

Heritage Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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.

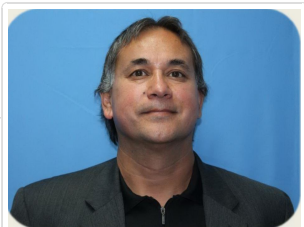
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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](#) 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).

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.



Alberto Velarde, Principal

Principal, Heritage Elementary

About Our School

Heritage Elementary School provides a nurturing environment to support the high achievement of all students, and prepare them for college and career. Our expectation is to engage, inspire, and create life long learners. We value and respect diversity, and promote positive interactions among all students and staff.

Contact

Heritage Elementary
509 Eden St.
Lodi, CA 95240-4207

Phone: 209-331-7334
E-mail: avelarde@lodiUSD.net

About This School

Contact Information (School Year 2017-18)

| District Contact Information (School Year 2017-18) | |
|--|--|
| District Name | Lodi Unified |
| Phone Number | (209) 331-7000 |
| Superintendent | Cathy Washer |
| E-mail Address | cwasher@lodiUSD.net |
| Web Site | www.lodiUSD.net |

| School Contact Information (School Year 2017-18) | |
|--|--|
| School Name | Heritage Elementary |
| Street | 509 Eden St. |
| City, State, Zip | Lodi, Ca, 95240-4207 |
| Phone Number | 209-331-7334 |
| Principal | Alberto Velarde, Principal |
| E-mail Address | avelarde@lodiUSD.net |
| County-District-School (CDS) Code | 39685856097760 |

Last updated: 11/30/2017

School Description and Mission Statement (School Year 2017-18)

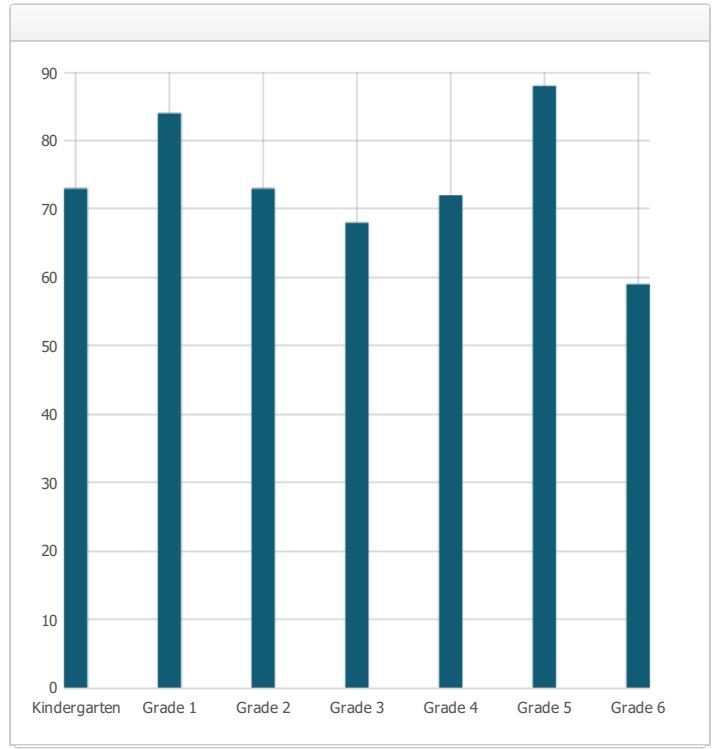
Heritage Elementary was opened to students in the 1976 at the location of Garfield and Eden Streets in Lodi. Heritage School serves kindergarten through sixth grade students on a modified traditional calendar. It also accommodates one state pre-schools and two Headstart pre-school.

Our mission is to provide all students with a high quality education, to encourage life-long learning, and to develop productive members of society. Teachers provide instruction based on the Common Core Standards using strategies such as AVID, and encouraging a college going culture. We maintain high expectations, and provide support for all students and specific subgroups to meet or exceed the target goals for Annual Yearly Progress.

