

Clyde W. Needham Elementary

School Accountability Report Card Reported Using Data from the 2018—19 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.

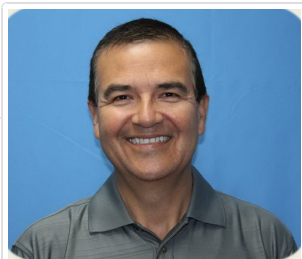
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the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



Richard Perez, Principal

📍 Principal, Clyde W. Needham Elementary

About Our School

Clyde W. Needham Elementary School strives for academic excellence by providing an educational program that addresses intellectual, personal, physical and social experiences in a setting where students, staff and parents work together.

Contact

Clyde W. Needham Elementary
420 South Pleasant Ave.
Lodi, CA 95240-4033

Phone: 209-331-7375
Email: rperez_lodiUSD.net

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | Lodi Unified |
| Phone Number | (209) 331-7000 |
| Superintendent | Cathy Washer |
| Email Address | cwasher_lodiusd.net |
| Website | www.lodiusd.net |

| School Contact Information (School Year 2019—20) | |
|--|--|
| School Name | Clyde W. Needham Elementary |
| Street | 420 South Pleasant Ave. |
| City, State, Zip | Lodi, Ca, 95240-4033 |
| Phone Number | 209-331-7375 |
| Principal | Richard Perez, Principal |
| Email Address | riperez_lodiusd.net |
| County-District-School (CDS) Code | 39685856042204 |

Last updated: 12/13/2019

School Description and Mission Statement (School Year 2019—20)

The mission of Needham School is to promote high standards for all students in a safe and nurturing environment, while holding students accountable for their behavior and academic success.

Beliefs

At Needham School we believe:

- All students will learn and achieve with the best possible education.
- All students, teachers and staff are entitled to a safe, friendly, open, caring and trusting environment.
- Curriculum is broad-based, data driven and consistent with the goals of the District and the State.

We encourage positive behavior and provide interventions and support as needed to help each student be successful in school. We are committed to guiding our students to make positive choices for behavior which demonstrate that they are Courageous, Problem Solvers, and Ready to Learn every day.

Needham Elementary School is a school that believes in helping all students become successful by teaching them the basic principles of being courageous problem solvers ready to learn. We believe in teaching our students specific behavioral expectations that will help them succeed in all areas of life. Our students know that by being respectful, responsible, and safe they can stay focus on learning and create opportunities for themselves and others.

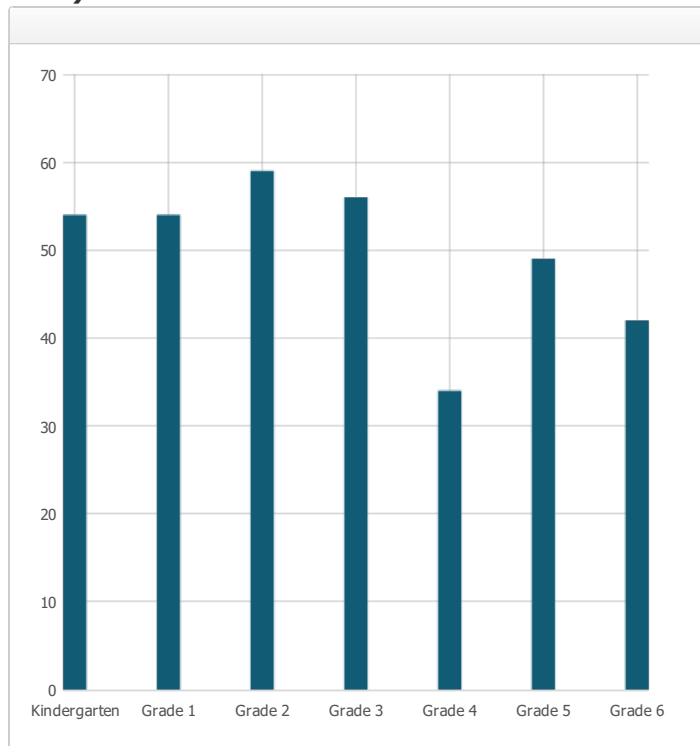
The current school enrollment is 348 students. The ethnic make-up of the school is 84.04% Hispanic, 7.82% Asian, 3.26% White, 1.30% African-American and 3.58% other. Over 90% of students are considered to be socioeconomically disadvantaged, approximately 65.22% are English Learners and about 12.25% are identified as Special Education students. Of the school's 20 teachers, 15 are "fully qualified" and five are on an internship through a local university. The school has one part-time psychologist, one part-time counselor, one full time speech therapist, one part-time P.E. teacher, and one part-time music teacher.

Needham's commitment is to provide a systematic educational program in all academic areas in order for all students to achieve proficiency in meeting the Common Core State Standards. The curriculum is standards based and differentiated to meet the individual needs of all students. A learning environment is provided that promotes positive self-esteem and stimulates academic achievement and enthusiasm for learning. Instruction and learning experiences are provided to help students understand and respect cultural diversity and individual differences. The school's overriding goal is to provide learning experiences that will enable students to be productive, caring citizens who are responsible, respectful, and safe.

Last updated: 12/13/2019

Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 54 |
| Grade 1 | 54 |
| Grade 2 | 59 |
| Grade 3 | 56 |
| Grade 4 | 34 |
| Grade 5 | 49 |
| Grade 6 | 42 |
| Total Enrollment | 348 |



Last updated: 12/26/2019

Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.10 % |
| American Indian or Alaska Native | % |
| Asian | 8.00 % |
| Filipino | % |
| Hispanic or Latino | 82.80 % |
| Native Hawaiian or Pacific Islander | % |
| White | 4.30 % |
| Two or More Races | 0.30 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 89.10 % |
| English Learners | 66.10 % |
| Students with Disabilities | 19.00 % |
| Foster Youth | % |
| Homeless | 2.30 % |

A. Conditions of Learning

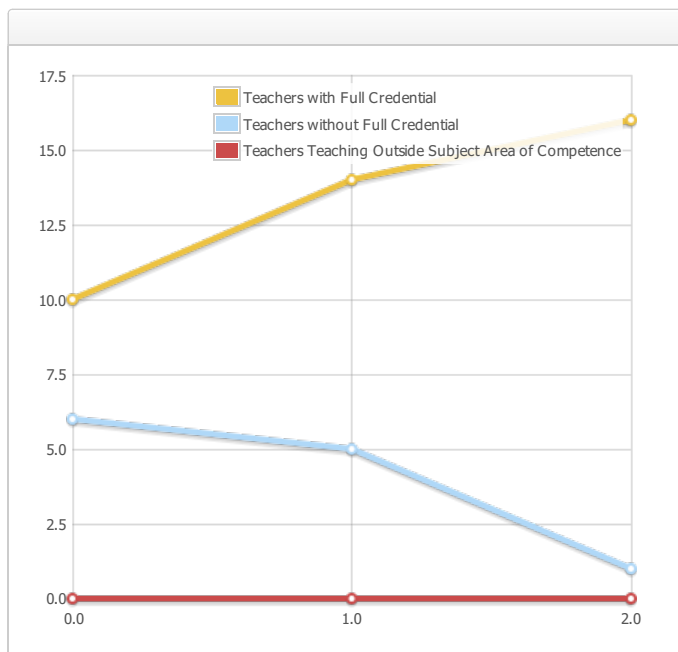
State Priority: Basic

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

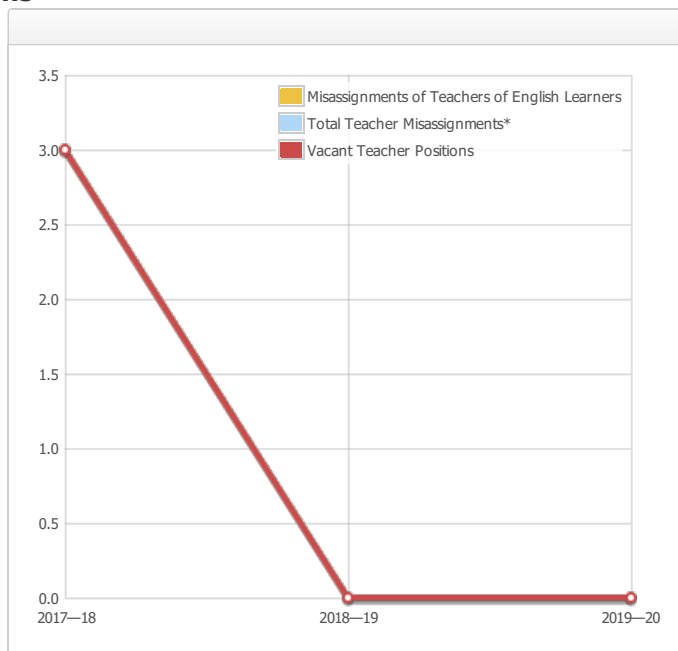
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 10 | 14 | 16 | 1245 |
| Without Full Credential | 6 | 5 | 1 | 97 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 16 |



Last updated: 12/23/2019

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 3 | 0 | 0 |
| Total Teacher Misassignments* | 3 | 0 | 0 |
| Vacant Teacher Positions | 3 | 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: 12/24/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: July 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|----------------------------|--|
| Reading/Language Arts | <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> | | 0.00 % |
| 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> | | 0.00 % |
| Science | <p>(Grade K-5 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018 Adoption Year: 2019; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018 Adoption Year: 2018; From most recent adoption: Yes</p> | | 0.00 % |
| 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> | | 0.00 % |
| Foreign Language | N/A | | 0.00 % |
| 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> | | 0.00 % |
| 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: 1/20/2020

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

Year built 1938.

MAINTENANCE AND REPAIR:

The Needham 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: 2012 Phase 1 Lighting Project completed.

MODERNIZATION PROJECTS: 2010 Remodeled school project was completed. 2013 Replaced fencing and various flooring & re-roofed portables. 2014 Landscaped west side area and re-painted school. 2016 Replaced various siding ramp & installed epoxy floors/walls in portable restrooms, added access control, cameras, & rod iron fence, and poured concrete to the back of office. 2017 Prop 39 Yr 2 Wireless Energy Management System Replacement Project completed. Installed a new blacktop in play field area.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Clyde W. Needham on 10/8/2019.

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 2019, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Clyde W . Needham. 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: 12/27/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

| 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 2019

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

Last updated: 12/27/2019

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 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 30.0% | 28.0% | 44.0% | 45.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 25.0% | 28.0% | 33.0% | 34.0% | 38.0% | 39.0% |

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: 1/7/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 182 | 180 | 98.90% | 1.10% | 28.33% |
| Male | 102 | 100 | 98.04% | 1.96% | 22.00% |
| Female | 80 | 80 | 100.00% | 0.00% | 36.25% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | | | | | |
| Asian | 13 | 12 | 92.31% | 7.69% | 33.33% |
| Filipino | | | | | |
| Hispanic or Latino | 157 | 157 | 100.00% | 0.00% | 28.03% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 180 | 179 | 99.44% | 0.56% | 27.93% |
| English Learners | 145 | 144 | 99.31% | 0.69% | 27.78% |
| Students with Disabilities | 37 | 36 | 97.30% | 2.70% | 2.78% |
| Students Receiving Migrant Education Services | 12 | 12 | 100.00% | 0.00% | 16.67% |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

