

# George Washington Elementary School

## 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/](http://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/](http://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/](http://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/](http://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

<b>School Name</b>	George Washington Elementary School
<b>Street</b>	831 W. Lockeford St
<b>City, State, Zip</b>	Lodi, CA 95240
<b>Phone Number</b>	209-331-7451
<b>Principal</b>	Rich Perez, Interim Principal
<b>Email Address</b>	spetersen@lodiUSD.net
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	39685856042097

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Staff, students, and parents strive to establish a climate which is safe, orderly, friendly, caring, and trusting for everyone, with student learning as the central focus of our always busy school day. Our curriculum is consistent with the goals and objectives of the Lodi Unified School District and the California State Frameworks. Instructional materials and

strategies are carefully selected and varied to accommodate different modes of learning, developmental readiness, and to foster appreciation for the cultural diversity of George Washington students. Special needs students are included in general education classrooms to the fullest extent possible. Our overarching goal is to provide the best education possible for all students in both our regular and special education classrooms. The staff philosophy promotes a continuous teaching and learning process with all children, parents, and our Wildcat staff. We believe that everyone must be accountable for the work we do, and all students can succeed with the right supports and if they give their personal best efforts. Varied experiences are provided for students which promotes respect and pride within our school, community, and themselves. Emphasis is placed on the development of the whole child: Academically, socially, emotionally, and physically

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	50
Grade 2	67
Grade 3	60
Grade 4	59
Grade 5	46
Grade 6	51
<b>Total Enrollment</b>	<b>381</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
Asian	9.7
Black or African American	1.8
Filipino	0.3
Hispanic or Latino	69.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.8
White	13.9
English Learners	43.6
Foster Youth	0.5
Homeless	2.4
Socioeconomically Disadvantaged	92.4
Students with Disabilities	18.4

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

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

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (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
<b>Reading/Language Arts</b>	<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 %
<b>Mathematics</b>	<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 %
<b>Science</b>	<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		
<b>History-Social Science</b>	<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 %
<b>Health</b>	<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:

Year built 1950.

### MAINTENANCE AND REPAIR:

The Washington School facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. DEFERRED MAINTENANCE PROJECT S: 2012 Phase I lighting retrofit project completed.

MODERNIZATION PROJECT S: 2012 Re-roofed DCH areas. 2013 Replaced various flooring, landscaped front of school and concrete repairs. 2014 Replaced various HVAC units. Re-Painted outside of school and replaced various flooring. Seal coated and re-stripped various black top areas. 2015 added access control and cameras.

2016-17 Replaced intercom, added new HVAC and EMS controls. 2017 Prop 39 Yr 2 Wireless Energy Management System Replacement Project completed. Replaced flooring in boys and girls portable restrooms. 2019-20 Prop 39 Yr 3-5 HVAC replacement project completed. 2021 sealcoat completed.

### NEW SCHOOL CONSTRUCTION PROJECT S: N/A

Data on school facilities was collected for George Washington 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 George Washington 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	217	202	93.09	6.91	28.22
<b>Female</b>	102	95	93.14	6.86	30.53
<b>Male</b>	115	107	93.04	6.96	26.17
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	18	94.74	5.26	33.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	146	138	94.52	5.48	23.91
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	11	91.67	8.33	9.09
<b>White</b>	33	32	96.97	3.03	50
<b>English Learners</b>	82	78	95.12	4.88	5.13
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	10	83.33	16.67	--
<b>Military</b>	15	15	100	0	6.67
<b>Socioeconomically Disadvantaged</b>	194	182	93.81	6.19	25.27
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	34	28	82.35	17.65	10.71

## 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	217	199	91.71	8.29	20.10
Female	102	93	91.18	8.82	18.28
Male	115	106	92.17	7.83	21.70
American Indian or Alaska Native	0	0	0	0	0
Asian	19	18	94.74	5.26	16.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	146	136	93.15	6.85	16.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	33	32	96.97	3.03	34.38
English Learners	82	75	91.46	8.54	2.67
Foster Youth	--	--	--	--	--
Homeless	12	10	83.33	16.67	--
Military	15	15	100.00	0.00	0.00
Socioeconomically Disadvantaged	194	179	92.27	7.73	17.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	27	79.41	20.59	14.81

## 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

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

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	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
<b>Science</b> (grades 5, 8 and high school)	N/A	7.50	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
<b>All Students</b>	44	40	90.91	9.09	7.50
<b>Female</b>	22	21	95.45	4.55	4.76
<b>Male</b>	22	19	86.36	13.64	10.53
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	29	26	89.66	10.34	3.85
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	11	10	90.91	9.09	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	39	35	89.74	10.26	5.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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, guardians, family members and Community members who wish to join us through their support and volunteer time at Washington School are always welcome. We maintain an open door policy in which parents are welcome to observe and participate in classroom instruction and special activities. Those who wish to volunteer regularly must be finger printed per California and LUSD policy.

