

# Lawrence Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 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).

### 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.



### Mr. Juan Carlos Villafana, Principal

Principal, Lawrence Elementary

#### About Our School

Lawrence Elementary School strives to support the high achievement of all students. Our expectation is to create life long learners who will become contributing and respectful members of society within a challenging and nurturing environment.

#### Contact

Lawrence Elementary  
721 Calaveras St.  
Lodi, CA 95240-0628

Phone: 209-331-7356  
E-mail: [jvillafana@lodiUSD.net](mailto:jvillafana@lodiUSD.net)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Lodi Unified
<b>Phone Number</b>	(209) 331-7000
<b>Superintendent</b>	Cathy Washer
<b>E-mail Address</b>	<a href="mailto:cwasher@lodiUSD.net">cwasher@lodiUSD.net</a>
<b>Web Site</b>	<a href="http://www.lodiUSD.net">www.lodiUSD.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Lawrence Elementary
<b>Street</b>	721 Calaveras St.
<b>City, State, Zip</b>	Lodi, Ca, 95240-0628
<b>Phone Number</b>	209-331-7356
<b>Principal</b>	Mr. Juan Carlos Villafana, Principal
<b>E-mail Address</b>	<a href="mailto:jvillafana@lodiUSD.net">jvillafana@lodiUSD.net</a>
<b>County-District-School (CDS) Code</b>	39685856042147

Last updated: 1/1/2019

### School Description and Mission Statement (School Year 2018—19)

The Lawrence School Community is committed to providing a learning environment that promotes rigorous teaching, learning and promotes high academic expectations for all learners. We believe that all students can achieve to a higher level of learning if the learning environment is academically challenging, safe, and nurturing. At Lawrence, we believe the learner needs to take responsibility for their learning in order for the student to academically challenge him/herself to do the best that they can do in school and in life. The school provides a learning community that promotes quality education and critical problem solving skills to all learners through a challenging and standard based district adopted curriculum.

The Goals for Lawrence Elementary are:

- Increase student proficiency in English Language Development
- Increase student proficiency in Language Arts
- Increase student proficiency in Math
- Increase parent participation

To prepare the school and students to have high expectations for all learners, the school has an instructional Leadership Team (ILT) that has teacher representation from all grade levels. The ILT meets monthly or when needed to support teachers, students and parents. The purpose of the ILT is to monitor school data such as: academic, discipline, attendance and school safety. The data provides information to the staff by developing effective strategies that will promote student/school success.

School wide all grade levels will analyze data to determine student weakness in reading, math, language arts and English language development. Teachers will meet with admin and literacy/ELD coaches to align power standards with core curriculum themes, and develop strategies that will maximize instructional time.

Three times during the school year, the school holds grade level data conferences to implement, modify instructional strategies in subject matter to support student academic needs. The school implements the core curriculum with fidelity and direct, explicit instruction is taught through the school day. Teachers work with small groups of students during UA time to reteach skills or to academically challenge students. The school is fully implementing standard base system and doing on-going monitoring of assessments for delivery of instruction.

Response to Intervention (RTI) is a Three-Tiered Model Intervention Program that identifies students who need intervention before the student becomes eligible to receive RSP services. RTI model is being implemented at the school and will work closely with the school counselor, psychologist, special ed., teacher and admin to ensure the needs of the student are being met before they are eligible for special ed services. The Identification/Intervention involves the IST meeting. Students can be identified for academics, behavior, emotional and attendance. The IST operates on standard base, and is driven by standardized and formative student assessment data. The team meets weekly during the month.

Association committees. Parent / Teacher Newsletters are provided to the families monthly and are translated in Spanish. The school holds monthly informational meetings for the Lawrence families and free child care is available for the meetings. An increase number of school and teacher newsletters, brochures and announcements are keeping parents informed about the school events.