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: 1/7/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 182 | 180 | 98.90% | 1.10% | 27.78% |
| Male | 102 | 100 | 98.04% | 1.96% | 30.00% |
| Female | 80 | 80 | 100.00% | 0.00% | 25.00% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | | | | | |
| Asian | 13 | 12 | 92.31% | 7.69% | 33.33% |
| Filipino | | | | | |
| Hispanic or Latino | 157 | 157 | 100.00% | 0.00% | 26.75% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 180 | 179 | 99.44% | 0.56% | 27.93% |
| English Learners | 145 | 144 | 99.31% | 0.69% | 29.17% |
| Students with Disabilities | 37 | 36 | 97.30% | 2.70% | 0.00% |
| Students Receiving Migrant Education Services | 12 | 12 | 100.00% | 0.00% | 16.67% |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

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: 1/7/2020

**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 2017—18 | School 2018—19 | District 2017—18 | District 2018—19 | State 2017—18 | State 2018—19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| 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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/3/2020

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 2018—19)

| 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 | 37.80% | 6.70% | 22.20% |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/2020

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 2019—20)

Parents who wish to participate in Clyde W. Needham Elementary's leadership teams, school committees, school activities, or become volunteers may contact Principal Rich Perez at (209) 331-7375.

Needham School offers many opportunities for parent involvement. Opportunities include: Back-to-School Night, parent/teacher conferences, Coffee and Conversation, Open House, parent education meetings, Family Nights, School Site Council, English Language Advisory Committee, performing arts group, study trips, and classroom volunteers.

Last updated: 12/13/2019

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

| Rate | School 2016—17 | School 2017—18 | School 2018—19 | District 2016—17 | District 2017—18 | District 2018—19 | State 2016—17 | State 2017—18 | State 2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 4.10% | 5.60% | 1.30% | 5.10% | 4.60% | 5.00% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.20% | 0.10% | 0.20% | 0.10% | 0.10% | 0.10% |

Last updated: 12/27/2019

School Safety Plan (School Year 2019—20)

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 8/12/19.

Last updated: 1/3/2020

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 (2016—17)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 19.00 | 1 | 2 | |
| 1 | 22.00 | | 2 | |
| 2 | 18.00 | 2 | | |
| 3 | 20.00 | 1 | 2 | |
| 4 | 26.00 | | 2 | |
| 5 | 32.00 | | 1 | |
| 6 | 25.00 | 1 | 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 (2017—18)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 19.00 | 1 | 2 | |
| 1 | 19.00 | 3 | | |
| 2 | 24.00 | | 2 | |
| 3 | 15.00 | 3 | | |
| 4 | 27.00 | | 1 | |
| 5 | 30.00 | | 2 | |
| 6 | 24.00 | 1 | 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 (2018—19)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 20.00 | | 2 | |
| 1 | 24.00 | | 2 | |
| 2 | 23.00 | | 2 | |
| 3 | 19.00 | 3 | | |
| 4 | 30.00 | | 1 | |
| 5 | 29.00 | | 1 | |
| 6 | 20.50 | 1 | 1 | |
| Other** | 13.00 | 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.

Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.40 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.28 |
| Psychologist | 0.36 |
| Social Worker | 0.00 |
| Nurse | 0.15 |
| Speech/Language/Hearing Specialist | 0.80 |
| Resource Specialist (non-teaching) | 0.75 |
| Other | 0.00 |

*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: 1/20/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11772.80 | \$4310.40 | \$7462.40 | \$62234.50 |
| District | N/A | N/A | \$7675.10 | \$73304.00 |
| Percent Difference – School Site and District | N/A | N/A | -2.80% | -16.30% |
| State | N/A | N/A | \$7506.64 | \$82403.00 |
| Percent Difference – School Site and State | N/A | N/A | -0.60% | -27.90% |

