

Parklane 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.

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	Parklane Elementary
Street	8405 Tam O'Shanter Drive
City, State, Zip	Stockton, Ca 95209
Phone Number	209-953-8410
Principal	Dara Chhun
Email Address	dchhun@lodiUSD.net
School Website	
County-District-School (CDS) Code	39685856100366

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

The goal of Parklane School is to provide the best possible education for all students. Our educational program is designed to assist students to develop intellectually, personally, aesthetically, physically and socially. We prepare students for their future through the use of technology throughout the grades. Students learn to make responsible choices and are accountable for the choices they make. They learn cooperation and independence as they solve problems and make decisions. While taking pride in our diversity, we strive to provide enriching experiences in a setting where students, staff and parents work together in a climate that is friendly, caring and trusting for all students.

Our standards-based curriculum is broad based and consistent with the goals and objectives of the district. Instructional materials are carefully selected and varied teaching strategies are utilized to accommodate different modes of learning and developmental readiness. Students are provided with opportunities to apply learning to real life situations. We strive to make learning enjoyable and meaningful in an effort to instill in our students the desire to be lifelong learners.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	71
Grade 2	72
Grade 3	65
Grade 4	81
Grade 5	57
Grade 6	50
Total Enrollment	460

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.7
Asian	32.2
Black or African American	22
Filipino	3.3
Hispanic or Latino	32.8
Two or More Races	6.1
White	2.6
English Learners	27.4
Foster Youth	0.7
Homeless	1.3
Socioeconomically Disadvantaged	87
Students with Disabilities	11.3

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 (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (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	<p>(Grade K-6 Base Core/EL Support) CA Journeys, Houghton Mifflin Harcourt, c.2017; Adoption Year: 2016; From most recent adoption: Yes</p> <p>(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</p> <p>(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</p> <p>(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</p>		0.0%
Mathematics	<p>(Grade K-5 Base Core) Math Expressions, Houghton Mifflin Harcourt, c.2015; Adoption Year: 2014; From most recent adoption: Yes</p> <p>(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</p>		0.0%
Science	<p>(Grade K-5 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018;</p>		0.0%

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

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

This school sits on 9.3 acres and was built in 1977.

MAINTENANCE AND REPAIR:

The Parklane 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 South parking lot was repaired. 2013 HVAC controls & lighting were replaced. Various painting & siding repairs were completed. 2014 Re-roofed multi-purpose, kitchen, & rooms 22 through 29, and added new fire alarm panel. 2015 Added access controls, cameras, and rod iron fencing for security. 2017 Replaced flooring in boy main restroom. Added additional cameras. 2019-20 Measure L Fire Alarm. Replacement Project. 2020 Parking lot & Paving project completed

NEW SCHOOL CONSTRUCTION PROJECT S: N/A

Data on school facilities was collected for Parklane Elementary 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 Parklane Elementary.

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		ERP- Need to replace HVAC in Malta-Purpose. Report shows pending status.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

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	258	218	84.5	15.5	14.81
Female	119	104	87.39	12.61	17.31
Male	139	114	82.01	17.99	12.5
American Indian or Alaska Native	--	--	--	--	--
Asian	79	73	92.41	7.59	19.44
Black or African American	59	41	69.49	30.51	7.5
Filipino	--	--	--	--	--
Hispanic or Latino	84	73	86.9	13.1	10.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	13	81.25	18.75	15.38
White	13	11	84.62	15.38	18.18
English Learners	60	57	95	5	3.57
Foster Youth	--	--	--	--	--
Homeless	14	10	71.43	28.57	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	231	196	84.85	15.15	15.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	26	86.67	13.33	0

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	258	213	82.56	17.44	6.16
Female	119	103	86.55	13.45	5.88
Male	139	110	79.14	20.86	6.42
American Indian or Alaska Native	--	--	--	--	--
Asian	79	74	93.67	6.33	8.11
Black or African American	59	40	67.80	32.20	5.13
Filipino	--	--	--	--	--
Hispanic or Latino	84	68	80.95	19.05	5.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	13	81.25	18.75	0.00
White	13	11	84.62	15.38	0.00
English Learners	60	54	90.00	10.00	1.85
Foster Youth	--	--	--	--	--
Homeless	14	8	57.14	42.86	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	231	192	83.12	16.88	5.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	26	86.67	13.33	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	5.41	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	55	37	67.27	32.73	5.41
Female	19	12	63.16	36.84	8.33
Male	36	25	69.44	30.56	4.00
American Indian or Alaska Native	--	--	--	--	--
Asian	14	10	71.43	28.57	--
Black or African American	15	7	46.67	53.33	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	12	75.00	25.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	34	66.67	33.33	5.88
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 Parklane Elementary's leadership teams, school committees, school activities, or become volunteers may contact Principal Dara Chhun at (209) 953-8410. All members of the greater Parklane Learning Community (teachers, administrators, parents, students and community) are committed to continuous student academic achievement and the meeting of grade level State standards. School Site Council (SSC) composed of teachers, parents and administrators meets six times a year to oversee school projects, categorical expenditures to improve academic achievement, review curriculum, school safety and educational issues. The English Language Advisory Committee (ELAC) meetings six times a year for presentations and discussions of issues of concern to parents of English language learning students.

Parents are primary partners with the school in ensuring the academic success of Parklane Elementary School students. We enlist their energy in the academic and social development of their children. As an equal partner, we can send a strong message to children of the importance that is placed on education. Parent involvement through participation on the School Site Council (SSC), English Language Learner Advisory Committee (ELAC) or Parent Teacher Association (PTA) is encouraged. Any parent wishing to become more involved in taking a school leadership position or working at a school to support his/her child/children, should contact the school principal at (209) 953-8410.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	507	488	162	33.2
Female	235	229	76	33.2
Male	272	259	86	33.2
American Indian or Alaska Native	3	3	1	33.3
Asian	153	150	22	14.7
Black or African American	115	112	64	57.1
Filipino	16	16	2	12.5
Hispanic or Latino	167	157	53	33.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	35	33	14	42.4
White	15	15	5	33.3
English Learners	134	130	28	21.5
Foster Youth	7	7	2	28.6
Homeless	10	10	8	80.0
Socioeconomically Disadvantaged	447	432	147	34.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	62	20	32.3

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	3.28	0.79	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	3.06	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	0.79	0.00
Female	0.00	0.00
Male	1.47	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.65	0.00
Black or African American	1.74	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.60	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	0.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.59	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 11/18/2020.

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	24		3	
1	23		4	
2	23		4	
3	24		3	
4	24		2	
5	26		3	
6	31		2	

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	24		3	
1	23		3	
2	23	1	3	
3	20.67		2	
4	21		2	
5	25		2	
6	30.5		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	21.33		3	
1	23.67		3	
2	24		3	
3	21.67	1	2	
4	26.67		3	
5	28.5		2	
6	25		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	920

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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	0.4
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 teacher 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	\$13,225.50	\$4,319.00	\$8,906.50	\$74,204.09
District	N/A	N/A	\$8,285.66	\$76,073
Percent Difference - School Site and District	N/A	N/A	7.2	-2.5
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	5.3	-13.2

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	

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