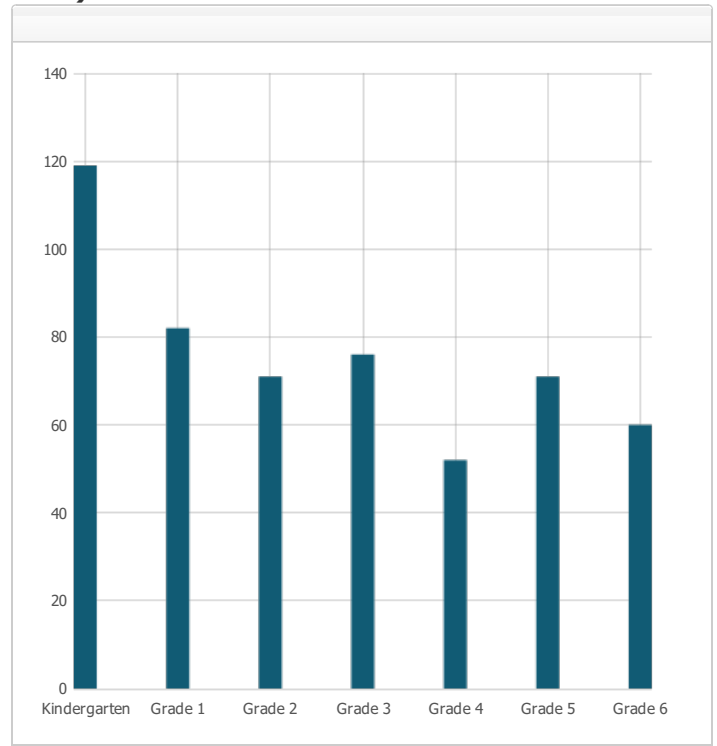
Lawrence Elementary School is located in the northeast section of the city of Lodi and shares the same site as the School Readiness/Preschool Services Children's Center. Originally built in 1960. The school is on a Modified Traditional schedule. There is one full time Principal, one half time Vice Principal and 24 full-time general education classroom teachers, 1 Resource Specialist, 4 Special Education Preschool Teachers, 1 Full-Time Intervention/Literacy Teacher, and Full-Time Counseling.

Programs offered at the school include: Library, Gifted and Talented (GATE), and classroom computers. Other programs include: Healthy Start, After School tutoring, Lodi BRIDGE Program, and SIPP.

The Lodi/Tokay Rotary Club has adopted Lawrence School representative attend awards assemblies at which time students are recognized for regular attendance, academic growth and positive social interaction.

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	119
Grade 1	82
Grade 2	71
Grade 3	76
Grade 4	52
Grade 5	71
Grade 6	60
<b>Total Enrollment</b>	<b>531</b>



Last updated: 1/2/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.2 %
Asian	8.9 %
Filipino	0.6 %
Hispanic or Latino	76.3 %
Native Hawaiian or Pacific Islander	0.4 %
White	6.4 %
Two or More Races	1.5 %
Other	5.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.9 %
English Learners	63.3 %
Students with Disabilities	9.2 %
Foster Youth	0.2 %

