



**2023-2024 Five-Year Self-Evaluation of the Status of Nondiscrimination
and Equality of Educational Opportunity
(PI 9.06)**

School District of Lodi

Approved by the Board of Education on: May 13, 2024

SECTION I: CONTRIBUTORS TO THE

2023 FIVE-YEAR SELF EVALUATION OF THE STATUS OF NONDISCRIMINATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY

The School District of Lodi has provided an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. The following individuals and groups either assisted in developing the plan or reviewed the plan for comments and/or changes prior to school board approval.

Names	Position
Adria Schroeder	Director of Student Services
Vince Breunig	District Administrator
Joe Jelinek and Jason Marshall	Administrators - High School
Derek Pertzborn, Eric Scheunemann, Amy Fassbender	Administrators - Middle, Elem, OSC, Primary
Pupil Service Team, Teachers	Staff
Sue Meffert	Athletic Director
Adam Steinberg	Board Member, Advisor
Students	Members of the HS Student Leadership Group
Jill Lincoln, Nicole Tirrel, Adaora Bilse	Parents and Staff

Opportunities to Participate in the Final Review/Evaluation of the Nondiscrimination and Equality of Educational Opportunity Five-Year Self-Evaluation 2023 Report PI 9.06

Opportunity for participation in the final review/evaluation of this report was offered to pupils, teachers, administrators, parents, and residents of the school district in the following manner:

- X - Open meeting portion of a scheduled school board meeting
- X - Individual meetings
- X - Focus groups for students
- X - Focus groups for parents
- X - Discussion item at an administrative meetings

SECTION II: INTRODUCTION AND LEGAL BASIS TO THE SELF EVALUATION OF THE STATUS OF NONDISCRIMINATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY

The self-evaluation required by PI 9.06, Wis. Admin. Code is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

LEGAL BASIS FOR AN EQUITY PLANNING PROCESS FOR CREATING EQUITY IN WISCONSIN SCHOOLS

Wisconsin State Statute 118.13			Administrative Rule PI 9.06
118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's:			PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following: a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. h) School district technology, including electronic communications by school district staff.
-Sex	-Ancestry	-Sexual orientation	
-Race	-Creed	-Physical, mental,	
-Religion	-Pregnancy, marital	emotional or	
-National Origin	or parental status	learning disability	

- (2) The district shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents/guardians and residents of the school district.
- (3) The district shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

The following enrollment information was used as a baseline when comparing and analyzing the overall composition of the student population by sex and disability. Although data on race, national origin, and English language learners is a component of the PI-9 statute, DPI guidelines on data disaggregation suggest that the student enrollment must be five percent or more to identify the population for analysis. The following student groups have been further analyzed because they have a large enough enrollment in Lodi to meet the guidelines; female, male, students with disabilities, and students who are not white.

School Year	Total District Enrollment K-12	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% Disability	% students who are not white
18-19	1518	47	53	0.53	1.32	0.26	3.82	1.71	15.94	5.93
19-20	1531	48	52	0.33	1.44	0.65	4.51	2.48	15.02	6.93
20-21	1486	48	52	0.34	1.55	0.40	4.1	2.36	14.60	6.39
21-22	1496	47	53	0.40	1.60	0.47	4.61	2.81	14.44	7.08
22-23	1491	47	53	0.20	2.15	0.47	4.76	3.09	15.9	7.58
5 year average	1504	47.42	52.57	0.36	1.60	0.45	4.36	2.49	15.2	6.78

SECTION III SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES 9.06 (1)(A)

BENCHMARKS

- Review school board policies. Identify and evaluate the pupil nondiscrimination policies.
- Review annual class 1 legal notice.
- Review discrimination complaint procedures.
- Identify the employee designated to receive discrimination complaints.
- Review student and staff handbooks.

