 1991.

MAINTENANCE AND REPAIR:
The Creekside 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 regularly with the custodial staff to maintain schedules that ensure a clean and safe school.

DEFERRED MAINTENANCE PROJECTS: N/A
MODERNIZATION PROJECTS: 2011 Hardcourt, parking lot, and roofing projects w ere completed. 2012 Fire alarm project completed. 2013 Replaced various HVAC units, repaired various brick siding, & completed lighting project. 2014 Added access controls and cameras, improved bus loading zone, re-roofed various portables & painted multipurpose areas; 2015 Added new perimeter fencing. 2020 Parking lot & paving project completed.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Creekside 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 Creekside.

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 | | ERP- Various Portable floor tiles in need of replacement.  Report shows possible portable removals with Measure U. |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | | X | | ERP- Need to replace intercom.  Report shows JIVE installation coming from Technology. |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/<br>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 | 308 | 257 | 83.44 | 16.56 | 25.68 |
| Female | 171 | 145 | 84.8 | 15.2 | 28.28 |
| Male | 137 | 112 | 81.75 | 18.25 | 22.32 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 47 | 41 | 87.23 | 12.77 | 24.39 |
| Black or African American | 70 | 48 | 68.57 | 31.43 | 12.5 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 130 | 117 | 90 | 10 | 29.06 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 26 | 21 | 80.77 | 19.23 | 28.57 |
| White | 23 | 18 | 78.26 | 21.74 | 16.67 |
| English Learners | 32 | 30 | 93.75 | 6.25 | 3.33 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 16 | 10 | 62.5 | 37.5 | -- |
| Military | 13 | 10 | 76.92 | 23.08 | -- |
| Socioeconomically Disadvantaged | 238 | 193 | 81.09 | 18.91 | 21.76 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 20 | 16 | 80 | 20 | 6.25 |

## 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 | 308 | 242 | 78.57 | 21.43 | 12.40 |
| Female | 171 | 137 | 80.12 | 19.88 | 11.68 |
| Male | 137 | 105 | 76.64 | 23.36 | 13.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 47 | 41 | 87.23 | 12.77 | 17.07 |
| Black or African American | 70 | 42 | 60.00 | 40.00 | 4.76 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 130 | 112 | 86.15 | 13.85 | 12.50 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 26 | 19 | 73.08 | 26.92 | 15.79 |
| White | 23 | 17 | 73.91 | 26.09 | 0.00 |
| English Learners | 32 | 29 | 90.63 | 9.37 | 3.45 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 16 | 12 | 75.00 | 25.00 | 0.00 |
| Military | 13 | 10 | 76.92 | 23.08 | -- |
| Socioeconomically Disadvantaged | 238 | 183 | 76.89 | 23.11 | 12.02 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 20 | 14 | 70.00 | 30.00 | 0.00 |

## 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 | 10.91 | 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 | 73 | 55 | 75.34 | 24.66 | 10.91 |
| Female | 40 | 30 | 75.00 | 25.00 | 10.00 |
| Male | 33 | 25 | 75.76 | 24.24 | 12.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 22 | 15 | 68.18 | 31.82 | 20.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 30 | 26 | 86.67 | 13.33 | 7.69 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 55 | 41 | 74.55 | 25.45 | 9.76 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 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 Creekside Elementary's leadership teams, school committees, school activities, or become volunteers may contact Principal Brian Heck
at (209) 953-8285. - PTA
- School Site Council
- Classroom Volunteers (contact your child's teacher)
- English Language Advisory Committee
- Assistance in the office

## 2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 608 | 593 | 190 | 32.0 |
| Female | 313 | 307 | 100 | 32.6 |
| Male | 295 | 286 | 90 | 31.5 |
| American Indian or Alaska Native | 4 | 4 | 0 | 0.0 |
| Asian | 91 | 90 | 14 | 15.6 |
| Black or African American | 118 | 115 | 67 | 58.3 |
| Filipino | 20 | 20 | 4 | 20.0 |
| Hispanic or Latino | 258 | 252 | 71 | 28.2 |
| Native Hawaiian or Pacific Islander | 6 | 6 | 2 | 33.3 |
| Two or More Races | 42 | 40 | 16 | 40.0 |
| White | 61 | 58 | 14 | 24.1 |
| English Learners | 103 | 100 | 18 | 18.0 |
| Foster Youth | 8 | 8 | 1 | 12.5 |
| Homeless | 12 | 12 | 7 | 58.3 |
| Socioeconomically Disadvantaged | 483 | 471 | 169 | 35.9 |
| Students Receiving Migrant Education Services | 1 | 0 | 0 | 0.0 |
| Students with Disabilities | 45 | 45 | 15 | 33.3 |

| 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 | 5.67 | 0.49 | 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 | 5.08 | 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 | 0.49 | 0.00 |
| Female | 0.64 | 0.00 |
| Male | 0.34 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.85 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.78 | 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 | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.62 | 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 01/01/2021.

## 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 | 20 | 2 | 3 | |
| 1 | 23 | | 3 | |
| 2 | 22 | 1 | 3 | |
| 3 | 19 | | 4 | |
| 4 | 23 | | 3 | |
| 5 | 30 | | 2 | |
| 6 | 27 | | 3 | |

## 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 | 19 | | 3 | |
| 1 | 22 | | 4 | |
| 2 | 24.33 | | 3 | |
| 3 | 18 | | 4 | |
| 4 | 25 | 1 | 2 | |
| 5 | 26.3 | | 3 | |
| 6 | 30 | | 2 | |

## 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 | 20 | 2 | 1 | |
| 1 | 24.67 | | 3 | |
| 2 | 22.67 | | 3 | |
| 3 | 23.33 | | 3 | |
| 4 | 26.5 | | 2 | |
| 5 | 29.5 | | 2 | |
| 6 | 28.33 | | 3 | |
| Other | 26.5 | | 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** | 1873.3 |

## 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)** | 0.3 |
| **Library Media Teacher (Librarian)** | 0 |
| **Library Media Services Staff (Paraprofessional)** | 0 |
| **Psychologist** | 0.5 |
| **Social Worker** | 0 |
| **Nurse** | 0.3 |
| **Speech/Language/Hearing Specialist** | 1 |
| **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** | $12,676.80 | $4,278.30 | $8,398.50 | $73,009.12 |
| **District** | N/A | N/A | $8,285.66 | $76,073 |
| **Percent Difference - School Site and District** | N/A | N/A | 1.4 | -4.1 |
| **State** | | | $8,444 | $84,665 |
| **Percent Difference - School Site and State** | N/A | N/A | -0.5 | -14.8 |

## 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% |

## 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 |