Anyone interested in becoming more directly involved with policies and procedures that guide our curriculum, professional staff development, and implementation of our School Plan, (SPSA), is welcome to serve on our School Site Council, English Language Advisory Committee or District English Language Advisory Council. The George Washington Parent Club can always use increased leadership and committee support, as they are the catalysts for all fundraising, extra-curricular family nights, special events, and student field trips. Parents interested in participating in school events should call our principal, Susan Petersen, at (209) 331-7451 for more information

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	392	97	24.7
Female	196	186	47	25.3
Male	215	206	50	24.3
American Indian or Alaska Native	0	0	0	0.0
Asian	39	39	8	20.5
Black or African American	8	8	3	37.5
Filipino	2	1	0	0.0
Hispanic or Latino	282	270	65	24.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	7	7	1	14.3
White	59	55	17	30.9
English Learners	182	175	44	25.1
Foster Youth	4	4	2	50.0
Homeless	13	12	6	50.0
Socioeconomically Disadvantaged	379	364	92	25.3
Students Receiving Migrant Education Services	7	5	1	20.0
Students with Disabilities	92	86	28	32.6

### 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
<b>Suspensions</b>	1.02	0.97	5.05	0.94	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	1.23	4.45	2.45
<b>Expulsions</b>	0.00	0.12	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.97	0.00
<b>Female</b>	1.02	0.00
<b>Male</b>	0.93	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.35	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	5.08	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	7.69	0.00
<b>Socioeconomically Disadvantaged</b>	0.79	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.09	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 12/13/2020.

## 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	21	1	2	
1	22		3	
2	24		2	
3	24		4	
4	25		2	
5	28		2	
6	22	1	2	
Other	9	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	21	1	2	
1	21.33		3	
2	22		3	
3	20		3	
4	29		2	
5	24.5		2	
6	29.5		2	
Other	8	3		

## 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	23.5		2	
1	22.5		2	
2	23.5		2	
3	23.5		2	
4	27.5		2	
5	29		1	
6	30		1	
Other	16.2	3	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	1270

## 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	0.3
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	1.2
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
<b>School Site</b>	\$13,370.70	\$4,361.10	\$9,009.60	\$75,839.22
<b>District</b>	N/A	N/A	\$8,285.66	\$76,073
<b>Percent Difference - School Site and District</b>	N/A	N/A	8.4	-0.3
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	6.5	-11.0

## 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
<b>Beginning Teacher Salary</b>	\$43,999	\$50,897
<b>Mid-Range Teacher Salary</b>	\$69,903	\$78,461
<b>Highest Teacher Salary</b>	\$97,861	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$124,825	\$131,863
<b>Average Principal Salary (Middle)</b>	\$139,252	\$137,086
<b>Average Principal Salary (High)</b>	\$128,359	\$151,143
<b>Superintendent Salary</b>	\$268,296	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	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

<b>District Name</b>	Lodi Unified School District
<b>Phone Number</b>	(209) 331-7000
<b>Superintendent</b>	Cathy Washer
<b>Email Address</b>	cwasher@lodiUSD.net
<b>District Website Address</b>	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
<b>All Students</b>	14808	11876	80.20	19.80	36.42
<b>Female</b>	7156	5694	79.57	20.43	40.83
<b>Male</b>	7646	6177	80.79	19.21	32.37
<b>American Indian or Alaska Native</b>	59	45	76.27	23.73	51.11
<b>Asian</b>	2695	2139	79.37	20.63	42.73
<b>Black or African American</b>	1061	727	68.52	31.48	20.06
<b>Filipino</b>	453	369	81.46	18.54	61.04
<b>Hispanic or Latino</b>	6873	5631	81.93	18.07	29.23
<b>Native Hawaiian or Pacific Islander</b>	111	85	76.58	23.42	39.76
<b>Two or More Races</b>	883	694	78.60	21.40	40.41
<b>White</b>	2673	2186	81.78	18.22	48.27
<b>English Learners</b>	2840	2391	84.19	15.81	7.19
<b>Foster Youth</b>	129	106	82.17	17.83	18.10
<b>Homeless</b>	184	132	71.74	28.26	15.63
<b>Military</b>	882	732	82.99	17.01	38.60
<b>Socioeconomically Disadvantaged</b>	10894	8735	80.18	19.82	30.22
<b>Students Receiving Migrant Education Services</b>	154	135	87.66	12.34	12.69
<b>Students with Disabilities</b>	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
<b>All Students</b>	14808	11753	79.37	20.63	24.16
<b>Female</b>	7156	5647	78.91	21.09	23.05
<b>Male</b>	7646	6101	79.79	20.21	25.18
<b>American Indian or Alaska Native</b>	59	44	74.58	25.42	31.82
<b>Asian</b>	2695	2147	79.67	20.33	29.69
<b>Black or African American</b>	1061	699	65.88	34.12	12.32
<b>Filipino</b>	453	370	81.68	18.32	46.76
<b>Hispanic or Latino</b>	6873	5569	81.03	18.97	17.00
<b>Native Hawaiian or Pacific Islander</b>	111	79	71.17	28.83	24.05
<b>Two or More Races</b>	883	687	77.80	22.20	26.11
<b>White</b>	2673	2158	80.73		36.27
<b>English Learners</b>	2840	2361	83.13	16.87	4.56
<b>Foster Youth</b>	129	104	80.62	19.38	6.73
<b>Homeless</b>	184	128	69.57	30.43	9.68
<b>Military</b>	882	720	81.63	18.37	26.43
<b>Socioeconomically Disadvantaged</b>	10894	8654	79.44	20.56	18.58
<b>Students Receiving Migrant Education Services</b>	154	137	88.96	11.04	8.03
<b>Students with Disabilities</b>	2137	1550	72.53	27.47	7.74