Summary: Board Policies were reviewed and pupil nondiscrimination are evident in policies for Instruction (300s), Students (400s), Personnel (500s), and School Community Relations (800s). These policies and procedures reviewed include;

- Procedure No. 341 Rule 1: Testing Program Guidelines

Policy No. 342.31: Advanced Placement Testing

Policy No. 345.1: Grading Systems

Policy No. 346: Student Assessment Program

- Procedure No. 346: Student Assessment Program

Policy No. 361: Instructional and Library Materials Selection and Review

- Procedure No. 361 Rule: Procedures for Selection of Instructional Materials and Request for Reconsideration for School District of Lodi

Policy No. 363.2: Technology

Policy No. 364: Guidance Program

Policy No. 370: Extracurricular Activities and Programs

Policy No. 371.1: Equal Access

Policy No. 381: Addressing Controversial Issues with Students in Classes and Other School Activities

- Procedure No 381 Rule: Guidelines for Addressing Controversial Issues with Students in Classes and Other School Activities

Policy No. 410 - Title IX: Sexual Harassment Prohibited Against Students and Other Applicable Individuals

Policy No. 411: Non-Discrimination: Harassment - Student

- Procedure No. 411-Exhibit: Discrimination/Harassment Complaint Form
- Procedure No. 411-Rule: Discrimination Complaint Procedure for Student Complaints of Discrimination

Policy No. 411.1: Student and Staff Nondiscrimination: Harassment and Bullying

Policy No. 411.12: Anti-Bullying - Student

Policy No. 411.2: Nondiscrimination Sexual Harassment - Student

Policy No. 411.3: Gender Inclusion

- Procedure No. 411.3 Exhibit 1: Name/Gender Change Request Form

Policy No. 510: Title IX: Sexual Harassment Prohibited Against Employees

Policy No. 511: Nondiscrimination in Employment

Policy No. 511.12: Nondiscrimination- Anti Bullying - Staff

Policy No. 511.2: Nondiscrimination: Sexual Harassment - Staff

Policy No. 871: Complaints About Instructional Materials

- Procedure No. 871 Exhibit: Request for Reconsideration of Instructional Material Form
- Procedure No. 871 Rule: Procedures for Handling of Instructional Materials Complaints

Findings: School board policies prohibiting discrimination against pupils are in many policies throughout the district. The school district has designated an employee to receive complaints of pupil discrimination. The district's pupil discrimination complaint procedure specifies that complaints will be acknowledged in writing within 45 days of receipt and resolved within 90 days unless the parties agree to an extension of time. The district annually provides public notice of its pupil discrimination policies and procedures and contact information for the employee designated to receive complaints of pupil discrimination as required. The district includes a pupil nondiscrimination statement on pupil and staff handbooks. The school district includes the pupil discrimination complaint procedure as required. The district will be transitioning to Neola Policy as of July 1, 2024. New policy meets requirements for pupil nondiscrimination, includes the district's complaint procedures, and includes contract information for the employee(s) designated to receive complaints of pupil discrimination.

SECTION IV : ENROLLMENT TRENDS AND PATTERNS IN CLASSES AND PROGRAMS 9.06 (1)(B)

The purpose of this section is to evaluate the trends and patterns in enrollment trends in classes and programs. Enrollment in Advanced Placement and Honors courses, remedial courses in English and Math, and participation in band and choir courses were evaluated. This information was disaggregated based on sex, students with disabilities, and race other than white.

Benchmarks:

- Identify discrepancies between enrollment and underrepresented groups.
- Identify factors that may influence enrollment, including eligibility criteria.
- Develop and implement strategies to increase program participation by underrepresented groups

Findings:

Advanced Placement and Honors Courses Participation- Number of Courses				
School Year	Female	Male	Student with Disabilities	Race, other than white
18-19	384	276	23	39
19-20	411	247	16	41
20-21	81	69	3	10
21-22	294	174	5	22
22-23	315	196	4	24

Remedial English and Math Courses Participation- Number of Courses				
School Year	Female	Male	Student with Disabilities	Race, other than white
18-19	38	54	39	12
19-20	37	50	38	17
20-21	46	83	63	25
21-22	24	55	34	15
22-23	29	79	43	25

