

Ellerth E. Larson Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Ellerth E. Larson Elementary
Street	2375 Giannoni Way
City, State, Zip	Lodi, CA 95242
Phone Number	209-331-8391
Principal	Eric Collins
Email Address	ecollins@lodiUSD.net
School Website	
County-District-School (CDS) Code	39685850108209

2023-24 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Neil Young
Email Address	nyoung@lodiUSD.net
District Website	www.lodiUSD.net

2023-24 School Description and Mission Statement

Ellerth E. Larson Elementary School was named a 2008 California Distinguished School, and was recognized for its outstanding academic program and strong student achievement by State Superintendent Jack O'Connell in May, 2008. The home of the Larson STARS is located in the southwest section of the city of Lodi, and built during the 2004-2005 year using Measure K funding. The school opened for the first time on August 1, 2005 to initially serve approximately 600 students in grades TK-6 in 2005-2006.

The school follows Lodi Unified's Modified Traditional calendar, and there is a full time principal and vice principal, 30 full-time regular classroom teachers, 3 Special Day special education teachers, a full time RSP teacher, 1 full time and 2 part time physical education teachers and 1 full time and 1 part time classroom music teacher, and a part time instrumental music teacher for students in grades 5 and 6.

At Larson School we are committed to every aspect of our founding mission statement with our entire learning community joining hands in our work together to develop independent, lifelong learners and productive citizens. We have a shared belief that every student should have the opportunity to be academically challenged and learn at his or her own level. We have high expectations for all students and staff, and we are devoted to differentiating instruction to meet the learning needs of every child.

Currently we have approximately 800 students enrolled at Larson School. Grades TK-3 have a student-teacher ratio of 24:1 and Grades 4 -6 have a student/teacher ratio of 30:1. Other services include: a full time resource specialist, speech and language teacher, a one day per week counselor, a part- time psychologist, and a one day per week nurse. Programs offered at the school include: a library with identified accelerated reader series books, a developing literacy library for literacy acquisition, 1:1 Chromebook devices for each student in grades TK-6, and a cluster-grouping Gifted and Talented Program for students in grades 4-6. All classrooms are equipped with LCD projectors or Promethean Boards to enhance student learning by sharing classroom grade level curriculum with the use of the computer and various technology equipment.

Larson School has an active PTA with volunteers who offer their time and energy to support programs for Larson students. With more than 15,000 volunteer hours logged in 2016-2017, parents, grandparents and community volunteers are true partners and supporters in the learning process. Volunteers work in classrooms assisting teachers and students, promote

2023-24 School Description and Mission Statement

various programs such as the Birthday Book Club, as well as maintain ongoing fundraising efforts, and student-centered, extra curricular activities/ incentives. A true partnership exists between the staff, parents and students at Larson Elementary.

Mission Statement

Larson Elementary is a safe school climate in which critical thinking and lifelong learning are emphasized, developed, and nurtured for students and staff alike. This includes the expectation of high standards for all students, allows for risk taking, and results in confident, caring, and productive individuals who strive for excellence in all that they do. We also support and respect cultural diversity of all types as well as students with a variety of special needs.

Our school wide emphasis is to focus on successful, effective programs for all students, especially in the area of literacy, and to foster a positive, cooperative effort between home, school and the community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	171
Grade 1	110
Grade 2	111
Grade 3	125
Grade 4	109
Grade 5	108
Grade 6	124
Total Enrollment	858

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
American Indian or Alaska Native	0.5%
Asian	12.1%
Black or African American	1.5%
Filipino	1.6%
Hispanic or Latino	43.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	5%
White	31.6%
English Learners	14.9%
Foster Youth	0.1%
Homeless	0.8%
Socioeconomically Disadvantaged	60%
Students with Disabilities	13.3%

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.

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)	37.80	97.43	1289.60	83.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	0.85	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	0.60	1.70	83.50	5.41	18854.30	6.86
Total Teaching Positions	38.80	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)	38.00	95.00	1281.60	82.81	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	60.60	3.92	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	83.10	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.21	11953.10	4.28
Unknown	2.00	5.00	72.50	4.69	15831.90	5.67
Total Teaching Positions	40.00	100.00	1547.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade K-6 Base Core/EL Support) CA Journeys, Houghton Mifflin Harcourt, c.2017; Adoption Year: 2016; From most recent adoption: Yes		0.0 %
	(Grade K-6 ELD Support) Rosetta Stone; Adoption Year: 2011; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011		
	(Grade 4-6 Intervention) Scholastic Read 180-Stage A, Scholastic, c.2012; Adoption Year: 2014; From most recent adoption: No, Local Board Approval on 7/22/2014		
	(Grade 4-6 Intensive) Scholastic System 44 Next Gen, Scholastic, c.2014; Adoption Year: 2014; From most recent adoption: No, Local Board Approval on 7/22/2014		
Mathematics	(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		0.0 %
Science	(Grade K-6 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes		0.0 %
History-Social Science	(Grade K-2 Base Core) CA Studies Weekly Program, Studies Weekly, c.2018; Adoption Year: 2018; From most recent adoption: Yes		0.0 %
	(Grade 3-5 Base Core) CA Social Studies IMPACT, McGraw Hill, c.2018; Adoption Year: 2018; From most recent adoption: Yes		
	(Grade 6 Base Core) NatGeo World History: Ancient Civilizations, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes		
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		

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:
Year Built 2005.