Last updated: 11/30/2017

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 73 |
| Grade 1 | 84 |
| Grade 2 | 73 |
| Grade 3 | 68 |
| Grade 4 | 72 |
| Grade 5 | 88 |
| Grade 6 | 59 |
| Total Enrollment | 517 |



Last updated: 11/30/2017

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.4 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 11.4 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 84.1 % |
| Native Hawaiian or Pacific Islander | 0.2 % |
| White | 1.5 % |
| Two or More Races | 0.8 % |
| Other | 1.6 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 98.8 % |
| English Learners | 81.0 % |
| Students with Disabilities | 10.8 % |
| Foster Youth | 0.0 % |

Last updated: 11/30/2017

A. Conditions of Learning

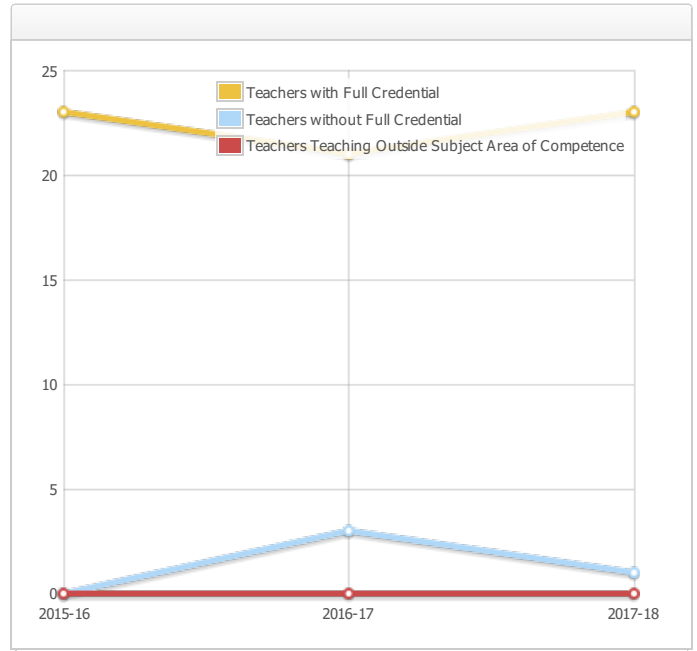
State Priority: Basic

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

Teacher Credentials

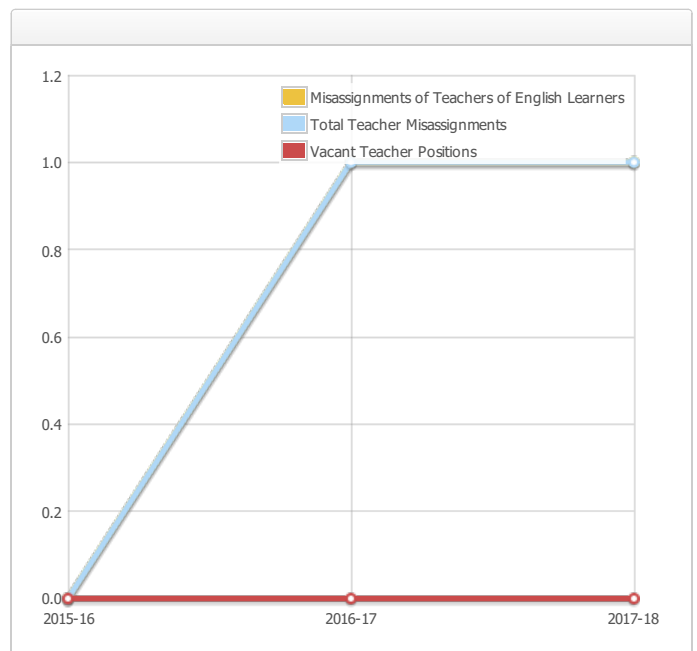
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 23 | 21 | 23 | 1222 |
| Without Full Credential | 0 | 3 | 1 | 85 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 8 |



Last updated: 12/3/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 1 | 1 |
| Total Teacher Misassignments* | 0 | 1 | 1 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/3/2017

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Year and month in which the data were collected: July 2017