Band Participation - Number of Courses (High School & Middle School)					Choir Participation - Number of Courses (High School and Middle School)			
School	Female	Male	Student	Race,	Female	Male	Student	Race, other

Year			with Disabilities	other than white			with Disabiliti es	than white
18-19	167	108	18	27	168	57	21	19
19-20	154	111	18	22	155	46	15	16
20-21	122	98	9	19	163	59	15	19
21-22	100	104	15	21	122	48	20	14
22-23	114	114	13	18	137	44	11	20

Summary:

Significant Discrepancies found in enrollment trends and patterns in classes and programs in the following areas:

Male students encompass 52% of the total population, however 40% of male students participate in AP and/or Honors Classes (underrepresentation).

Female students encompass 48% of the total population, however 60% of female students participate in AP and/or Honors Classes (overrepresentation).

Students with disabilities encompass 15.2% of the total population, however 2.0% of students with disabilities participate in AP and/or Honors Classes (underrepresentation).

Male students encompass 52% of the total population, however 64% of students enrolled in remedial English and/or Math courses are male. (overrepresentation)

Students with disabilities encompass 15.2% of the total population, however 43% of students enrolled in remedial English and/or Math courses are students with disabilities. (overrepresentation)

Students, who are not white, encompass 6.8% of the total population, however 23% of students enrolled in remedial English and/or Math courses are students, who are not white. (overrepresentation)

Male students encompass 52% of the total population, however 36% of students enrolled in a band/choir course are male. (underrepresentation)

Students with disabilities encompass 15.2% of the total population, however 7.4% of students enrolled in a band/choir course are students with disabilities. (underrepresentation)

Recommendation for Improvement and Implementation Strategy:

1. Continue and improve on assisting students to understand the various levels of courses at the high school through more frequent presentations from the counseling office.
2. Host events that help parents and families understand course selection and course pathways.

3. Continue practices of Align by Design so that movement between regular courses and AP/Honors courses is more feasible.
4. Continue to offer courses that meet students where they are in English and math ranging from remedial courses through Advanced Placement/Honors courses.
5. Continue music choice to 6th graders so they experience band or choir in 6th grade.

SECTION V: EVALUATE METHODS, PRACTICES, CURRICULUM AND MATERIALS USED IN INSTRUCTION, COUNSELING AND PUPIL ASSESSMENT AND TESTING. 9.06 (1)(c)

The purpose of this section is to examine the methods, practices, curriculum, and materials used in counseling, while considering all of the protected groups listed under section 118.13.

BENCHMARKS

- Review course outlines and curriculum selection guides/processes to ensure a variety of offerings, teaching methodologies and the absence of bias or stereotyping
- Assess the district's policies and practices regarding equality in methods, practices, and materials used for testing and evaluation students.
- Determine whether opportunities are available for students to explore new, "nontraditional" careers or higher wage opportunities.
- Review counseling materials to ensure the absence of bias or stereotyping.
- Develop and implement strategies for improvement.

Findings: Services for students who are English Language Learners are available at each school building. The level of services vary depending on the number of students in need of services during each school year. This is also dependent on the level of student need based on their English Language skill acquisition. Our overall percentage of students in need of ELL services has averaged 2.49% over the past 5 years. This number has been increasing since the 2020-2021 school year. Materials from the counseling office are translated for families that need materials in a language other than English. The counseling staff reviews counseling materials for potential bias. Students have access to rigorous curriculum. Additionally, students have access to support services if they are struggling through the counseling office. This can include regular meetings with a school counselor, drop in meetings with a school counselor, and counselors providing other resources to students/families who might need them.

Summary: The team reviewed curriculum, courses, and overall counseling strategies being used. Classroom guidance is provided to students once every six days in grades K-5, school counselors are utilizing a curricular resource called Second Step. This curriculum is well documented

with a scope and sequence by grade level. Beginning in Middle School, Xello Academic and Career Planning activities are utilized. The purpose of the program is to help students recognize their interests for various career clusters, explore careers, and determine their career pathway.