MAINTENANCE AND REPAIR:

The Larson 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. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

DEFERRED MAINTENANCE PROJECTS: N/A

MODERNIZATION PROJECTS:

2012 Re-painted entire outside of school and exterior tilt-up concrete walls. 2023 Paving project.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Ellerth E. Larson on 11/20/2023.

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 November 2023, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Ellerth E. Larson.

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

November 2023

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	50	39	39	47	46
Mathematics (grades 3-8 and 11)	51	52	27	28	33	34

2022-23 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	467	455	97.43	2.57	50.33
Female	236	230	97.46	2.54	55.22
Male	231	225	97.40	2.60	45.33
American Indian or Alaska Native	--	--	--	--	--
Asian	56	56	100.00	0.00	53.57
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	202	194	96.04	3.96	41.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00	0.00	53.85
White	145	141	97.24	2.76	58.87
English Learners	63	63	100.00	0.00	15.87
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	73.68
Socioeconomically Disadvantaged	291	282	96.91	3.09	39.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	68	95.77	4.23	22.06

2022-23 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	467	455	97.43	2.57	51.87
Female	236	230	97.46	2.54	52.61
Male	231	225	97.40	2.60	51.11
American Indian or Alaska Native	--	--	--	--	--
Asian	56	56	100.00	0.00	55.36
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	202	194	96.04	3.96	43.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00	0.00	51.28
White	145	141	97.24	2.76	60.99
English Learners	63	63	100.00	0.00	17.46
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	57.89
Socioeconomically Disadvantaged	291	282	96.91	3.09	42.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	68	95.77	4.23	25.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.83	33.33	22.47	23.40	29.47	30.29

2022-23 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	109	108	99.08	0.92	33.33
Female	55	54	98.18	1.82	37.04
Male	54	54	100.00	0.00	29.63
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78	2.22	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	40	100.00	0.00	40.00
English Learners	20	20	100.00	0.00	5.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	69	98.57	1.43	24.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	16.67

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	92%	91%	91%	90%	89%

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.

2023-24 Opportunities for Parental Involvement

Parents who wish to participate in Ellerth E. Larson Elementary's leadership teams, school committees, school activities, or become volunteers may contact the Principal Eric Collins at (209) 331-8391.

Parents are encouraged to become active members of the Larson PTO (Current membership is 350 parents) and the English Learner Advisory Committee. Information about school events and the ways parents can become involved at Larson is shared through phone calls, emails and flyers sent home. It is an ongoing goal of Larson School to continue to provide strong school to home communication via the following:

- Monthly teacher newsletters to share classroom curriculum and ways parents can work with students at home.
- Weekly information updates from the principal with upcoming events sent home every Friday ("Friday News").
- Special flyers sent home.
- Use of Blackboard automated phone information for reminders and updates on important parent information.
- Larson School's website at: www.lodiusd.net.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	900	891	237	26.6
Female	440	438	119	27.2
Male	460	453	118	26.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	1	20.0
Asian	114	113	32	28.3
Black or African American	16	16	2	12.5
Filipino	15	15	3	20.0
Hispanic or Latino	385	380	127	33.4
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	43	43	8	18.6
White	285	282	55	19.5
English Learners	142	142	39	27.5
Foster Youth	1	1	0	0.0
Homeless	12	12	8	66.7
Socioeconomically Disadvantaged	553	546	179	32.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	147	146	61	41.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.35	1.33	2.22	0.94	5.83	6.06	0.20	3.17	3.60
Expulsions	0.00	0.00	0.11	0.01	0.26	0.27	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.22	0.11
Female	0.23	0.23
Male	4.13	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.88	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.08	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.98	2.33
White	2.81	0
English Learners	2.82	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.71	0.18
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.72	0.68

2023-24 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 11/02/2022.

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.

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	19	3	4	
1	20	2	3	
2	23		4	
3	23	1	3	
4	30		4	
5	28		4	
6	25		4	
Other	8	3		

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	22	2	5	
1	24		4	
2	22	1	4	
3	24		4	
4	26	1	3	
5	24	1	4	
6	27		4	
Other	8	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	7	0
1	21	1	4	0
2	21	1	4	0
3	24	0	5	0
4	27	1	3	0
5	25	1	3	0
6	30	0	4	0
Other	10	3	0	0

2022-23 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	2145

2022-23 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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$14,751.40	\$5,812.50	\$8,938.90	\$88,352.63
District	N/A	N/A	\$9,477.38	\$78,767
Percent Difference - School Site and District	N/A	N/A	-5.8	11.5
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	16.1	0.5

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$55,550
Mid-Range Teacher Salary	\$72,182	\$80,703
Highest Teacher Salary	\$101,051	\$109,418
Average Principal Salary (Elementary)	\$132,043	\$137,703
Average Principal Salary (Middle)	\$155,713	\$143,760
Average Principal Salary (High)	\$161,758	\$159,021
Superintendent Salary	\$291,088	\$319,443
Percent of Budget for Teacher Salaries	30.61%	30.35%
Percent of Budget for Administrative Salaries	4.55%	4.87%

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3