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | <p>(Grade K-6 Base Core) CA Journeys, Houghton Mifflin Harcourt, c.2017 Adoption Year: 2016; From most recent adoption: Yes</p> <p>(Grade 4-6 Intervention) Scholastic Read 180-Stage A, Scholastic, c.2012 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 4-6 Intensive) Scholastic System 44 Next Gen, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade K-6 ELD Support) Rosetta Stone Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011</p> | | 0.0 % |
| Mathematics | <p>(Grade K-5 Base Core) Math Expressions, Houghton Mifflin Harcourt, c.2015 Adoption Year: 2014; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) CMP3 Math Grade 6, Pearson, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> | | 0.0 % |
| Science | <p>(Grade K-5 Base Core) California Science, Scott Foresman, c.2008 Adoption Year: 2008; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) CA Science: Focus on Earth Science, Pearson/Scott Foresman, c.2008 Adoption Year: 2008; From most recent adoption: Yes</p> | | 0.0 % |
| History-Social Science | <p>(Grade K-5 Base Core) Social Science for California, Pearson/Scott Foresman, c.2006 Adoption Year: 2006; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) History Alive! The Ancient World, TCI, c.2004 Adoption Year: 2006; From most recent adoption: Yes</p> | | 0.0 % |
| Foreign Language | N/A | | 0.0 % |
| Health | <p>(Grade K-5) Too Good for Drugs, Mendez Foundation c.2003 Adoption Year: 2004 From the most recent adoption: No, Local Board Approval on 9/4/2004</p> <p>(Grade 6) Life Skills, Princeton Health Press, c.2000 Adoption Year: 2004 From most recent adoption: No, Local Board Approval on 6/6/2004</p> | | 0.0 % |
| Visual and Performing Arts | N/A | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 12/18/2017

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

This school is on 5.2 acres and was built in 1978. It began with 18 classrooms, library, multi-purpose room and administration office.

MAINTENANCE AND REPAIR:

The Heritage 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: N/A.

MODERNIZATION PROJECTS: 2011 Improved security. 2012 Replaced various HVAC units. 2013 Renovated kitchen & replaced fencing to increase security. 2014 painted whole exterior of site. 2016 Added access control and new gates. 2016 Removed fibar in primary playground and replaced it with soft surface materials as a trial. 2017 Prop 39 Yr 2 Wireless Energy Management System Replacement Project completed.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A.

Data on school facilities was collected for Heritage on 10-13-17.

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 2017, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Heritage. 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

Last updated: 12/10/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 12/10/2017

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 41% | 33% | 41% | 43% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 30% | 25% | 31% | 33% | 36% | 37% |

Note: 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.

Last updated: 12/17/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 287 | 282 | 98.26% | 32.98% |
| Male | 131 | 128 | 97.71% | 29.69% |
| Female | 156 | 154 | 98.72% | 35.71% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | 36 | 34 | 94.44% | 32.35% |
| Filipino | | | | |
| Hispanic or Latino | 241 | 238 | 98.76% | 32.77% |
| Native Hawaiian or Pacific Islander | | | | |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 285 | 280 | 98.25% | 33.21% |
| English Learners | 251 | 246 | 98.01% | 31.30% |
| Students with Disabilities | 30 | 29 | 96.67% | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | | | | |

Note: 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.

Note: 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.

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.

Last updated: 12/17/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 287 | 285 | 99.30% | 24.91% |
| Male | 131 | 130 | 99.24% | 30.00% |
| Female | 156 | 155 | 99.36% | 20.65% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | 36 | 36 | 100.00% | 30.56% |
| Filipino | | | | |
| Hispanic or Latino | 241 | 239 | 99.17% | 24.27% |
| Native Hawaiian or Pacific Islander | | | | |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 285 | 283 | 99.30% | 25.09% |
| English Learners | 251 | 249 | 99.20% | 23.69% |
| Students with Disabilities | 30 | 29 | 96.67% | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | | | | |

Note: 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.

Note: 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.

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.

Last updated: 12/17/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 38.0% | 37.0% | 51.0% | 50.0% | 56% | 54% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/17/2017

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

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-------------------------------|------------------------------|
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| 5 | 21.4% | 21.4% | 16.7% |

Note: 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.

Last updated: 12/17/2017

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents who wish to participate in school committees, activities, or become volunteers may contact Principal Alberto Velarde at (209) 331-7334. We welcome parents and community member involvement in PTC, ELAC- English Learner Advisory Committee, and SSC-School Site Council. Several family events are provided throughout the year including Book Fairs, Curriculum Nights, and School Fair.

Heritage School has developed a positive learning community with students, teachers, and parents. Students are enthusiastic to attend school, and parents feel welcome by all staff. Parents may volunteer in classrooms, for fundraisers, and to attend study trips.

