

Lodi Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Lodi Middle School
Street	945 South Ham Lane
City, State, Zip	Lodi, CA 95242
Phone Number	209-331-7540
Principal	Cassandra Iwamiya
Email Address	ciwamiya@lodiUSD.net
School Website	https://lodimiddle.lodiUSD.net/
Grade Span	7-8
County-District-School (CDS) Code	39685856042220

2025-26 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

2025-26 School Description and Mission Statement

Our goal at Lodi Middle School is to provide the best possible education for all students, in order to make them responsible, contributing, lifelong learners. The educational program addresses intellectual, physical, and social development. It allows students the opportunity to reach their full potential. Expectations are high and clearly defined and understood by staff, students, and parents within the Lodi Middle School learning community. The program provides experiences in a setting where students, staff and parents collaborate in a climate which is safe, friendly, open, caring and trusting for all.

The curriculum is broad-based and consistent with the goals and objectives of the California State Framework- State Content Area Standards, and the district's vision for Standards Based Instruction. Instructional materials are carefully selected along

2025-26 School Description and Mission Statement

with meaningful assessments that inform and guide instruction to assist students in mastery of content area standards. Varied teaching strategies are utilized to accommodate different modes of learning and unique needs while developing a respect for education diversity. Opportunities are provided for students to apply learning to actual life situations. Our standards based curriculum actively involves students in the learning process which fosters responsibility and lifelong learning.

All members of the school community who affect student learning collaborate on a regular basis through team, department, staff and parent meetings. Grade level curricular standards are incorporated into the Lodi Middle School student handbook. Multiple ongoing and meaningful assessments drive instruction as students master academic content standards and become productive citizens.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	436
Grade 8	457
Total Enrollment	893

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.1
Asian	11.5
Black or African American	1.3
Filipino	1.5
Hispanic or Latino	65.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.4
White	16.8
English Learners	22.1
Foster Youth	0.6
Homeless	0.1
Migrant	1.3
Socioeconomically Disadvantaged	80
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.

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)	36.3	82.76	1281.6	82.81	234405.2	84
Intern Credential Holders Properly Assigned	1	2.27	60.6	3.92	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.3	9.94	83.1	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	49.6	3.21	11953.1	4.28
Unknown/Incomplete/NA	2.2	5	72.5	4.69	15831.9	5.67
Total Teaching Positions	43.9	100	1547.6	100	279044.8	100

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.

2022-23 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)	36.3	82.59	1226	81.46	231142.4	83.24
Intern Credential Holders Properly Assigned	1.7	4.02	56.3	3.74	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.3	9.81	96.2	6.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.34	53.4	3.55	11746.9	4.23
Unknown/Incomplete/NA	0.9	2.18	73	4.85	14303.8	5.15
Total Teaching Positions	44	100	1505.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	31.9	73.67	1221.9	80.65	230039.4	100
Intern Credential Holders Properly Assigned	1.5	3.46	61.5	4.06	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.7	13.19	127.3	8.4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.31	40.3	2.66	12112.8	4.34
Unknown/Incomplete/NA	3.1	7.36	63.9	4.22	13705.8	4.91
Total Teaching Positions	43.3	100	1515.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	4.30	4.3	5.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.30	4.3	5.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0.5	0
Total Out-of-Field Teachers	0.00	0.5	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.8	11.6	15.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

July 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade 7-8 Base Core/EL Support) StudySync, McGraw Hill c. 2017; Adoption Year: 2016; From most recent adoption: Yes (Grade 7-8 Intervention) Scholastic Read 180-Stage B, Scholastic, c.2012; Adoption Year: 2011; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011 (Grade 7-8 Intensive Intervention/EL Support) Scholastic System 44 Next Gen, Scholastic, c.2014; Adoption Year: 2011; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011	0.0%
Mathematics	(Grade 7-8 Base Core/Intervention) 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 7-8 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 7 Base Core) Nat Geo World History: Medieval and Early Modern Times, NatGeo/Cengage, c.2018; Adoption Year: 2018;	0.0%

