

Ellerth E. Larson 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.



Leslie Maldonado, Principal

Principal, Ellerth E. Larson Elementary

About Our School

Ellerth E. Larson 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

Ellerth E. Larson Elementary
2375 Giannoni Way
Lodi, CA 95242-4795

Phone: 209-331-8391
E-mail: lmaldonado@lodiUSD.net

About This School

Contact Information (School Year 2018—19)

District	Contact Information	School Year 2018—19)
District Name	Lodi Unified	
Phone Number	(209) 331-7000	
Superintendent	Cathy Washer	
E-mail Address	cwasher@lodiused.net	
Web Site	www.lodiused.net	

School	Contact Information	School Year 2018—19)
School Name	Ellerth E. Larson Elementary	
Street	2375 Giannoni Way	
City, State, Zip	Lodi, Ca, 95242-4795	
Phone Number	209-331-8391	
Principal	Leslie Maldonado, Principal	
E-mail Address	lmaldonado@lodiused.net	
County-District-School (CDS) Code	39685850108209	

Last updated: 12/31/2018

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

Ellerth E. Larson Elementary School was named a 2008 California Distinguished School, and was recognized for its outstanding academic program and strong student achievement by State Superintendent Jac O'Connell in May, 2008. The home of the Larson STARS is located in the southwest section of the city of Lodi, and built during the 2004-2005 year using Measure K funding. The school opened for the first time on August 1, 2005 to initially serve approximately 600 students in grades TK-6 in 2005-2006. The school follows Lodi Unified's Modified Traditional calendar, and there is a full time principal and vice principal, 30 full-time regular classroom teachers, 3 Special Day special education teachers, a full time RSP teacher, 1 full time and 2 part time physical education teachers and 1 full time and 1 part time classroom music teacher, and a part time instrumental music teacher for students in grades 5 and 6.

At Larson School we are committed to every aspect of our founding mission statement with our entire learning community joining hands in our work together to develop independent, lifelong learners and productive citizens. We have a shared belief that every student should have the opportunity to be academically challenged and learn at his or her own level. We have high expectations for all students and staff, and we are devoted to differentiating instruction to meet the learning needs of every child.

Currently we have approximately 800 students enrolled at Larson School. Grades TK-3 have a student-teacher ratio of 24:1 and Grades 4 -6 have a student/teacher ratio of 30:1. Other services include: a full time resource specialist, speech and language teacher, a one day per week counselor, a part-time psychologist, and a one day per week nurse. Programs offered at the school include: a library with identified accelerated reader series books, a developing literacy library for literacy acquisition, 1:1 Chromebook devices for each student in grades TK-6, and a cluster-grouping Gifted and Talented Program for students in grades 4-6. All classrooms are equipped with LCD projectors or Promethean Boards to enhance student learning by sharing classroom grade level curriculum with the use of the computer and various technology equipment.

Larson School has an active PTA with volunteers who offer their time and energy to support programs for Larson students. With more than 15,000 volunteer hours logged in 2016-2017, parents, grandparents and community volunteers are true partners and supporters in the learning process. Volunteers work in classrooms assisting teachers and students, promote various programs such as the Birthday Book Club, as well as maintain ongoing fundraising efforts, and student-centered, extra curricular activities/incentives. A true partnership exists between the staff, parents and students at Larson Elementary.