Last updated: 11/28/2017

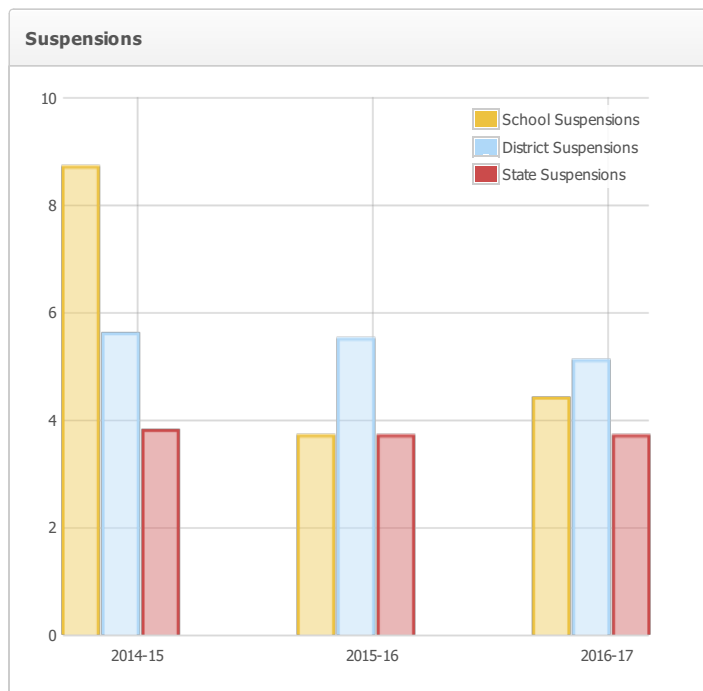
State Priority: School Climate

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

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 8.7% | 3.7% | 4.4% | 5.6% | 5.5% | 5.1% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.3% | 0.2% | 0.2% | 0.1% | 0.1% | 0.1% |



Last updated: 12/17/2017

School Safety Plan (School Year 2017-18)

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 10/20/2017.

Last updated: 12/12/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2004-2005 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 19 |
| Percent of Schools Currently in Program Improvement | N/A | 67.9% |

Last updated: 12/17/2017

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 23.0 | 0 | 3 | 0 | 24.0 | 0 | 3 | 0 | 24.0 | 0 | 3 | 0 |
| 1 | 24.0 | 0 | 3 | 0 | 24.0 | 0 | 3 | 0 | 20.0 | 3 | 1 | 0 |
| 2 | 24.0 | 0 | 3 | 0 | 30.0 | 0 | 2 | 1 | 24.0 | 0 | 3 | 0 |
| 3 | 21.0 | 2 | 3 | 0 | 24.0 | 0 | 3 | 0 | 22.0 | 0 | 3 | 0 |
| 4 | 30.0 | 0 | 2 | 0 | 29.0 | 0 | 3 | 0 | 24.0 | 0 | 3 | 0 |
| 5 | 29.0 | 0 | 3 | 0 | 27.0 | 0 | 2 | 0 | 29.0 | 0 | 3 | 0 |
| 6 | 26.0 | 0 | 2 | 0 | 29.0 | 0 | 3 | 0 | 30.0 | 0 | 2 | 0 |
| Other | 0.0 | 0 | 0 | 0 | 5.0 | 1 | 0 | 0 | 7.0 | 1 | 0 | 0 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/17/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0.4 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.4 | N/A |
| Psychologist | 0.3 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 1.0 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist (non-teaching) | 1.0 | N/A |
| Other | 0.0 | N/A |

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

*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.

Last updated: 12/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11535.0 | \$3690.0 | \$7845.0 | \$74430.7 |
| District | N/A | N/A | \$7521.0 | \$70254.0 |
| Percent Difference – School Site and District | N/A | N/A | 4.2% | 5.8% |
| State | N/A | N/A | \$6574.0 | \$79228.0 |
| Percent Difference – School Site and State | N/A | N/A | 17.6% | -6.2% |

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

Last updated: 12/13/2017

Types of Services Funded (Fiscal Year 2016-17)

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either categorical 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