	From most recent adoption: Yes (Grade 8 Base Core) US History American Stories: Beginnings to WWI, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes	
Foreign Language	(Grade 7-8 Spanish) Encuentros, Vista Higher Learning, c.2022; Adoption Year: 2022; From most recent adoption: Yes	0.0%
Health	(Grade 7-8) Life Skills, Princeton Health Press, c.2000; Adoption Year: 2004; From the most recent adoption: No, Local Board Approval on 6/6/2004 (Grade 7-8) FLASH Curriculum, King County Public Health, c.2019; Adoption Year: 2020; From the most recent adoption: Yes	0.0%
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

This School sits on 19.3 acres and was built in 1965

MAINTENANCE AND REPAIR:

The Lodi Middle 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 1 Lightning Retrofit Project.

MODERNIZATION PROJECTS:

2011 Multi-Purpose, kitchen & various restrooms modernized. 2012 Shade structure added to patio area. 2013 - Interior of Multi-Purpose and staff dining area painted. 2014-15 Black iron fence, Access Control, cameras, and various landscaping areas added. 2016 Outside back walking/running track area renovated. 2017 - Prop 39 Year 2 Wireless Energy Management System Replacement Project completed. Flooring in various portables replaced. Walkway in the courtyard area repaired. Replaced flooring in various portables. Repaired walkway in courtyard area. 2019-20 Measure U Fire Alarm Replacement Project. 2021 - Sealcoat completed. 2022-23 HVAC Project begun. 2024 Phase 1 Flooring Replacement Project. HVAC Replacement Project completed. 2025 - School modernization and additions begun.

School Facility Conditions and Planned Improvements

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data was collected for Lodi Middle school on 10/13/2025.

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 2025, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Lodi Middle.

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 2025

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	37	39	40	47	48
Mathematics (grades 3-8 and 11)	23	28	28	30	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	880	860	97.73	2.27	37.33
Female	414	404	97.58	2.42	43.07
Male	466	456	97.85	2.15	32.24
American Indian or Alaska Native	--	--	--	--	--
Asian	103	102	99.03	0.97	41.18
Black or African American	13	13	100.00	0.00	7.69
Filipino	13	13	100.00	0.00	38.46
Hispanic or Latino	576	564	97.92	2.08	33.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	20	90.91	9.09	40.00
White	147	142	96.60	3.40	52.11
English Learners	179	177	98.88	1.12	5.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	47	46	97.87	2.13	30.43
Socioeconomically Disadvantaged	476	469	98.53	1.47	31.13
Students Receiving Migrant Education Services	13	13	100.00	0.00	15.38
Students with Disabilities	128	124	96.88	3.12	2.42

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	880	860	97.73	2.27	27.91
Female	414	404	97.58	2.42	25.50
Male	466	456	97.85	2.15	30.04
American Indian or Alaska Native	--	--	--	--	--
Asian	103	102	99.03	0.97	29.41
Black or African American	13	13	100.00	0.00	7.69
Filipino	13	13	100.00	0.00	38.46
Hispanic or Latino	576	564	97.92	2.08	22.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	20	90.91	9.09	40.00
White	147	142	96.60	3.40	45.77
English Learners	179	177	98.88	1.12	3.95
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	47	46	97.87	2.13	32.61
Socioeconomically Disadvantaged	476	469	98.53	1.47	21.32
Students Receiving Migrant Education Services	13	13	100.00	0.00	30.77
Students with Disabilities	128	124	96.88	3.12	5.65

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.54	20.94	24.37	23.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	448	432	96.43	3.57	20.83
Female	207	198	95.65	4.35	19.70
Male	241	234	97.10	2.90	21.79
American Indian or Alaska Native	0	0	0	0	0
Asian	55	54	98.18	1.82	22.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	289	281	97.23	2.77	15.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	71	66	92.96	7.04	39.39
English Learners	86	85	98.84	1.16	2.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	23	22	95.65	4.35	9.09
Socioeconomically Disadvantaged	247	242	97.98	2.02	15.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	70	95.89	4.11	1.43

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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 7	97%	96%	98%	97%	99%

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.