## A. Conditions of Learning

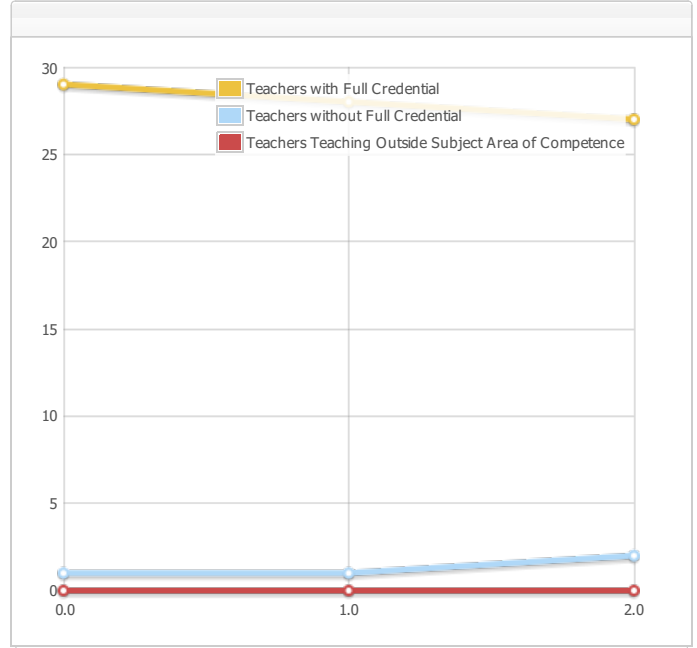
### State Priority: Basic

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

#### Teacher Credentials

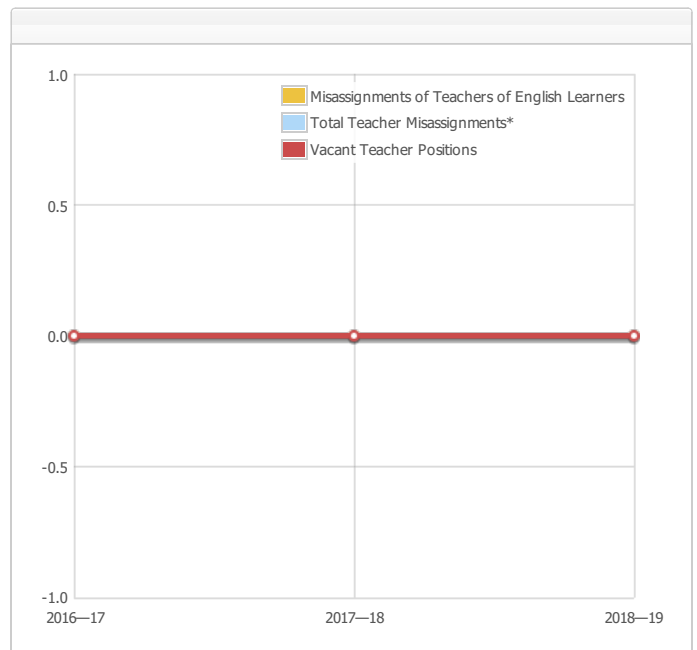
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	29	28	27	1250
Without Full Credential	1	1	2	94
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6



Last updated: 12/21/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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: 12/21/2018

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: July 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>(Grade TK) <b>Big Day</b>, Houghton Mifflin Harcourt, c.2015 Adoption Year: N/A; From most recent adoption: N/A</p> <p>(Grade K-6 Base Core/EL Support) <b>CA Journeys</b>, Houghton Mifflin Harcourt, c.2017; Adoption Year: 2016; From most recent adoption: Yes</p> <p>(Grade 4-6 Intervention) <b>Scholastic Read 180-Stage A</b>, Scholastic, c.2012; Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 4-6 Intensive) <b>Scholastic System 44 Next Gen</b>, 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) <b>Rosetta Stone</b>; 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 TK) <b>Big Day</b>, Houghton Mifflin Harcourt, c.2015 Adoption Year: N/A; From most recent adoption: N/A</p> <p>(Grade K-5 Base Core) <b>Math Expressions</b>, Houghton Mifflin Harcourt, c.2015 Adoption Year: 2014; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) <b>CMP3 Math Grade 6</b>, 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) <b>California Science</b>, Scott Foresman, c.2008 Adoption Year: 2008; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) <b>CA Science: Focus on Earth Science</b>, Pearson/Scott Foresman, c.2008 Adoption Year: 2008; From most recent adoption: Yes</p>		0.0 %
History-Social Science	<p>(Grade K-2 Base Core) <b>CA Studies Weekly Program</b>, Studies Weekly, c.2018; Adoption Year: 2018; From most recent adoption: Yes</p> <p>(Grade 3-5 Base Core) <b>CA Social Studies IMPACT</b>, McGraw Hill, c.2018 Adoption Year: 2018; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) <b>NatGeo World History: Ancient Civilizations</b>, NatGeo/Cengage, c.2018 Adoption Year: 2018; From most recent adoption: Yes</p>		0.0 %
Foreign Language	N/A		0.0 %
Health	<p>(Grade K-5) <b>Too Good for Drugs</b>, Mendez Foundation c.2003 Adoption Year: 2004 From the most recent adoption: No, Local Board Approval on 9/4/2004</p> <p>(Grade 6) <b>Life Skills</b>, 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: 1/4/2019

