

# Lodi Middle School

## 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

<b>School Name</b>	Lodi Middle School
<b>Street</b>	945 South Ham Lane
<b>City, State, Zip</b>	Lodi, CA 95242
<b>Phone Number</b>	209-331-7540
<b>Principal</b>	Cassandra Iwamiya
<b>Email Address</b>	ciwamiya@lodiUSD.net
<b>School Website</b>	<a href="https://lodimiddle.lodiUSD.net/">https://lodimiddle.lodiUSD.net/</a>
<b>County-District-School (CDS) Code</b>	39685856042220

## 2023-24 District Contact Information

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

## 2023-24 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 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	460
Grade 8	438
Total Enrollment	898

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.9%
American Indian or Alaska Native	0.2%
Asian	10.6%
Black or African American	2%
Filipino	1.4%
Hispanic or Latino	62.2%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	2%
White	18.6%
English Learners	23.2%
Foster Youth	0.4%
Homeless	0.2%
Migrant	2.2%
Socioeconomically Disadvantaged	81.8%
Students with Disabilities	12.2%

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	39.50	81.32	1289.60	83.44	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	4.70	9.78	64.90	4.20	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.40	4.99	54.90	3.55	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	52.40	3.39	12115.80	4.41
<b>Unknown</b>	1.80	3.88	83.50	5.41	18854.30	6.86
<b>Total Teaching Positions</b>	48.60	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.30	82.76	1281.60	82.81	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.27	60.60	3.92	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.30	9.94	83.10	5.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	49.60	3.21	11953.10	4.28
<b>Unknown</b>	2.20	5.00	72.50	4.69	15831.90	5.67
<b>Total Teaching Positions</b>	43.90	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	2.40	4.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	2.40	4.30

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
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.4	8.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.7	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
<b>Reading/Language Arts</b>	<p>(Grade 7-8 Base Core/EL Support) StudySync, McGraw Hill c. 2017; Adoption Year: 2016; From most recent adoption: Yes</p> <p>(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</p> <p>(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</p>		0.0%
<b>Mathematics</b>	<p>(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</p>		0.0%
<b>Science</b>	<p>(Grade 7-8 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes</p>		0.0%
<b>History-Social Science</b>	<p>(Grade 7 Base Core) Nat Geo World History: Medieval and Early Modern Times, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes</p> <p>(Grade 8 Base Core) US History American Stories: Beginnings to WWI, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes</p>		0.0%
<b>Foreign Language</b>	<p>(Grade 7-8 Spanish) Encuentros, Vista Higher Learning, c.2022; Adoption Year: 2022; From most recent adoption: Yes</p>		0.0%
<b>Health</b>	<p>(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</p>		0.0%

	(Grade 7-8) FLASH Curriculum, King County Public Health, c.2019; Adoption Year: 2020; From the most recent adoption: Yes		
<b>Visual and Performing Arts</b>	N/A		

## 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 were had some work completed. 2012 Added covered structure to courtyard area. 2013 Painted interior of Multi-Purpose and staff dining area. 2014-15 Added Black iron fence, Access Control, cameras, and improved various landscaping areas. 2016 Renovated outside back walking/running track area. 2017 Prop 39 Yr 2 Wireless Energy Management System Replacement Project completed. Replaced flooring in various portables. Repaired walkway in courtyard area. 2019-20 Measure U Fire Alarm Replacement Project. 2021 Sealcoat completed. 2022-23 Replace HVAC Project to start soon.

### NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data was collected for Lodi Middle school 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 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**

November 2023

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	33	37	39	39	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	23	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
<b>All Students</b>	906	890	98.23	1.77	36.67
<b>Female</b>	449	441	98.22	1.78	40.36
<b>Male</b>	457	449	98.25	1.75	33.04
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	99	93	93.94	6.06	45.16
<b>Black or African American</b>	17	17	100.00	0.00	23.53
<b>Filipino</b>	14	14	100.00	0.00	42.86
<b>Hispanic or Latino</b>	561	552	98.40	1.60	31.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	41	41	100.00	0.00	29.27
<b>White</b>	168	167	99.40	0.60	50.00
<b>English Learners</b>	146	143	97.95	2.05	0.70
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	35	35	100.00	0.00	25.71
<b>Socioeconomically Disadvantaged</b>	744	729	97.98	2.02	31.59
<b>Students Receiving Migrant Education Services</b>	22	21	95.45	4.55	33.33
<b>Students with Disabilities</b>	119	116	97.48	2.52	6.90

