

# Creekside 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.



### Yvette Shields, Principal

Principal, Creekside Elementary

#### About Our School

Creekside Elementary is committed to providing all of our students an education that occurs in a safe and welcoming environment in North Stockton.

Our site values implementing best instructional practices, while positively connecting with parents, students and community members.

#### Contact

*Creekside Elementary*  
2515 Estate Dr.  
Stockton, CA 95209-1185

Phone: 209-953-8285  
Email: [yshields@lodiUSD.net](mailto:yshields@lodiUSD.net)

# About This School

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Lodi Unified
<b>Phone Number</b>	(209) 331-7000
<b>Superintendent</b>	Cathy Washer
<b>Email Address</b>	<a href="mailto:cwasher@lodiUSD.net">cwasher@lodiUSD.net</a>
<b>Website</b>	<a href="http://www.lodiUSD.net">www.lodiUSD.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Creekside Elementary
<b>Street</b>	2515 Estate Dr.
<b>City, State, Zip</b>	Stockton, Ca, 95209-1185
<b>Phone Number</b>	209-953-8285
<b>Principal</b>	Yvette Shields, Principal
<b>Email Address</b>	<a href="mailto:yshields@lodiUSD.net">yshields@lodiUSD.net</a>
<b>County-District-School (CDS) Code</b>	39685856104038

*Last updated: 12/13/2019*

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

Creekside's mission is to partner with parents and the community as we inspire our students to become successful citizens that will achieve their goals and thrive in our community.

Creekside School is located on the corner of Thornton Road and Estate Drive in north Stockton, California. Completed in 1986, the campus includes an administrative complex, multi-purpose room, media center/library, 3 computer classrooms and 40 classrooms, including 13 portables. Safety cleanliness and maintenance of our facilities are high priorities. The staff regularly inspects the campus and requests repairs as needed.

Creekside's curriculum is focused on meeting the state content standards. We want students to read and comprehend literature and written materials appropriate to their grade levels. They need to develop an appreciation for literature reflecting the values, ethics and customs of their cultures and learn to use reference materials and multi-media resources. Students will be given practice in using written and oral language activities through an integrated curriculum and common core state standards. Academic intervention activities include after school tutoring, additional instruction from the intervention teachers, iRead, and Read180.

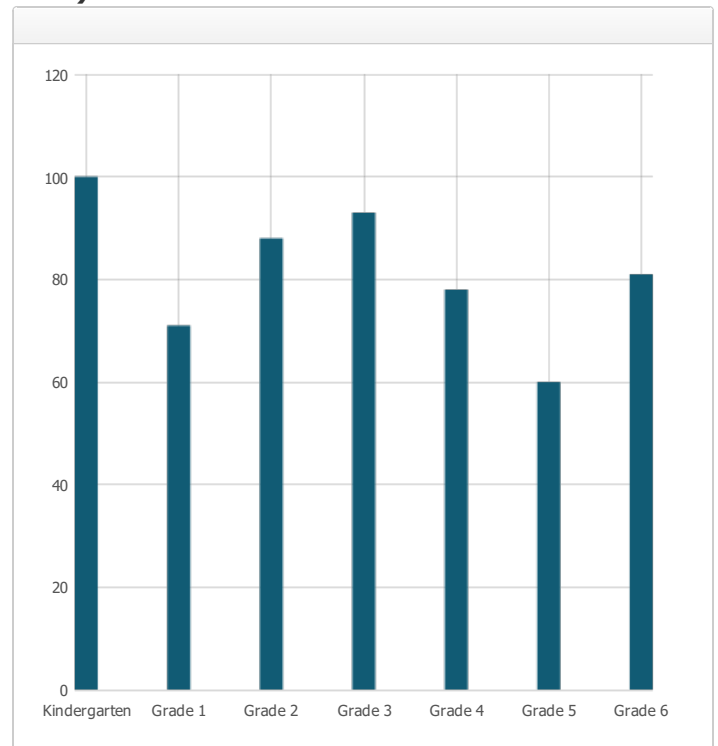
Math is integrated with language arts, social studies, art, science and technology, where appropriate. Students are given opportunities to develop life situations and to work cooperatively to describe their thought and solution process orally and in writing.