Recommendations for Improvement and Implementation Strategies:

1. Continued presentations for students including course selection, prerequisite courses, and post secondary options at regular intervals to ensure all students are a part of the presentations.
2. Expand presentations to middle school and high school families on a regular basis.
3. Complete a curriculum/activity review for school counseling services at the high school level

SECTION VI: TRENDS AND PATTERNS OF DISCIPLINARY ACTIONS AND HANDLING PUPIL HARASSMENT 9.06(1)(b)

IDEAS FOR EVALUATION

- Review expulsions and suspensions for the last three years.
- Disaggregate data based on the basis race, sex, and disability.
- Compare with overall enrollment data.
- Develop and implement strategies to ensure that disciplinary measures are consistently applied.
- Review anti harassment policies.
- Review pupil harassment complaints to determine whether complaints are effectively and promptly addressed.
- Review ways in which information regarding harassment, anti harassment policies and complaint procedures are disseminated.

FINDINGS:

Discipline - In School and Out of School Suspensions - Number of Incidents				
School Year	Female	Male	Students with Disabilities	Race, other than white
18-19	25	107	33	9
19-20	12	77	21	1
20-21	3	7	4	3
21-22	24	96	54	23

22-23	15	88	51	16
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Summary:

Male students encompass 52% of the total population, however 82% of in school and out of school suspensions are students who are male. Students with disabilities encompass 15.2% of the total population, however 35% of in school and out of school suspensions are students with disabilities.

The cell size for expulsions is too small to report without compromising student confidentiality. Additionally, the cell size for the number of pupil harassment complaints is too small to report without compromising student confidentiality. In a review of previous school years, pupil harassment complaints were promptly investigated and addressed. This information is also disseminated to the staff member designated to fulfill the role in the district. Formal complaints have adhered to timelines regarding acknowledging the complaint, completing the investigation, and the appeal processes. Supportive measures are considered and put into place promptly to prevent incidents of harassment. All complaints have been resolved internally.

Recommendations for Improvement and Implementation Strategies:

1. Review discipline data at regular intervals
2. Review (PBIS) Positive Behavior Intervention and Supports - Tier 1 supports for; behavior expectations are clearly defined, reteaching based on behavior expectations occurs by all staff, positive behaviors are recognized
3. Expand options for Tier 2 behavioral interventions including more options and expansion of Check In/Check Out
4. Review of commonly used consequences - do they decrease/extinguish the behavior? Do they include opportunities to learn/reflect on behavior?
5. Consideration of professional development in the areas of Trauma Informed Practices and/or Restorative Practices for staff.
6. Review procedures for handling incidents of potential harassment, discrimination, and bullying at least annually with the Administrative Team.

SECTION VII: EVALUATE PARTICIPATION TRENDS AND PATTERNS AND SCHOOL DISTRICT SUPPORT OF ATHLETICS, EXTRACURRICULAR, AND RECREATIONAL ACTIVITIES PI 9.06(1)(e)

The purpose of this section is to evaluate the trends and patterns in athletics and extracurricular activities. This information is disaggregated based on sex, race, other than white, and disability and was evaluated over the past 5 years. Enrollment in athletics, forensics, and spring play were evaluated.

IDEAS FOR EVALUATION

- Collect data on participation in athletic programs/activities and other extracurricular activities for the last three years.
- Disaggregate data based on race, sex, and disability.
- Compare data with overall enrollment data.
- Identify any factors that might influence participation.
- Review guidelines and procedures to assess the athletic and other extracurricular interests of students.
- Develop and implement strategies to increase participation by underrepresented groups.
- Develop and implement strategies to ensure that athletic programs for boys and girls are comparable in type, scope and support.