## School Facility Conditions and Planned Improvements

**AGE OF SCHOOL BUILDINGS:**

This school sits on seven acres and was built in 1960/1972. It began with seven classrooms, an office, a multi-purpose room and a trailer, which was used for storage. Twenty portables were added between 1982-1999. In 1985, a new toilet portable was added. A new multi-purpose room was built in 2000 along with a portable to be used for the Healthy Start program. In 2003, the school added two more portables and re-located two additional to the site. Recently the entire school has been renovated and we no longer have portables on site.

**MAINTENANCE AND REPAIR:**

The Lawrence 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 Remodeled main building, added more new classroom wings and new parking lot. 2015 Added access control and cameras.

**NEW SCHOOL CONSTRUCTION PROJECTS:** N/A

Data on school facilities was collected for Lawrence Elementary on 9/27/2018.

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 September 2018, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Lawrence Elementary. 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: 1/1/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Good
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*Last updated: 1/1/2019*

## 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	35.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	16.0%	22.0%	33.0%	33.0%	37.0%	38.0%

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.

Note: 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.

*Last updated: 1/2/2019*



### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	255	99.61%	34.90%
Male	115	114	99.13%	33.33%
Female	141	141	100.00%	36.17%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	21	21	100.00%	42.86%
Filipino	--	--	--	
Hispanic or Latino	189	188	99.47%	31.91%
Native Hawaiian or Pacific Islander	--	--	--	
White	18	18	100.00%	55.56%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	253	252	99.60%	34.92%
English Learners	195	194	99.49%	32.99%
Students with Disabilities	34	34	100.00%	8.82%
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: 1/2/2019*

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	254	99.61%	22.05%
Male	115	114	99.13%	22.81%
Female	140	140	100.00%	21.43%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	20	20	100.00%	40.00%
Filipino	--	--	--	
Hispanic or Latino	189	188	99.47%	18.62%
Native Hawaiian or Pacific Islander	--	--	--	
White	18	18	100.00%	38.89%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	252	251	99.60%	21.51%
English Learners	194	193	99.48%	19.69%
Students with Disabilities	34	34	100.00%	8.82%
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: 1/2/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

*Last updated: 1/2/2019*

## 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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.1%	19.0%	22.2%

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: 1/2/2019*

## 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 school site

#### Opportunities for Parental Involvement (School Year 2018–19)

This section provides information about opportunities for parents to become involved with school activities. Parents who wish to be a partner in the learning of their child(ren) education are welcome to join and participate in Lawrence Elementary: leadership teams, school committees, school activities, or become a volunteer in the classroom may contact Principal J. Carlos Villafana at (209) 331-7356.

Parents are invited to join School Site Council (SSC), English Language Advisory Committee (ELAC) and Parent Teacher Association (PTA). Parents have the opportunity to participate in the development of the Single Plan for Student Achievement (SPSA) Safe School Plan and Parent Involvement Plan. There are a variety of parent education and family nights. These include: Back-to-School and Open House, Family Literacy Night, Family Math Night.

*Last updated: 1/1/2019*

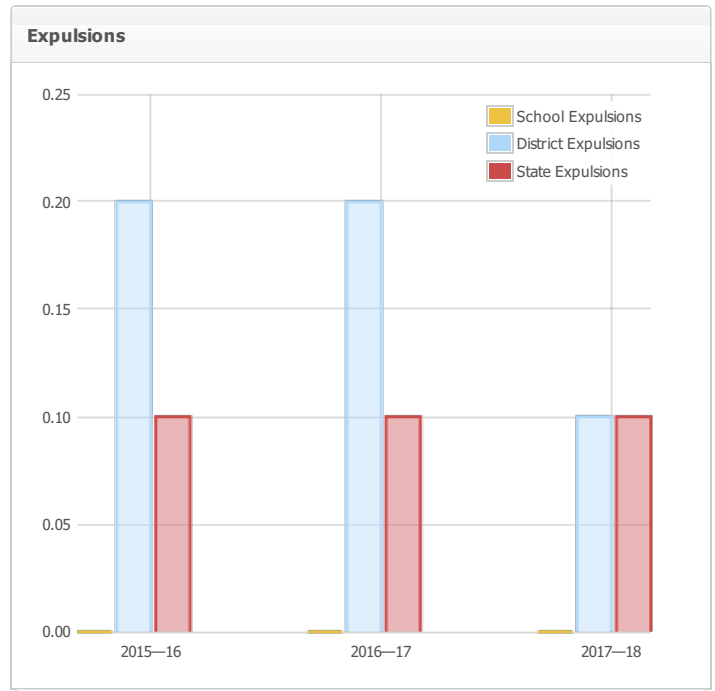
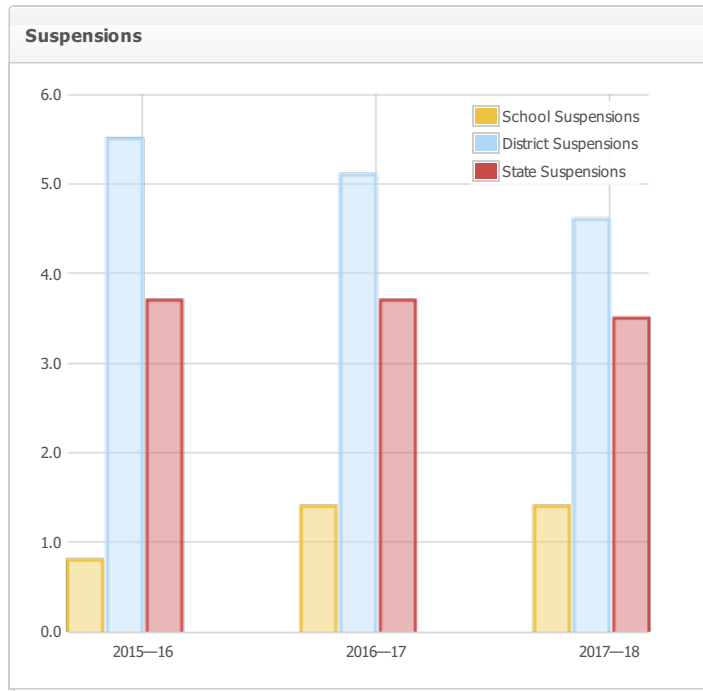
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.8%	1.4%	1.4%	5.5%	5.1%	4.6%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/2/2019

## School Safety Plan (School Year 2018—19)

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 1/8/2018.

Last updated: 12/28/2018

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		6	
1	22.0		3	
2	18.0	4		
3	21.0	1	3	
4	28.0		2	
5	28.0		3	
6	31.0		2	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	2	4	
1	20.0	2	2	
2	24.0		3	
3	21.0	1	2	
4	30.0		2	
5	26.0		3	
6	27.0		3	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		5	
1	16.0	4	1	
2	24.0		3	
3	21.0	1	2	
4	22.0	1	2	
5	24.0		3	
6	30.0		2	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/2/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

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)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.2	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: 12/26/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11244.4	\$3630.6	\$7613.8	\$74409.3
District	N/A	N/A	\$7393.4	\$71664.0
Percent Difference – School Site and District	N/A	N/A	2.9%	3.8%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	6.6%	-8.2%