Mission Statement

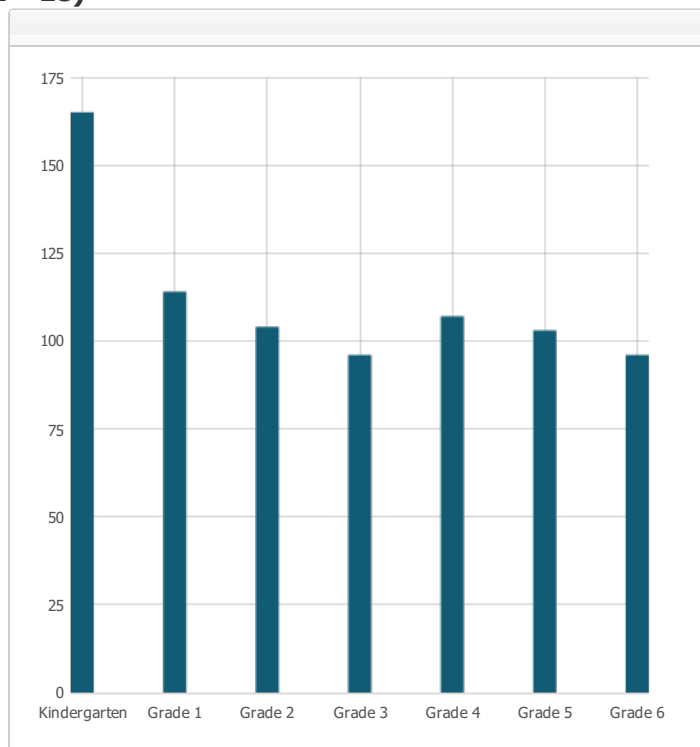
Larson Elementary is a safe school climate in which critical thinking and lifelong learning are emphasized, developed, and nurtured for students and staff alike. This includes the expectation of high standards for all students, allows for risk-taking, and results in confident, caring, and productive individuals who strive for excellence in all that they do. We also support and respect cultural diversity of all types as well as students with a variety of special needs.

Our school wide emphasis is to focus on successful, effective programs for all students, especially in the area of literacy, and to foster a positive, cooperative effort between home, school and the community.

Last updated: 12/31/2018

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

Grade Level	Number of Students
Kindergarten	165
Grade 1	114
Grade 2	104
Grade 3	96
Grade 4	107
Grade 5	103
Grade 6	96
Total Enrollment	785



Last updated: 1/2/2019

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

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	0.4 %
Asian	9.0 %
Filipino	1.0 %
Hispanic or Latino	39.1 %
Native Hawaiian or Pacific Islander	0.3 %
White	42.5 %
Two or More Races	4.7 %
Other	1.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.2 %
English Learners	15.8 %
Students with Disabilities	10.2 %
Foster Youth	0.3 %