Emphasis is placed on equal access to the common core state standards assisting English language learners to apply the English language as quickly as possible.

*Last updated: 12/13/2019*

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

Grade Level	Number of Students
Kindergarten	100
Grade 1	71
Grade 2	88
Grade 3	93
Grade 4	78
Grade 5	60
Grade 6	81
<b>Total Enrollment</b>	<b>571</b>



*Last updated: 12/26/2019*

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

Student Group	Percent of Total Enrollment
Black or African American	19.10 %
American Indian or Alaska Native	1.40 %
Asian	14.90 %
Filipino	2.80 %
Hispanic or Latino	41.50 %
Native Hawaiian or Pacific Islander	1.10 %
White	8.90 %
Two or More Races	7.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.60 %
English Learners	12.80 %
Students with Disabilities	9.80 %
Foster Youth	1.80 %
Homeless	0.90 %

## A. Conditions of Learning

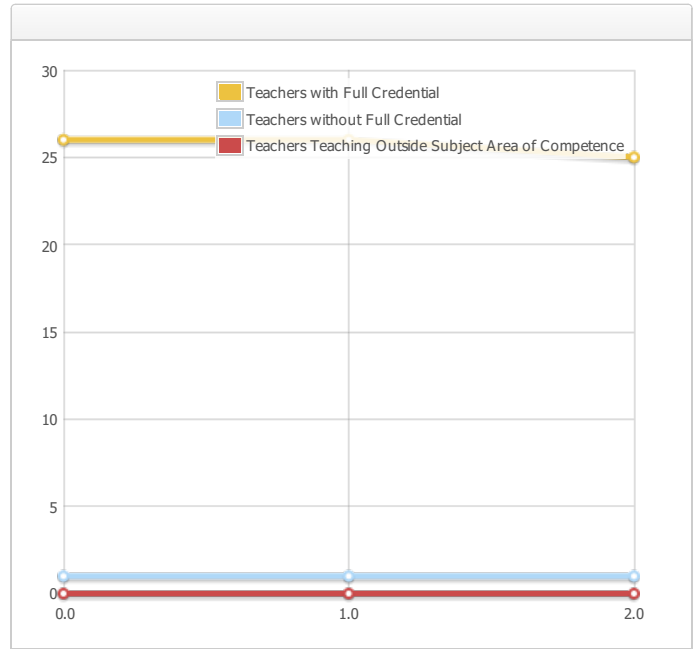
### State Priority: Basic

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

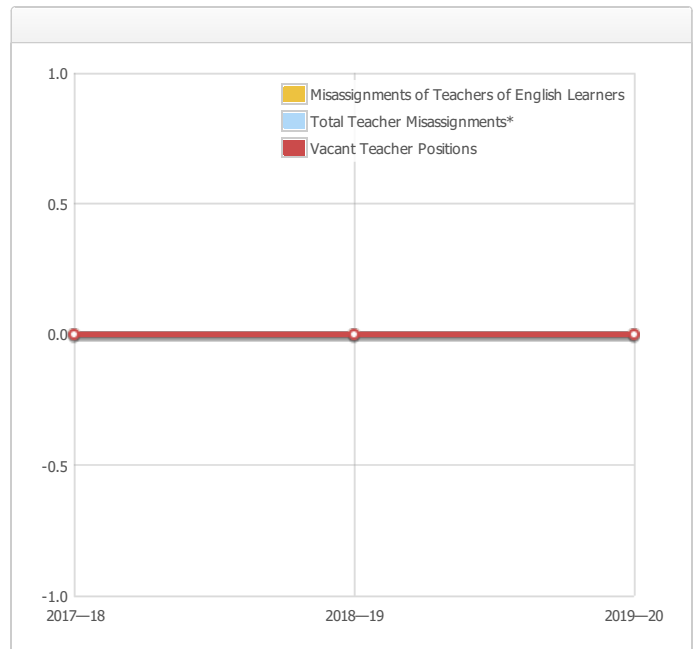
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	26	26	25	1245
Without Full Credential	1	1	1	97
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16



Last updated: 12/23/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	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: 12/24/2019

## 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 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>		0.00 %
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>		0.00 %
Science	<p>(Grade K-5 Base Core) <b>Amplify Science (K-8)</b>, Amplify Education Inc., c.2018 Adoption Year: 2019; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) <b>Amplify Science (K-8)</b>, 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) <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>		0.00 %
Foreign Language	N/A		0.00 %
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>		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Last updated: 1/20/2020

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

## School Facility Conditions and Planned Improvements

### MAINTENANCE AND REPAIR:

This school is on 11 acres and was built in 1985. It began with 15 portable classrooms, a multi-purpose room, library, administration building and 12 classrooms. Four portable classrooms were added in 1990. A Headstart portable classroom was added in 1991.

### MAINTENANCE AND REPAIR:

The Creekside 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 regularly with the custodial staff to maintain schedules that ensure a clean and safe school.

### DEFERRED MAINTENANCE PROJECTS: N/A

MODERNIZATION PROJECTS: 2011 Hardcourt, parking lot, and roofing projects were completed. 2012 Fire alarm project completed. 2013 Replaced various HVAC units, repaired various brick siding, & completed lighting project. 2014 Added access controls and cameras, improved bus loading zone, re-roofed various portables & painted multi-purpose areas; 2015 Added new perimeter fencing.

### NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Creekside 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 Creekside. 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	ERP- Various Portable floor tiles in need of replacement. Report shows possible portable removals with Measure U.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	ERP- Need to replace intercom. Report shows JIVE installation coming from Technology.
<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: October 2019

Overall Rating	Good
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*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)	27.0%	25.0%	44.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	18.0%	20.0%	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	316	309	97.78%	2.22%	24.60%
Male	145	141	97.24%	2.76%	21.28%
Female	171	168	98.25%	1.75%	27.38%
Black or African American	63	62	98.41%	1.59%	11.29%
American Indian or Alaska Native	--	--	--	--	
Asian	43	42	97.67%	2.33%	38.10%
Filipino	--	--	--	--	
Hispanic or Latino	136	133	97.79%	2.21%	28.57%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	31	29	93.55%	6.45%	13.79%
Two or More Races	22	22	100.00%	0.00%	22.73%
Socioeconomically Disadvantaged	274	267	97.45%	2.55%	22.47%
English Learners	67	64	95.52%	4.48%	20.31%
Students with Disabilities	30	29	96.67%	3.33%	10.34%
Students Receiving Migrant Education Services					
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	317	310	97.79%	2.21%	19.68%
Male	146	141	96.58%	3.42%	16.31%
Female	171	169	98.83%	1.17%	22.49%
Black or African American	63	62	98.41%	1.59%	8.06%
American Indian or Alaska Native	--	--	--	--	
Asian	43	43	100.00%	0.00%	23.26%
Filipino	--	--	--	--	
Hispanic or Latino	137	133	97.08%	2.92%	24.81%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	31	29	93.55%	6.45%	13.79%
Two or More Races	22	22	100.00%	0.00%	18.18%
Socioeconomically Disadvantaged	275	268	97.45%	2.55%	16.42%
English Learners	68	66	97.06%	2.94%	16.67%
Students with Disabilities	30	29	96.67%	3.33%	3.45%
Students Receiving Migrant Education Services					
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	11.70%	21.70%	13.30%

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 Creekside Elementary's leadership teams, school committees, school activities, or become volunteers may contact Principal Yvette Shields at (209) 953-8285.

- PTA
- School Site Council
- Classroom Volunteers (contact your child's teacher)
- English Language Advisory Committee
- Assistance in the office
- WatchDOGS

*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	5.30%	5.70%	5.70%	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 12/17/19.

*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	24.00		5	
1	23.00		3	
2	24.00		4	
3	22.00	1	2	
4	27.00		2	
5	28.00		3	
6	27.00		3	
Other**	7.00	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.

### 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	21.00	2	3	
1	24.00		3	
2	23.00		4	
3	20.00	2	2	
4	27.00		2	
5	29.00		3	
6	24.00		3	
Other**	9.00	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.

### 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		3	
1	23.00		3	
2	22.00	1	3	
3	19.00		4	
4	23.00		3	
5	30.00		2	
6	27.00		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.

Last updated: 1/2/2020

**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)	0.33
Psychologist	0.33
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
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	\$11076.40	\$3986.90	\$7089.50	\$66846.00
District	N/A	N/A	\$7675.10	\$73304.00
Percent Difference – School Site and District	N/A	N/A	-7.90%	-9.20%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	-5.70%	-20.80%

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

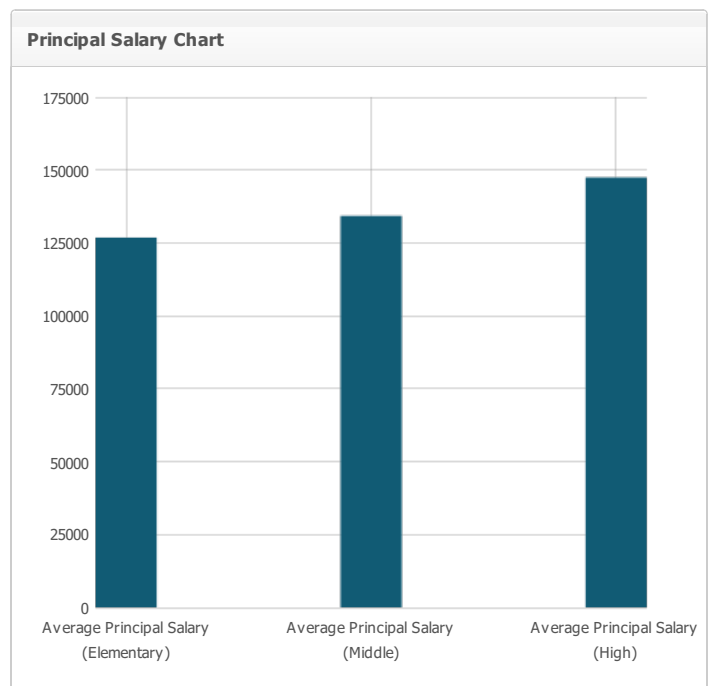
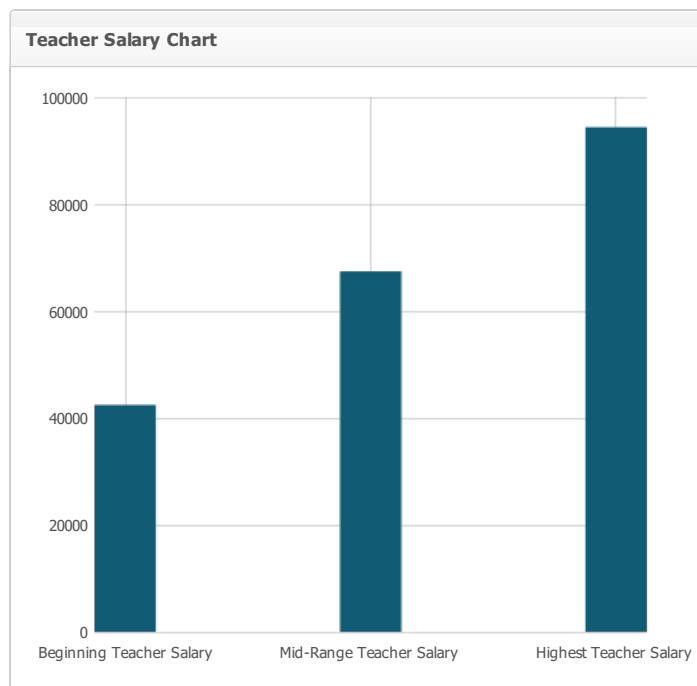
Check with the school principal to get more information about the services that are specific to the school.

*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