

Erma B. Reese Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

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

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

DataQuest



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

California School Dashboard



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

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.

2022-23 School Contact Information

| | |
|--|--------------------------|
| School Name | Erma B. Reese Elementary |
| Street | 1800 West Elm St. |
| City, State, Zip | Lodi, Ca, 95242-2917 |
| Phone Number | 209-331-7424 |
| Principal | Julie Vaz, Principal |
| Email Address | jvaz@lodiUSD.net |
| School Website | reese.lodiUSD.net |
| County-District-School (CDS) Code | 39685856042071 |

2022-23 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 |

2022-23 School Overview

Reese was opened to students on February 10, 1958. Currently, the classes are located in classrooms and portables. We also have a library, administrative office, support personnel portable, cafeteria/multi-purpose room and a teacher workroom. The campus received modernization funds in 1994 for the primary rooms and office, and in 1997 for the intermediate rooms and the cafeteria/multi-purpose room.

The faculty and staff at Reese School believe that education is a cooperative effort spanning home, school and community. Our primary goal is to prepare educated, exemplary citizens to make a positive impact in our community. Reese became a California Distinguished School in 2006 and enjoys an excellent reputation in Lodi Unified School District.

We believe that all children are capable of learning and must be provided with an environment that is safe, caring, friendly and educationally stimulating. Our school climate encourages openness, trust, problem solving, self-esteem, self-motivation and responsibility. We are an open, collaborative learning community, welcoming students from diverse cultural backgrounds. Our safe, positive school climate, effective teaching strategies, and inclusive support systems are designed to meet each student's individual needs.

As a professional learning community, all stakeholders at Reese strive to provide every opportunity to maximize student achievement as well as address and meet the Common Core Standards. Language Arts, Mathematics, Social Studies, Science, Physical Education, Multicultural Education, English Language Development, Life Skills, and Fine Arts are included in our school's integrated curriculum. Instruction is differentiated to meet the needs of all students, with high expectations and standards being the norm.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 73 |
| Grade 1 | 86 |
| Grade 2 | 80 |
| Grade 3 | 68 |
| Grade 4 | 75 |
| Grade 5 | 90 |
| Grade 6 | 87 |
| Total Enrollment | 559 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.7 |
| Male | 51.3 |
| American Indian or Alaska Native | 0.0 |
| Asian | 4.5 |
| Black or African American | 0.9 |
| Filipino | 1.3 |
| Hispanic or Latino | 36.7 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 3.6 |
| White | 50.1 |
| English Learners | 9.8 |
| Foster Youth | 0.9 |
| Homeless | 0.4 |
| Migrant | 0.4 |
| Socioeconomically Disadvantaged | 57.1 |
| Students with Disabilities | 14.7 |

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 28.80 | 96.65 | 1289.60 | 83.44 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.90 | 3.32 | 64.90 | 4.20 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 54.90 | 3.55 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 52.40 | 3.39 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 83.50 | 5.41 | 18854.30 | 6.86 |
| Total Teaching Positions | 29.80 | 100.00 | 1545.60 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| 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 | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.30 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2022

| 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-6 Base Core) iReady Classroom Mathematics Program, Curriculum Associates, c.2021; Adoption Year: 2022; From most recent adoption: No, Local Board Approval on 3/1/2022</p> | | 0.0 % |
| Science | <p>(Grade K-6 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes</p> | | 0.0 % |
| 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 % |
| Foreign Language | N/A | | |

| | | | |
|---|--|--|-------|
| Health | (Grade K-5) Too Good for Drugs, Mendez Foundation c.2003; Adoption Year: 2004; From the most recent adoption: No, Local Board Approval on 9/4/2004 (Grade 6) Life Skills, Princeton Health Press, c.2000; Adoption Year: 2004; From most recent adoption: No, Local Board Approval on 6/6/2004 | | 0.0 % |
| Visual and Performing Arts | N/A | | |
| Science Laboratory Equipment (grades 9-12) | N/A | | |

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

Year built 1957.

MAINTENANCE AND REPAIR:

The Reese 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 PROJECTS:

2012 Phase I Lighting Project completed.

MODERNIZATION PROJECTS:

2013 Replaced multi-purpose HVAC, added new fencing, paved playground blacktop, and seal coated parking lot areas. 2014 Painted school and replaced a gas line. 2016 Added access control, cameras, & rod iron fence, and completed new irrigation system for athletic field areas. Prop 39 New energy management system controls completed. 2017 Prop 39 Yr 2 Wireless Energy Management System Replacement Project completed. Replaced flooring in Administration area. 2018 Replaced various HVAC units. 2019-20 Measure U Paving Project.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A.

Data on school facilities was collected for Erma B. Reese on 10/7/2022.

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 October 2022, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Erma B. Reese.