Findings:

Female Athletics			
18-19 School Year	Number of Female Participants	Female Participants - students with disabilities	Female Participants- Race, other than white
Basketball - HS	26	0	0
Basketball - MS	27	1	3
Dance Team	13	0	0
Football Cheerleading	17	1	3
Hockey	0	0	0

Soccer	36	1	1
Softball	28	1	1
Swimming	13	1	0
Tennis	25	2	2
Volleyball - HS	23	0	1
Volleyball - MS	30	1	1
19-20 School Year	Number of Female Participants	Female Participants - students with disabilities	Female Participants- Race, other than white
Basketball - HS	26	1	1
Basketball - MS	30	1	3
Dance Team	9	0	1
Football Cheerleading	21	0	2
Hockey	0	0	0
Soccer	31	0	1
Softball	24	1	1
Swimming	14	0	2
Tennis	31	1	2
Volleyball - HS	29	0	1
Volleyball - MS	33	3	5

20-21	Number of Female Participants	Female Participants - students with disabilities	Female Participants- Race, other than white
Basketball - HS	26	1	1
Basketball - MS	29	1	2
Dance Team	8	0	1
Football Cheerleading	12	0	1
Hockey	0	0	0
Soccer	30	0	1
Softball	17	1	1
Swimming	8	0	0
Tennis	25	0	1
Volleyball - HS	23	0	1
Volleyball - MS	35	2	4
21-22	Number of Female Participants	Female Participants - students with disabilities	Female Participants- Race, other than white
Basketball - HS	30	1	1
Basketball - MS	28	1	0
Dance Team	5	0	0
Football Cheerleading	15	0	2
Hockey	0	0	0
Soccer	31	0	1

Softball	23	1	2
Swimming	7	0	0
Tennis	23	0	0
Volleyball - HS	31	0	0
Volleyball - MS	35	2	0
22-23	Number of Female Participants	Female Participants - students with disabilities	Female Participants- Race, other than white
Basketball - HS	29	0	1
Basketball - MS	18	1	1
Dance Team	8	1	0
Football Cheerleading	24	1	2
Hockey	2	0	0
Soccer	32	0	2
Softball	33	2	1
Swimming	5	0	0
Tennis	21	0	0
Volleyball - HS	28	2	2
Volleyball - MS	39	0	1

Male Athletics			
18-19	Number of Male Participants	Male Participants - students with disabilities	Male Participants- Race, other than white
Baseball	24	0	0
Basketball - HS	33	1	2
Basketball - MS	31	2	2
Football	64	5	0
Golf	24	0	0
Hockey	11	0	1
LaCrosse	0	0	0
Soccer	32	1	2
Swimming	1	0	0
Wrestling - HS	26	4	0
Wrestling - MS	35	7	1
19-20	Number of Male Participants	Male Participants - students with disabilities	Male Participants- Race, other than white
Baseball	28	0	0
Basketball - HS	36	2	4
Basketball - MS	33	7	1
Football	72	5	3
Golf	29	2	1

Hockey	9	0	1
LaCrosse	0	0	0
Soccer	29	2	2
Swimming	0	0	0
Wrestling - HS	24	4	0
Wrestling - MS	35	5	2
20-21	Number of Male Participants	Male Participants - students with disabilities	Male Participants- Race, other than white
Baseball	28	0	1
Basketball - HS	35	1	2
Basketball - MS	28	5	3
Football	60	4	3
Golf	37	2	4
Hockey	11	1	1
LaCrosse	0	0	0
Soccer	26	1	2
Swimming	0	0	0
Wrestling - HS	30	2	1
Wrestling - MS	23	3	1

21-22	Number of Male Participants	Male Participants - students with disabilities	Male Participants- Race, other than white
Baseball	36	0	1
Basketball - HS	39	1	5
Basketball - MS	37	2	6
Football	72	5	7
Golf	34	0	1
Hockey	12	0	1
LaCrosse	0	0	0
Soccer	32	1	5
Swimming	0	0	0
Wrestling - HS	34	4	2
Wrestling - MS	28	7	1
22-23	Number of Male Participants	Male Participants - students with disabilities	Male Participants- Race, other than white
Baseball	33	5	1
Basketball - HS	41	3	4
Basketball - MS	30	3	2
Football	70	8	7
Golf	34	5	1
Hockey	8	0	0