## 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
<b>All Students</b>	905	886	97.90	2.10	22.69
<b>Female</b>	449	440	98.00	2.00	22.73
<b>Male</b>	456	446	97.81	2.19	22.65
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	99	93	93.94	6.06	26.88
<b>Black or African American</b>	17	17	100.00	0.00	23.53
<b>Filipino</b>	14	14	100.00	0.00	28.57
<b>Hispanic or Latino</b>	560	549	98.04	1.96	18.40
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	41	41	100.00	0.00	9.76
<b>White</b>	168	166	98.81	1.19	36.75
<b>English Learners</b>	145	141	97.24	2.76	0.71
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	35	35	100.00	0.00	14.29
<b>Socioeconomically Disadvantaged</b>	743	725	97.58	2.42	18.90
<b>Students Receiving Migrant Education Services</b>	22	21	95.45	4.55	28.57
<b>Students with Disabilities</b>	119	116	97.48	2.52	4.31

## 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
<b>Science</b> (grades 5, 8 and high school)	17.62	19.72	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
<b>All Students</b>	439	434	98.86	1.14	19.35
<b>Female</b>	219	215	98.17	1.83	18.14
<b>Male</b>	220	219	99.55	0.45	20.55
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	40	39	97.50	2.50	23.08
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	276	272	98.55	1.45	15.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	29.41
<b>White</b>	89	89	100.00	0.00	26.97
<b>English Learners</b>	77	77	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	16	16	100.00	0.00	6.25
<b>Socioeconomically Disadvantaged</b>	368	364	98.91	1.09	15.38
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	58	58	100.00	0.00	1.72

## 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 7	96%	97%	96%	96%	97%

## 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 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 PT SA, School Site Council, English Learners Advisory Committee, District English Learners Advisory Committee, Superintendents Parent, Teach 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

## 2023-24 Opportunities for Parental Involvement

- School Safety Committee
- School Plays/Talent Show
- High School Orientation/Scheduling
- 7th Grade Parent/Student Orientation
- Bridge (After-School Program)

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	955	942	288	30.6
Female	476	470	157	33.4
Male	478	471	130	27.6
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	2	2	1	50.0
Asian	104	103	31	30.1
Black or African American	18	18	8	44.4
Filipino	15	14	4	28.6
Hispanic or Latino	584	579	181	31.3
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	22	21	7	33.3
White	183	178	45	25.3
English Learners	227	224	75	33.5
Foster Youth	8	7	5	71.4
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	786	777	254	32.7
Students Receiving Migrant Education Services	22	22	3	13.6
Students with Disabilities	129	127	49	38.6

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

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
<b>Suspensions</b>	0.85	12.71	13.93	0.94	5.83	6.06	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.34	0.31	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
<b>All Students</b>	13.93	0.31
<b>Female</b>	9.66	0.42
<b>Male</b>	18.2	0.21
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	15.38	0.96
<b>Black or African American</b>	33.33	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	15.24	0.34
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	9.09	0
<b>White</b>	9.29	0
<b>English Learners</b>	19.38	0.44
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	15.65	0.38
<b>Students Receiving Migrant Education Services</b>	4.55	0
<b>Students with Disabilities</b>	21.71	0.78

## 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 09/16/2022.

## 2020-21 Secondary 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 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	21	31	23	2
Mathematics	23	19	17	3
Science	26	6	27	3
Social Science	28	5	23	4

## 2021-22 Secondary 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 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	21	24	28	
Mathematics	23	11	24	
Science	25	7	25	
Social Science	24	9	25	

## 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

## 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	598.67



## 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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	\$16,282.60	\$6,675.90	\$9,606.70	\$75,310.14
District	N/A	N/A	\$9,477.38	\$78,767
Percent Difference - School Site and District	N/A	N/A	1.4	-4.5
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	23.2	-15.4

## 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
<b>Beginning Teacher Salary</b>	\$45,433	\$55,550
<b>Mid-Range Teacher Salary</b>	\$72,182	\$80,703
<b>Highest Teacher Salary</b>	\$101,051	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$132,043	\$137,703
<b>Average Principal Salary (Middle)</b>	\$155,713	\$143,760
<b>Average Principal Salary (High)</b>	\$161,758	\$159,021
<b>Superintendent Salary</b>	\$291,088	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	30.61%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	3