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

October 2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 48 | N/A | 39 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 41 | N/A | 27 | N/A | 33 |

2021-22 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.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 312 | 309 | 99.04 | 0.96 | 48.22 |
| Female | 150 | 149 | 99.33 | 0.67 | 52.35 |
| Male | 162 | 160 | 98.77 | 1.23 | 44.38 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 12 | 12 | 100.00 | 0.00 | 58.33 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 111 | 110 | 99.10 | 0.90 | 43.64 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 11 | 11 | 100.00 | 0.00 | 45.45 |
| White | 175 | 173 | 98.86 | 1.14 | 51.45 |
| English Learners | 35 | 35 | 100.00 | 0.00 | 17.14 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 28 | 28 | 100.00 | 0.00 | 42.86 |
| Socioeconomically Disadvantaged | 177 | 176 | 99.44 | 0.56 | 40.91 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 34 | 34 | 100.00 | 0.00 | 20.59 |

2021-22 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.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 311 | 308 | 99.04 | 0.96 | 40.91 |
| Female | 149 | 148 | 99.33 | 0.67 | 41.89 |
| Male | 162 | 160 | 98.77 | 1.23 | 40.00 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 12 | 12 | 100.00 | 0.00 | 66.67 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 110 | 109 | 99.09 | 0.91 | 36.70 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 11 | 11 | 100.00 | 0.00 | 36.36 |
| White | 175 | 173 | 98.86 | 1.14 | 42.20 |
| English Learners | 35 | 35 | 100.00 | 0.00 | 14.29 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 28 | 28 | 100.00 | 0.00 | 39.29 |
| Socioeconomically Disadvantaged | 176 | 175 | 99.43 | 0.57 | 33.14 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 34 | 34 | 100.00 | 0.00 | 20.59 |

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 22.22 | 37.21 | 21.45 | 22.47 | 28.5 | 29.47 |

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 88 | 86 | 97.73 | 2.27 | 37.21 |
| Female | 38 | 37 | 97.37 | 2.63 | 45.95 |
| Male | 50 | 49 | 98 | 2 | 30.61 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 26 | 26 | 100 | 0 | 34.62 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 55 | 53 | 96.36 | 3.64 | 39.62 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 44 | 44 | 100 | 0 | 25 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| 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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 99% | 99% | 97% | 93% | 100% |

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.

2022-23 Opportunities for Parental Involvement

Parents who wish to participate in Erma B. Reese Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Julie Vaz at (209) 331-7424.

- The Reese Parent Club sponsors events for children & families, conducting fundraisers, including Scrip, eScrip, Box Tops for Education, Campbell's Soup labels, and various fundraising events. The funds are used to provide Reese with technology, a school-wide Reading Counts supplemental curriculum, school equipment, as well as classroom funding for educational materials and extended learning opportunities. Additionally, the Parent Club supports the Reese clothing closet, coordinates Reese T-shirt sales and various campus beautification projects.
- Classroom volunteerism is encouraged.
- SSC/ELAC - Advise on School Plan and Budget and support for families of English learners Birthday Book Club
-

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 590 | 578 | 180 | 31.1 |
| Female | 283 | 281 | 82 | 29.2 |
| Male | 307 | 297 | 98 | 33.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 28 | 27 | 5 | 18.5 |
| Black or African American | 6 | 5 | 3 | 60.0 |
| Filipino | 9 | 9 | 4 | 44.4 |
| Hispanic or Latino | 222 | 215 | 80 | 37.2 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 20 | 20 | 6 | 30.0 |
| White | 287 | 285 | 78 | 27.4 |
| English Learners | 68 | 63 | 19 | 30.2 |
| Foster Youth | 8 | 7 | 4 | 57.1 |
| Homeless | 2 | 2 | 2 | 100.0 |
| Socioeconomically Disadvantaged | 343 | 332 | 122 | 36.7 |
| Students Receiving Migrant Education Services | 2 | 2 | 0 | 0.0 |
| Students with Disabilities | 107 | 103 | 45 | 43.7 |

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 1.23 | 4.45 | 2.45 |
| Expulsions | 0.00 | 0.12 | 0.05 |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.16 | 1.53 | 0.94 | 5.83 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.01 | 0.26 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 1.53 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 2.93 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.25 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 1.05 | 0.00 |
| English Learners | 4.41 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.75 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2022-23 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 11/10/2021.

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.

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 | | 4 | |
| 1 | 23 | | 3 | |
| 2 | 24 | | 4 | |
| 3 | 21 | | 4 | |
| 4 | 25 | 1 | 6 | |
| 5 | 30 | 1 | 3 | |
| 6 | 28 | | 3 | |
| Other | 7 | 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 | 20 | 3 | 1 | |
| 1 | 21 | 1 | 3 | |
| 2 | 22 | | 3 | |
| 3 | 21 | 1 | 2 | |
| 4 | 30 | | 3 | |
| 5 | 30 | | 3 | |
| 6 | 28 | | 3 | |
| Other | 11 | 3 | 1 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 18 | 3 | | |
| 1 | 22 | 1 | 3 | |
| 2 | 20 | 1 | 3 | |
| 3 | 23 | | 3 | |
| 4 | 25 | | 3 | |
| 5 | 30 | | 3 | |
| 6 | 29 | | 3 | |
| Other | 6 | 3 | | |

2021-22 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 | 1118 |

2021-22 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) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | 0.3 |
| Speech/Language/Hearing Specialist | 1.5 |
| Resource Specialist (non-teaching) | |
| Other | |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | \$13,324.90 | \$5,112.30 | \$8,202.60 | \$84,539.80 |
| District | N/A | N/A | \$8,375 | \$78,335 |
| Percent Difference - School Site and District | N/A | N/A | -2.1 | 7.6 |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | 21.7 | -1.0 |

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$45,433 | \$51,081 |
| Mid-Range Teacher Salary | \$72,182 | \$77,514 |
| Highest Teacher Salary | \$101,051 | \$105,764 |
| Average Principal Salary (Elementary) | \$130,451 | \$133,421 |
| Average Principal Salary (Middle) | \$140,556 | \$138,594 |
| Average Principal Salary (High) | \$149,093 | \$153,392 |
| Superintendent Salary | \$268,296 | \$298,377 |
| Percent of Budget for Teacher Salaries | 33% | 32% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

Professional Development

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |