

# Turner Academy at Tokay Colony

## 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.



### Marie D. Caffese, Principal

Principal, Turner Academy at Tokay Colony

#### About Our School

Turner Academy 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

Turner Academy at Tokay Colony  
13520 East Live Oak Rd.  
Lodi, CA 95240-9309

Phone: 209-953-3200  
E-mail: [mcaffese@lodiUSD.net](mailto:mcaffese@lodiUSD.net)

## About This School

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

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

School Contact Information School Year 2018—19	
<b>School Name</b>	Turner Academy at Tokay Colony
<b>Street</b>	13520 East Live Oak Rd.
<b>City, State, Zip</b>	Lodi, Ca, 95240-9309
<b>Phone Number</b>	209-953-3200
<b>Principal</b>	Marie D. Caffese, Principal
<b>E-mail Address</b>	<a href="mailto:mcaffese@lodiused.net">mcaffese@lodiused.net</a>
<b>County-District-School (CDS) Code</b>	39685850125369

*Last updated: 1/10/2019*

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

Turner Academy's mission is to work with students in collaboration with family, caretakers and the community to assist them in developing coping skills, changing behaviors and achieving academic standards in order to realize their potential. At Turner Academy all of our professional staff are committed to creating a positive, safe learning environment free of prejudices, enabling our students to realize their full academic and social potential.

Turner Academy was reopened in August 2012 as a separate special education campus for students who struggle with emotional and behavioral issues who have not been successful in less restrictive educational settings.

Turner Academy is a K-8th grade elementary school whose main focus is to help students with significant behavioral and emotional issues succeed academically and socially. All of our students have Individual Education Plans (IEPs) and Behavioral Intervention Plans (BIPs). The curriculum is district-adopted and our main academic priority is to help students realize and strive to meet their potential. Students are placed at Turner Academy because they were not able to succeed in a less restrictive setting.

We utilize district-adopted core curriculum to help our students access grade level materials while scaffolding instruction to help them gain the fundamentals they may be missing.

The behavior change program at Turner Academy is multifaceted. It incorporates objective data collection and observation into a behavior reinforcement system. The behavior change program at Turner Academy runs concurrently with the academic program. Students earn points on a period basis in five categories: academic effort, social interactions, staff requests/redirection, and behavior goals. All of the faculty, staff and administration work together to build positive relationships with students and each other, which helps the entire school community grow and maintain a positive school culture. Through modeling positive social skills and maintaining mutual respect our students are exposed to the fundamentals of relationship building; skills necessary to being able to work as part of the larger community.

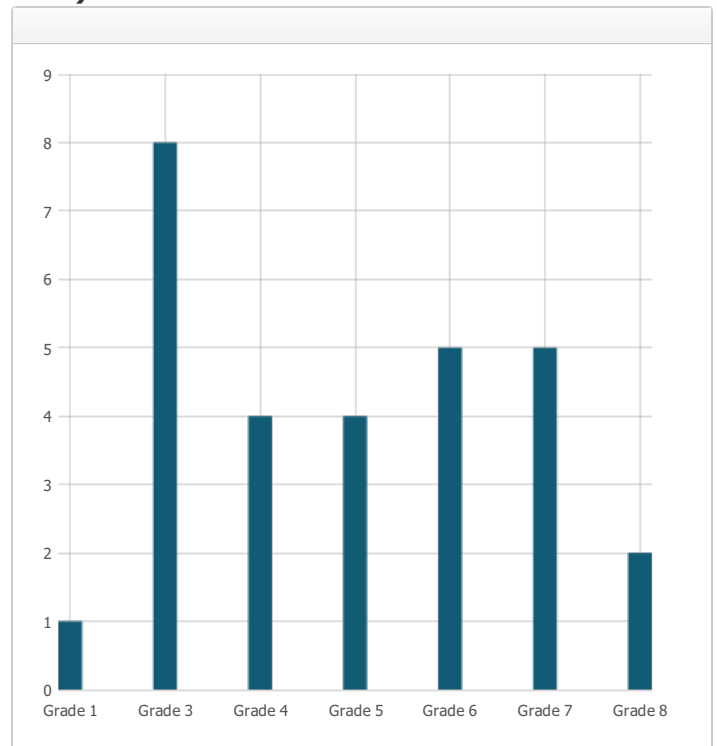
Our students receive group and individual therapy as part of the program. We have two full-time mental health clinicians as well as school psychologist four days a week that work with students in providing educationally related mental health services.

We track student academic and behavioral progress individually. This is accomplished through analyzing standardized state testing, evaluation of meeting of IEP goals, behavioral data tracking and academic growth via district benchmarks and report cards.