A. Conditions of Learning

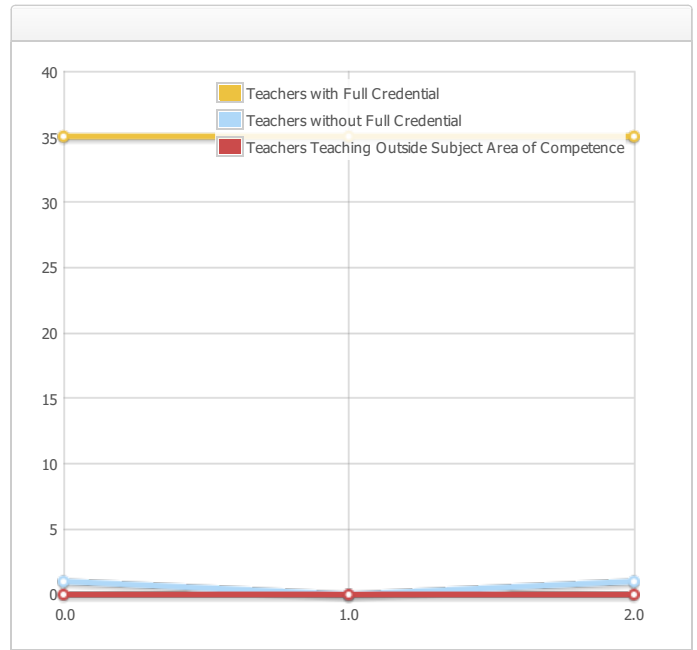
State Priority: Basic

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

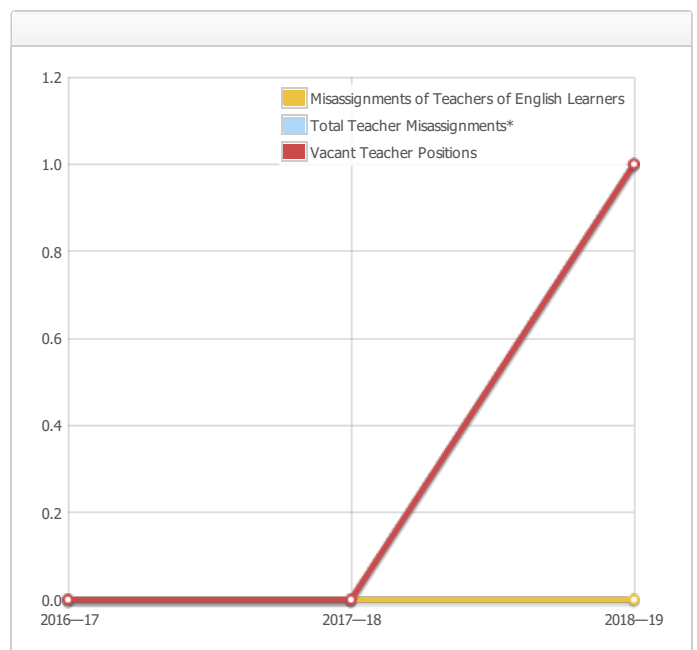
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	35	35	35	1250
Without Full Credential	1	0	1	94
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6



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	1
Vacant Teacher Positions	0	0	1



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) Big Day, Houghton Mifflin Harcourt, c.2015 Adoption Year: N/A; From most recent adoption: N/A</p> <p>(Grade K-6 Base Core/EL Support) 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 TK) Big Day, Houghton Mifflin Harcourt, c.2015 Adoption Year: N/A; From most recent adoption: N/A</p> <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-2 Base Core) CA Studies Weekly Program, Studies Weekly, c.2018; Adoption Year: 2018; From most recent adoption: Yes</p> <p>(Grade 3-5 Base Core) CA Social Studies IMPACT, McGraw Hill, c.2018 Adoption Year: 2018; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) NatGeo World History: Ancient Civilizations, 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) 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: 1/3/2019

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

Year Built 2005.

MAINTENANCE AND REPAIR:

The Larson 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. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

DEFERRED MAINTENANCE PROJECTS: N/A

MODERNIZATION PROJECTS: 2012 re-painted exterior tilt-up concrete walls and entire outside of school.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Ellerth E. Larson 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 Ellerth E. Larson. 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: 12/31/2018

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
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: September 2018

Overall Rating	Good
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Last updated: 12/31/2018

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)	56.0%	59.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	47.0%	50.0%	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	390	387	99.23%	58.91%
Male	208	206	99.04%	54.85%
Female	182	181	99.45%	63.54%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	29	29	100.00%	58.62%
Filipino	--	--	--	
Hispanic or Latino	145	143	98.62%	51.75%
Native Hawaiian or Pacific Islander				
White	185	184	99.46%	64.67%
Two or More Races	15	15	100.00%	53.33%
Socioeconomically Disadvantaged	216	215	99.54%	47.44%
English Learners	74	73	98.65%	39.73%
Students with Disabilities	35	35	100.00%	34.29%
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	391	387	98.98%	49.61%
Male	208	206	99.04%	50.00%
Female	183	181	98.91%	49.17%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	29	100.00%	55.17%
Filipino	--	--	--	--
Hispanic or Latino	146	143	97.95%	39.86%
Native Hawaiian or Pacific Islander	--	--	--	--
White	185	184	99.46%	57.07%
Two or More Races	15	15	100.00%	40.00%
Socioeconomically Disadvantaged	216	215	99.54%	38.60%
English Learners	74	73	98.65%	23.29%
Students with Disabilities	36	35	97.22%	31.43%
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	27.0%	24.0%	14.0%

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.

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)

Parents who wish to participate in Ellerth E. Larson Elementary's leadership teams, school committees, school activities, or become volunteers may contact the Principal Leslie Maldonado at (209) 331-8391.