LaCrosse	5	0	0
Soccer	29	5	4
Swimming	0	0	0
Wrestling - HS	30	2	1
Wrestling - MS	40	5	3

NonGender Athletics and Activities				
18-19	Number of Female Participants	Number of Male Participants	Participants - Students with Disabilities	Participants - Race, other than white
Cross Country - HS	22	15	4	0
Cross Country - MS	19	28	5	2
Track - HS	39	48	6	8
Track - MS	23	42	7	5
Forensics - HS	27	5	2	2
Forensics - MS	0	0	0	0
Spring Play - HS	7	8	0	0

19-20	Number of Female Participants	Number of Male Participants	Participants - Students with Disabilities	Participants - Race, other than white
Cross Country - HS	15	14	4	0
Cross Country - MS	15	21	6	0
Track - HS	33	35	5	3
Track - MS	0	0	0	0
Forensics - HS	21	4	0	0
Forensics - MS	49	13	3	7
Spring Play - HS	6	6	0	0
20-21	Number of Female Participants	Number of Male Participants	Participants - Students with Disabilities	Participants - Race, other than white
Cross Country - HS	21	15	4	0
Cross Country - MS	19	13	4	2
Track - HS	21	33	5	2
Track - MS	37	20	8	2
Forensics - HS	9	3	0	0

Forensics - MS	23	5	1	0
Spring Play - HS	0	0	0	0
21-22	Number of Female Participants	Number of Male Participants	Participants - Students with Disabilities	Participants - Race, other than white
Cross Country - HS	16	17	5	0
Cross Country - MS	14	14	0	2
Track - HS	21	50	8	6
Track - MS	34	22	2	1
Forensics - HS	8	1	0	0
Forensics - MS	30	8	1	1
Spring Play - HS	19	7	0	2
22-23	Number of Female Participants	Number of Male Participants	Participants - Students with Disabilities	Participants - Race, other than white
Cross Country - HS	10	14	2	0
Cross	8	17	1	2

Country - MS				
Track - HS	20	35	6	4
Track - MS	22	26	5	2
Forensics - HS	9	2	0	1
Forensics - MS	32	11	3	6
Spring Play - HS	11	5	2	0

Summary: Significant Discrepancies found in non gender athletics/ activities trends and patterns in classes and programs in the following areas:

Of all athletes, 42% of athletes are females (females encompass 48% of the total population) - (underrepresentation)

Male students encompass 52% of the total population, however 45% of male students participate in non-gender athletics/activities. (underrepresented)

Students with disabilities encompass 15.2% of the total population, however 4.6% of students with disabilities participate in non-gender athletics/activities. (underrepresented)

Recommendations for Improvement and Implementation Strategies:

1. Information shared on the first day of school from Link Crew representatives for freshmen entering the High School on all of the clubs and extracurricular activities they can access. Continue providing this information during Open House.
2. Maintain equal athletic opportunities for male and female athletics.
3. Continue following steps when a new sport is being considered to ensure Title IX regulations are being followed.
4. Consider student interest surveys at more regular intervals
5. Continue distribution of the Code of Conduct to all students and parents, which includes policies related to bullying, hazing, and harassment.
6. Ensure students are aware of their options to report potential incidents of bullying, discrimination, and/or harassment including; reporting to a teacher or administrator, reporting via Speak Up Speak Out, or contacting the Director of Student Services.

SECTION VIII: EVALUATE TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT PROVIDED OR ADMINISTERED BY THE SCHOOL DISTRICT PI 9.06(1)(f)

IDEAS FOR EVALUATION

- Collect data on award recipients for the last three years.
- Disaggregate data based on race, sex, and disability.
- Compare data with overall enrollment data.
- Review application materials, criteria used for selection and eligibility, and ways in which information is disseminated to ensure that the information is available to all students and there is an absence of bias, discrimination or stereotyping.
- Develop and implement strategies for increasing distribution of scholarships and other awards to underrepresented groups.