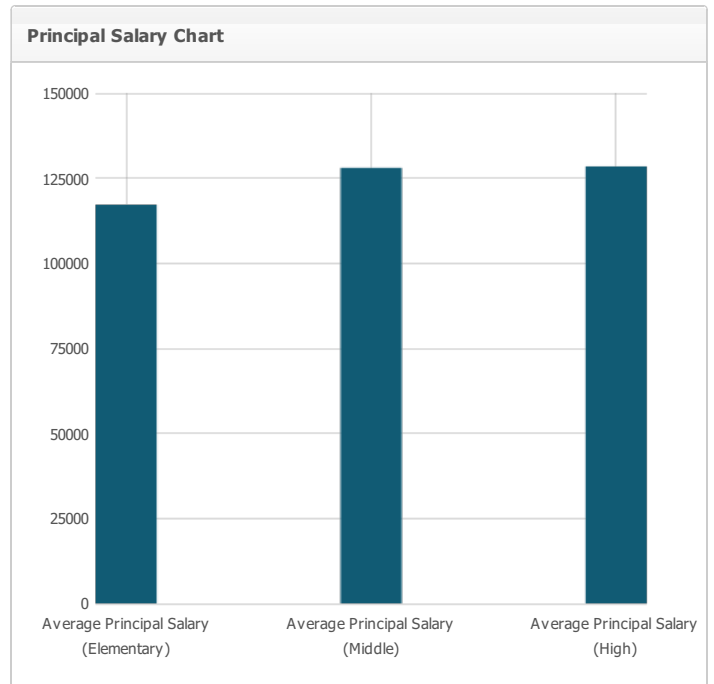
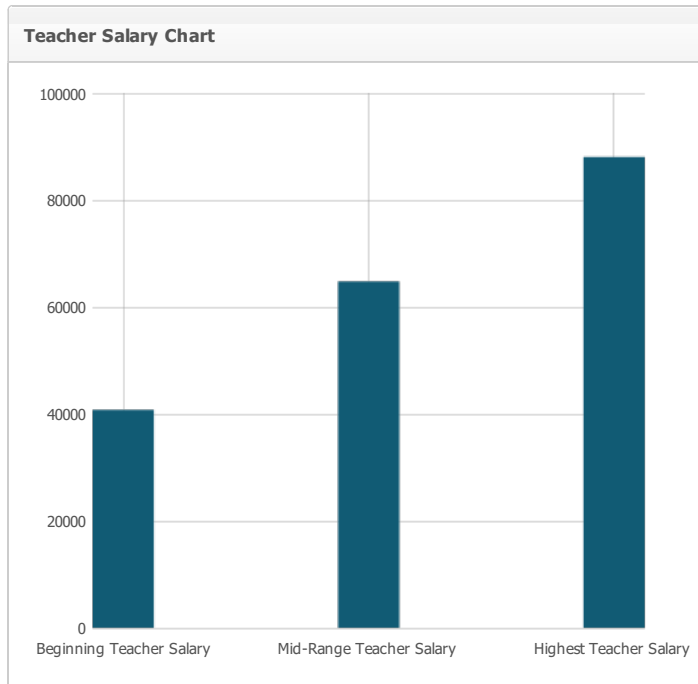
Check with the school principal to get more information about the services that are specific to the school.

Last updated: 12/13/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,781 | \$47,808 |
| Mid-Range Teacher Salary | \$64,791 | \$73,555 |
| Highest Teacher Salary | \$88,064 | \$95,850 |
| Average Principal Salary (Elementary) | \$117,196 | \$120,448 |
| Average Principal Salary (Middle) | \$128,029 | \$125,592 |
| Average Principal Salary (High) | \$128,461 | \$138,175 |
| Superintendent Salary | \$248,676 | \$264,457 |
| Percent of Budget for Teacher Salaries | 34.0% | 35.0% |
| Percent of Budget for Administrative Salaries | 4.0% | 5.0% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/13/2017

Professional Development

Lodi Unified School District is committed to supporting school district staff through quality professional development. Teachers receive professional development each year. A variety of data is used to determine the focus of staff development in Lodi Unified School District. Data from state assessments, district assessments and teacher surveys assist us in identifying areas of concentration. Our current focus is on common core in mathematics and English language arts, social science, core practices, assessment, and technology. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom. We provide several programs and a variety of strategies to allow staff full access to training.

Teacher Induction Program (TIP) is available to newly credentialed teachers through the district. Teachers participate for two years in workshops, trainings and work closely with an assigned mentor teacher. Non-instructional personnel are offered training in technology, budget, and job specific content. Many Paraprofessionals take advantage of district offered training. Instructional coaches are available to work with staffs on-site in their classrooms as well as through district sponsored events.

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