Parents are encouraged to become active members of the Larson PTO (Current membership is 350 parents) and the English Learner Advisory Committee. Information about school events and the ways parents can become involved at Larson is shared through phone calls, emails and flyers sent home. It is an ongoing goal of Larson School to continue to provide strong school to home communication via the following:

- Monthly teacher newsletters to share classroom curriculum and ways parents can work with students at home.
- Weekly information updates from the principal with upcoming events sent home every Friday ("Friday News").
- Special flyers sent home.
- Use of Blackboard automated phone information for reminders and updates on important parent information.
- Larson School's website at: www.lodiUSD.net.

Last updated: 12/31/2018

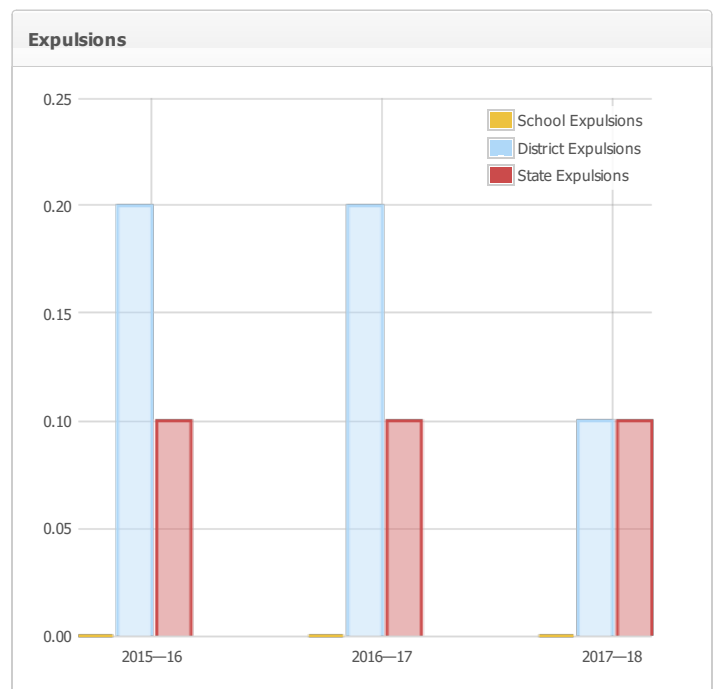
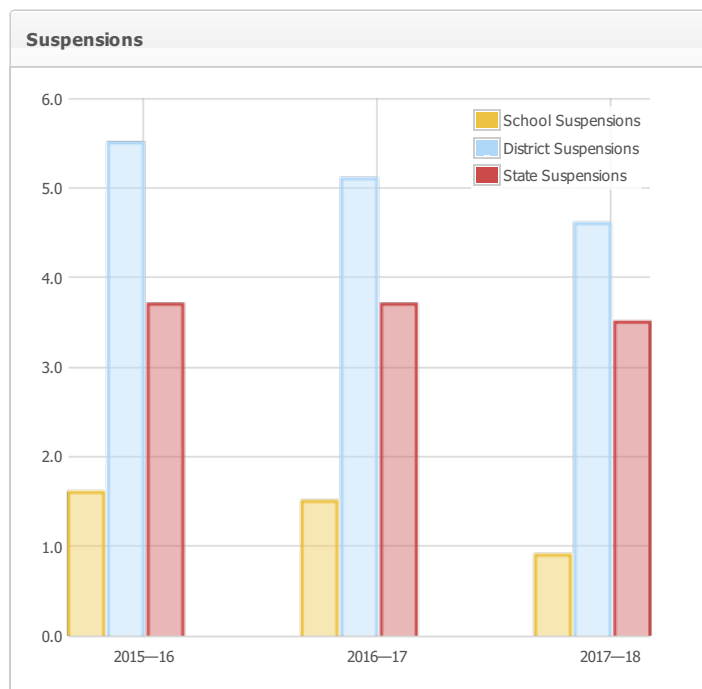
State Priority: School Climate

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	1.6%	1.5%	0.9%	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 8/24/2017.