Findings:

Scholarship Recipients				
School Year	Female	Male	Student with Disabilities	Race, other than white
18-19	68	32	10	5
19-20	57	38	4	1
20-21	63	37	11	5
21-22	76	38	8	1
22-23	77	34	8	0

Cum Laude Recipients				
School Year	Female	Male	Student with Disabilities	Race, other than white
18-19	7	7	0	0
19-20	3	4	0	0

20-21	8	5	0	1
21-22	7	2	0	1
22-23	3	2	0	0

Outstanding Impact Award Recipients				
School Year	Female	Male	Student with Disabilities	Race, other than white
18-19	11	8	2	0
19-20	5	7	1	0
20-21	10	8	2	1
21-22	10	4	2	1
22-23	5	5	2	0

Summary: Significant Discrepancies found in scholarship recipients and award recipients in the following areas:

Male students encompass 52% of the total population, however scholarships awarded to male students is 34.2%.

Students with disabilities encompass 15.2% of the total population, however scholarships awarded to students with disabilities is 8.2%.

Students, who are not white, encompass 6.8% of the total population, however scholarships awarded to students who are not white is 2.6%.

Male students encompass 52% of the total population, however Outstanding Impact Awards were awarded to 35% of male students.

Students with disabilities encompass 15.2% of the total population, however Outstanding Impact Awards were awarded to 10% of students with disabilities.

Students, who are not white, encompass 6.8% of the total population, however Outstanding Impact Awards were awarded to 2% of students who are not white.

Male students encompass 52% of the total population, however 42% of male students achieved Cum Laude.

Students with disabilities encompass 15.2% of the total population, however 0% of students with disabilities achieved Cum Laude.

Students, who are not white, encompass 6.8% of the total population, however .4% of students who are not white achieved Cum Laude.

Recommendations for Improvement and Implementation Strategies:

1. Provide scholarship applications, policies, information booklet, and procedures in home languages (beyond Spanish) and recruit students who are English Language Learners to apply.

2. Continue to share scholarship information, application form, and checklist to all seniors via email and reminders about due dates.
3. Continue to share information in the daily announcements for students including initial information and reminders about due dates.
4. Continue to share information in the Blue Devil Bulletin about scholarships.
5. All students need to be encouraged to apply for scholarships.
6. Review the process for awarding Outstanding Impact Awards.
7. Review the process for awarding scholarships.
8. Continue and increase the number of presentations provided to students regarding course selection so students can better understand Cum Laude, if desired.
9. Develop and maintain consistent tools for data collection of student recognition.

SECTION IX: EVALUATE SCHOOL DISTRICT EFFORTS TO ACHIEVE EQUALITY OF EDUCATIONAL OPPORTUNITIES AND NONDISCRIMINATION. PI 9.06(1)(g)

IDEAS FOR EVALUATION

- Review local plans to achieve equality of educational opportunity for success and ongoing challenges or barriers.
- Develop and recommend strategies for closing the achievement gap, improving school climate, and infusing equality of educational opportunity and nondiscrimination into professional development.

Findings: The Lodi School District Strategic Plan was evaluated. All pillars of the strategic plan are important for our district to achieve equality of educational opportunities and nondiscrimination. The strategic plan is spotlighted 3 times per year by district Impact Teams, 3 times per year.

Pillar 1 is Preparing for the Future. This pillar provides benchmarks and objectives that apply to all students taking the iReady Assessment with a focus on growth of academic achievement. Our district goal is that the level of iReady reading and math growth will exceed that of the iReady average in each grade level (K-8th ELA, 2-8 Math). Each building (PS, ES, OSC, & MS) have developed strategies to increase the achievement/growth of students performing in the bottom quartile in reading. This includes time allotted for reading intervention with frequent progress monitoring to assist striving students to advance their skills in reading. By the end of the 23-24 school year, 65% of students will score in the proficient/advanced section of the iReady reading assessment (k-8) and 60% of students will score in the proficient/advanced section of the iReady math assessment (2-8). Another district goal is achievement on the ACT Exam - the percentage of High School students achieving ACT benchmarks will be greater than the state average in Math, Science, English, Reading and Social Studies.