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

Last updated: 1/3/2019

**Types of Services Funded (Fiscal Year 2017—18)**

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

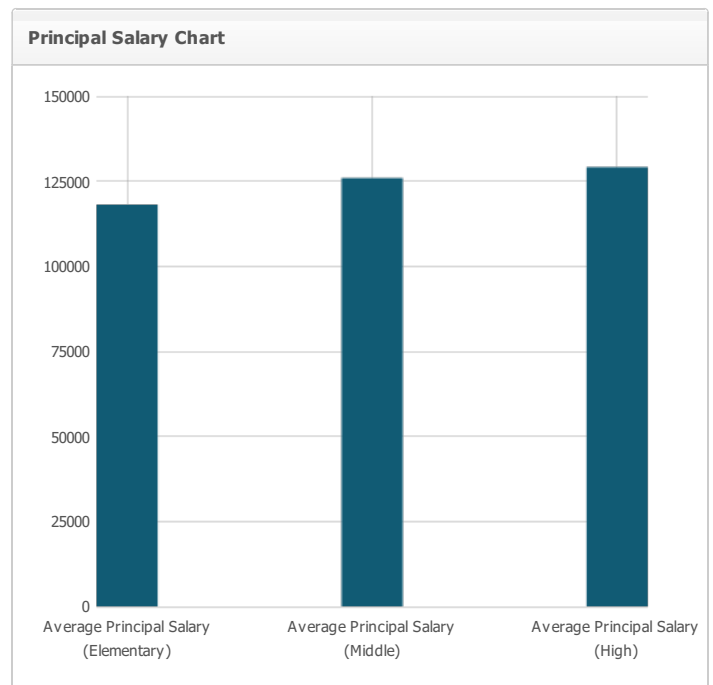
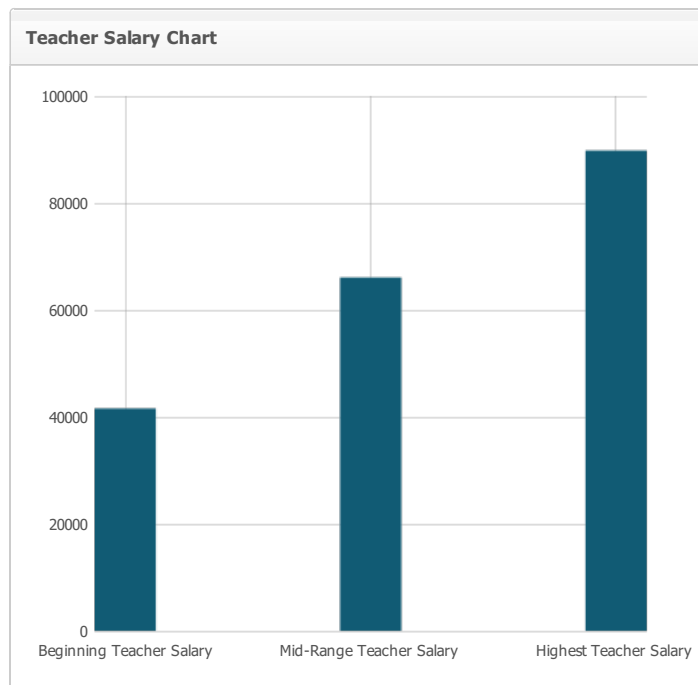
Check with the school principal to get more information about the services that are specific to the school.

Last updated: 1/3/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,597	\$47,903
Mid-Range Teacher Salary	\$66,087	\$74,481
Highest Teacher Salary	\$89,825	\$98,269
Average Principal Salary (Elementary)	\$118,104	\$123,495
Average Principal Salary (Middle)	\$125,927	\$129,482
Average Principal Salary (High)	\$129,133	\$142,414
Superintendent Salary	\$248,676	\$271,429
Percent of Budget for Teacher Salaries	36.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/2/2019

## Professional Development

Lodi Unified School District is committed to supporting school district staff through quality professional development. Teachers and staff 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 and staff surveys assist us in identifying areas of concentration. Our current focus is on early literacy skills, school safety, computer science, STEAM and support for students at risk of failure. 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. All Teachers participate for two days of professional development per year, attend after school workshops, conferences and are released from their classroom for professional development. 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.

Last updated: 1/2/2019