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	22.0	3	4	
1	24.0		4	
2	23.0		5	
3	22.0	1	3	
4	21.0	1	3	
5	30.0		4	
6	26.0		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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	1	6	
1	23.0		5	
2	24.0		4	
3	24.0		5	
4	30.0		3	
5	28.0		4	
6	30.0		3	
Other**	6.0	2		

* 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	23.0		7	
1	23.0		5	
2	21.0	1	4	
3	33.0		4	1
4	28.0		3	
5	29.0		4	
6	24.0	1	3	
Other**	9.0	1		

* 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)	0.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.0	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	\$1020.6	\$2917.8	\$7102.8	\$75329.4
District	N/A	N/A	\$7393.4	\$71664.0
Percent Difference – School Site and District	N/A	N/A	-4.0%	5.0%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-0.3%	-7.0%

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

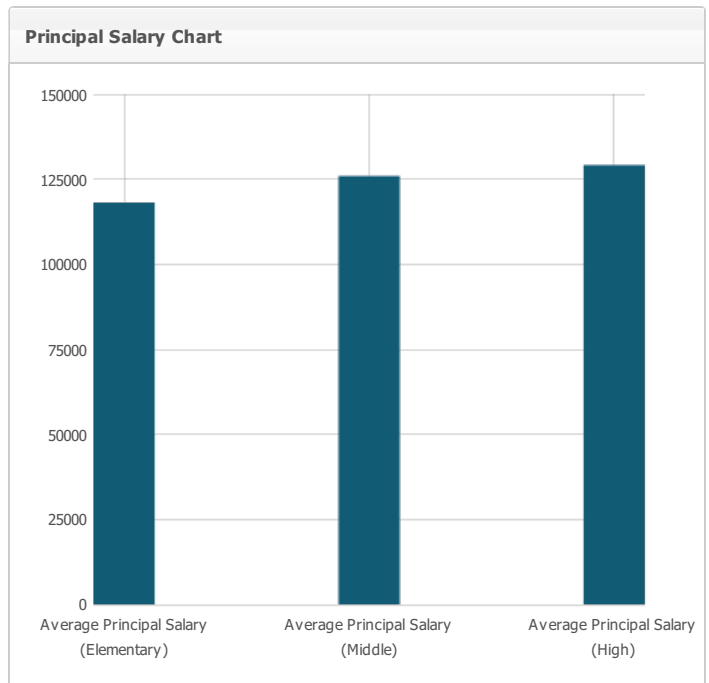
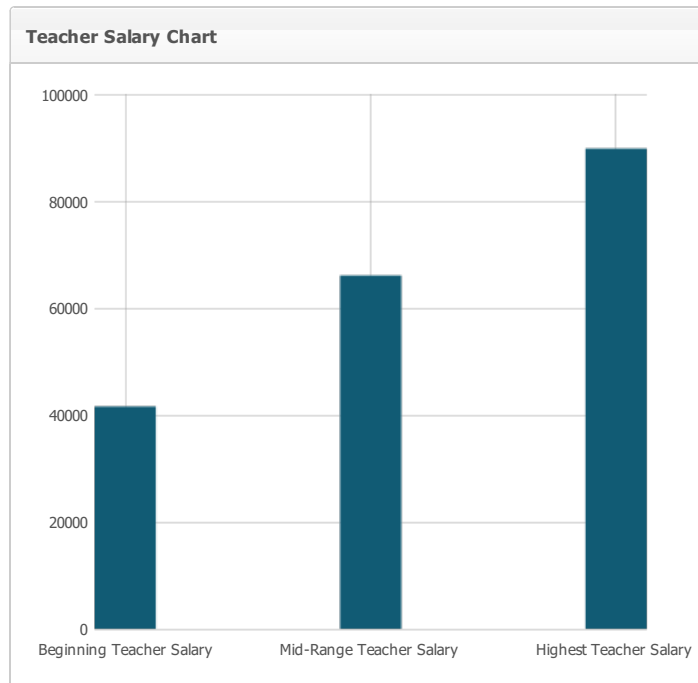
Check with the school principal to get more information about the services that are specific to the school.

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