Pillar 2 is Nurturing the Whole Student. This pillar provides benchmarks and objectives that apply to all students. We know that students need to feel a sense of belonging in their classroom and receive explicit instruction on skills like collaboration, goal setting, acknowledging strengths/attributes, empathy, problem solving, and conflict resolution. Morning Meeting (4k-5) and Advisory (6-12) are universal practices to foster the sense of belonging and connection in our classrooms, school, and community. Our school community also acknowledges that the

physical well being of students is paramount for learning. Each building has developed strategies for promoting nutrition and/or physical activity during the school day.

Recommendations for Improvement and Implementation Strategies:

1. Continue work in Pillar 1 and Pillar 2 as outlined in the strategic plan and report beginning of the year, middle of the year, and end of the year data.
2. Continue planning for academic and SEL interventions based on progress monitoring data collected and reviewed at regular intervals.
3. Continue universal strategies to foster connection and community in the classroom.
4. Review practices for Student Success Intervention Team (4k-5) and Building Consultation Team (6-12) to ensure teams are meeting at routine intervals, data informed decision making, actionable intervention steps, with consistent follow up.
5. Integrate ACT 20 requirements for K-5 into current practices.

SECTION X: SCHOOL DISTRICT TECHNOLOGY AND ELECTRONIC COMMUNICATION IS ACCESSIBLE BY PARENTS AND STUDENTS PI 9.06(1)(h)

BENCHMARK:

- School district technology and electronic communication is accessible by parents and students.

Findings: Pillar 3 of the Strategic Plan is Innovative Communication Connection. The District has developed goals around improving communication with all stakeholders. These goals include; implement a Board-Community linkage plan to improve our communication with internal and external stakeholders, develop a calendar of interactive sessions with different stakeholder groups in the community, and each building will develop a specific strategy for increasing communication to external stakeholders. The goals and objectives are assessed 3 times per year to review progress.

Part of the strategic plan was a recent family survey. The response scale for this survey includes: 5 - strongly agree, 4 - agree, 2- disagree, and 1 - strongly disagree. The district received scores of 4.0 that parents feel they are kept up to date on their child's progress and what's happening at school; a score of 3.98 that parents feel welcomed, respected, and part of the school community; a score of 3.93 that parents feel their child's school is effective in helping them learn, develop, and succeed; a score of 4.07 that their child feels safe and supported at school; and a score of 4.08 that their family is accepted, respected, and supported at school.

Families are asked questions during the registration process each year about their access to technology and consistent, reliable internet connection. Families have the option to select which forms of communication work best for them for district notifications coming from Infinite Campus (email, text, phone call). All students have access to a school issued device. District notifications are sent in English and in Spanish. Additionally, families were asked on a recent survey if their child has access to reliable internet

outside of the school and 96% of respondents said “yes” to this question, with 4% responding no.

SECTION XI – METHODS USED IN CONDUCTING THE SELF-EVALUATION PI 9.06(2)

IDEAS FOR EVALUATION

- Evaluate the degree of meaningful inclusion of participants in the self-evaluation process.
- Do the participants include teachers, students, school administrators, parents/guardians and residents?
- Do the participants reflect the diversity within the district and within the community?
- Parents/guardians and students are included in a way that does not require review or release of confidential information.

After collecting data for this report, focus groups were used to seek feedback from students, school administrators, parents and staff. Information was presented in a way that keeps student information confidential. Recommendations from the focus groups will be brought back to the administration team for review and discussion during the summer retreat. Additionally, two resident forums will be held to provide data and seek input during the summer of 2024. The dates, times, and location for the meetings will be shared on social media, Infinite Campus, and PeachJar.