2025-26 Opportunities for Parental Involvement

Parents who wish to participate in Lodi Middle School’s leadership teams, school committees, school activities, or become volunteers may contact the principal, Cassandra Iwamiya, at (209) 331-7540.

The Lodi Middle School community continues to support our school through active involvement in Lodi Middle Boosters Club, School Site Council, Jump Into English classes, English Learners Advisory Committee, District English Learners Advisory Committee, and Classified Advisory Committees.

Parent involvement is ongoing at Lodi Middle School and part of Board Policy #6020. Parent involvement opportunities are listed in the student handbook and will be a regular part of our Lodi Middle School newsletter that goes home to parents/guardians each month. Information will be included in newsletters to help parents with homework, student habits for students, how to deal with conflict at home, and how to help their child be successful in mastery of grade level standards. Other flyers and notices will be sent home with the student, and a Blackboard Connect 5 call will be placed to notify parents of such information.

The following are only some of the programs offered at Lodi Middle School that will be fully explained at Parent Information Nights, Back-to-School Nights, Parent Conference Nights, Student Success Team (SST) Meetings, and parent/teacher conferences:

- Profile 1 & 2 Parent Meetings
- 8th Grade Academic Promotion Ceremony
- Honor Roll Celebrations
- ELAC Meetings
- Assemblies
- IEPs
- Child Welfare and Attendance Home Visits
- Grade Level Promotion/Retention Meetings
- Parent Lunch Dates (Lunch With a Loved One)
- Education Nights
- School Safety Committee
- Parent Club
- High School Orientation/Scheduling
- 7th Grade Parent/Student Orientation
- Bridge (After-School Program)

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	945	923	205	22.2
Female	444	431	102	23.7
Male	501	492	103	20.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	110	107	29	27.1
Black or African American	15	14	6	42.9
Filipino	14	13	2	15.4
Hispanic or Latino	614	605	136	22.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	6	27.3
White	158	152	22	14.5
English Learners	235	228	54	23.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	765	746	185	24.8
Students Receiving Migrant Education Services	15	15	0	0.0
Students with Disabilities	148	142	41	28.9
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
13.93	10.64	7.09	6.06	5.2	4.58	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.31	0.61	0.21	0.27	0.23	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.09	0.21
Female	4.50	0.00
Male	9.38	0.40
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.45	0.00
Black or African American	6.67	0.00
Filipino	7.14	0.00
Hispanic or Latino	7.49	0.33
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.64	0.00
White	6.33	0.00
English Learners	9.36	0.85
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.71	0.13
Students Receiving Migrant Education Services	6.67	0.00
Students with Disabilities	9.46	0.68

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 11/19/2024.

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	31	27	0
Mathematics	22	9	31	0
Science	26	5	28	1
Social Science	24	8	29	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	25	17	7
Mathematics	30	6	22	3
Science	26	8	25	2
Social Science	27	7	24	3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	30	8	7
Mathematics	34	13	8	5
Science	28	16	12	4
Social Science	36	8	10	7

2024-25 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	595.33

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$18,544.30	\$7,414.60	\$11,129.70	\$89,514.84
District	N/A	N/A	\$11,495.78	\$94,261
Percent Difference - School Site and District	N/A	N/A	-3.2	-5.2
State	N/A	N/A	\$11,146.18	\$100,333
Percent Difference - School Site and State	N/A	N/A	-0.1	-11.4

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$64,739	\$60,863
Mid-Range Teacher Salary	\$84,857	\$93,575
Highest Teacher Salary	\$120,665	\$125,548
Average Principal Salary (Elementary)	\$146,889	\$157,645
Average Principal Salary (Middle)	\$177,453	\$165,341
Average Principal Salary (High)	\$186,110	\$182,580
Superintendent Salary	\$302,000	\$357,064
Percent of Budget for Teacher Salaries	29.88%	30.36%
Percent of Budget for Administrative Salaries	4.66%	4.88%

Professional Development

There are five total days. Historically, two are set aside for district directed site development, 1.5 for site directed Professional Development and 1.5 for teachers to work in classrooms and prepare for the school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	5