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

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

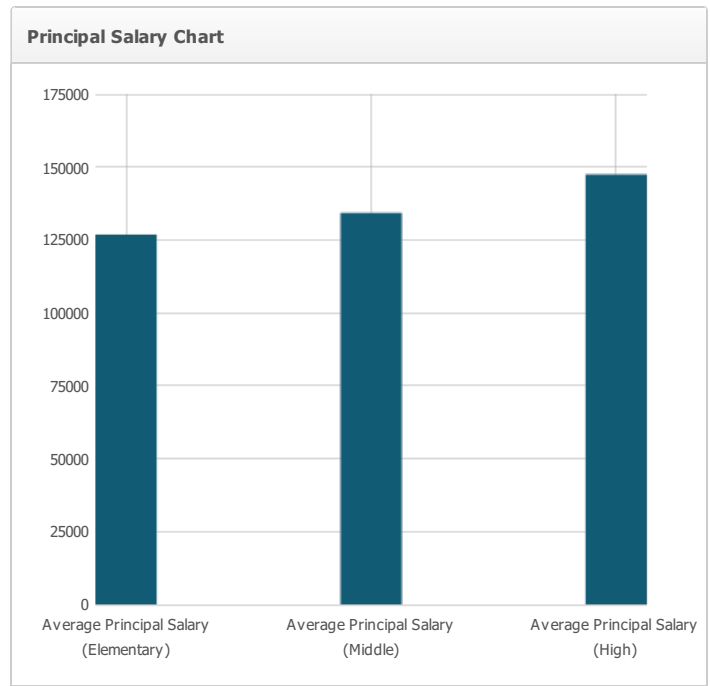
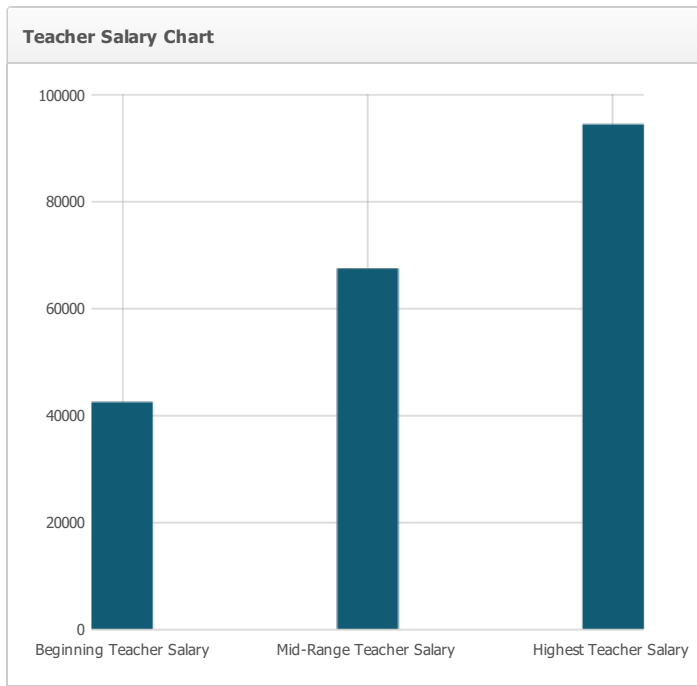
Check with the school principal to get more information about the services that are specific to the school.

Last updated: 12/27/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,429 | \$48,612 |
| Mid-Range Teacher Salary | \$67,409 | \$74,676 |
| Highest Teacher Salary | \$94,369 | \$99,791 |
| Average Principal Salary (Elementary) | \$126,817 | \$125,830 |
| Average Principal Salary (Middle) | \$134,286 | \$131,167 |
| Average Principal Salary (High) | \$147,458 | \$144,822 |
| Superintendent Salary | \$258,723 | \$275,796 |
| Percent of Budget for Teacher Salaries | 35.00% | 34.00% |
| Percent of Budget for Administrative Salaries | 5.00% | 5.00% |

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



Last updated: 1/9/2020

Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

Last updated: 12/27/2019