*Last updated: 1/10/2019*

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

Grade Level	Number of Students
Grade 1	1
Grade 3	8
Grade 4	4
Grade 5	4
Grade 6	5
Grade 7	5
Grade 8	2
<b>Total Enrollment</b>	<b>29</b>



Last updated: 1/3/2019

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

Student Group	Percent of Total Enrollment
Black or African American	31.0 %
American Indian or Alaska Native	3.4 %
Asian	3.4 %
Filipino	%
Hispanic or Latino	6.9 %
Native Hawaiian or Pacific Islander	%
White	51.7 %
Two or More Races	3.4 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.9 %
English Learners	6.9 %
Students with Disabilities	100.0 %
Foster Youth	6.9 %

## A. Conditions of Learning

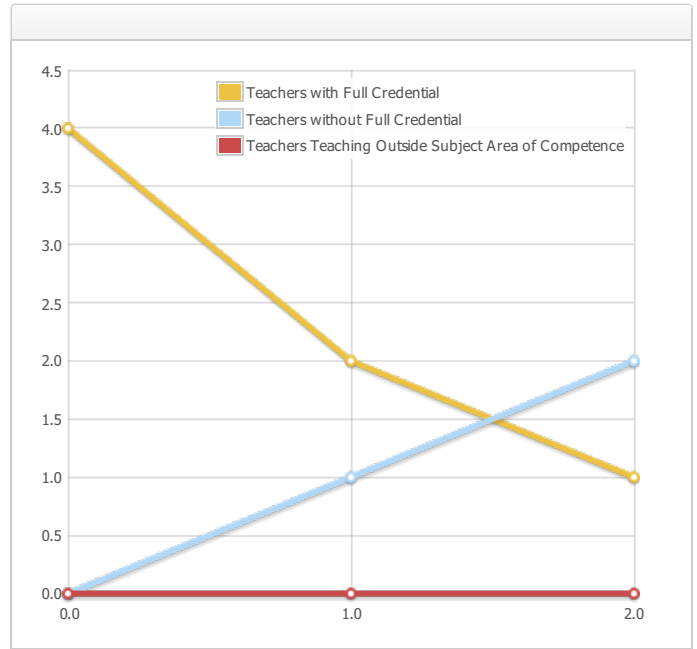
### State Priority: Basic

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

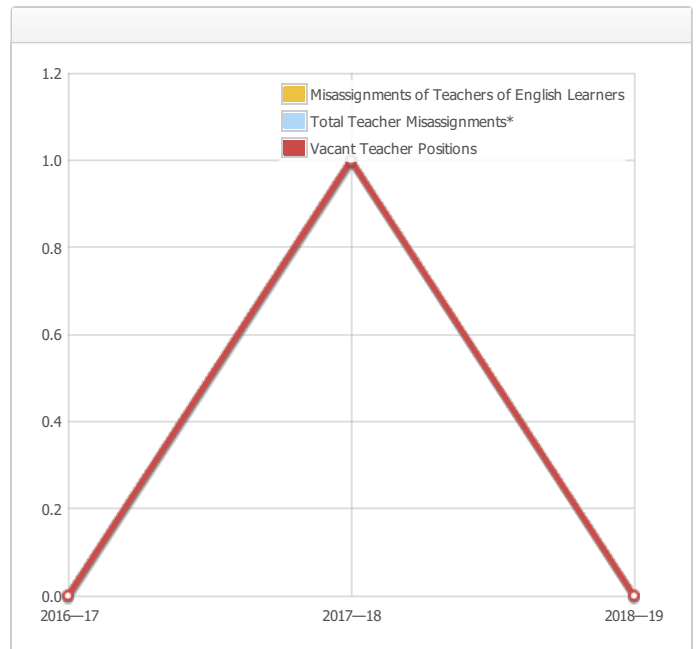
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	4	2	1	1250
Without Full Credential	0	1	2	94
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6



Last updated: 12/21/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	1	0



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

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

Last updated: 12/21/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>(Grade 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> <p>(Grade 7-8 Base Core/EL Support) <b>StudySync</b>, McGraw Hill c. 2017 Adoption Year: 2016; From most recent adoption: Yes</p> <p>(Grade 7-8 Intervention) <b>Scholastic Read 180-Stage B</b>, Scholastic, c.2012 Adoption Year: 2011; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011</p> <p>(Grade 7-8 Intensive Intervention/EL Support) <b>Scholastic System 44 Next Gen</b>, Scholastic, c.2014 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011</p>		0.0 %
Mathematics	<p>(Grade K-5 Base Core) <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> <p>(Grade 7 Base Core/Intervention) <b>CMP 3 Math Grade 7</b>, Pearson, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 8 Base Core/Intervention) <b>CMP 3 Math Grade 8</b>, Pearson, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 7-8 SDC) <b>Math 180</b>, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p>		0.0 %
Science	<p>(Grade K-5 Base Core) <b>California Science</b>, Scott Foresman, c.2008 Adoption Year: 2008; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) <b>CA Science: Focus on Earth Science</b>, Pearson/Scott Foresman, c.2008 Adoption Year: 2008; From most recent adoption: Yes</p> <p>(Grade 7 Base Core) <b>CA Science: Focus on Life Science</b>, Pearson/Prentice Hall, c.2008 Adoption Year: 2008; From most recent adoption: Yes</p> <p>(Grade 8 Base Core) <b>CA Science: Focus on Physical Science</b>, Pearson/Prentice Hall, c.2008 Adoption Year: 2008; From most recent adoption: Yes</p>		0.0 %
History-Social Science	<p>(Grade K-2 Base Core) <b>CA Studies Weekly Program</b>, Studies Weekly, c.2018 Adoption Year: 2018; From most recent adoption: Yes</p> <p>(Grade 3-5 Base Core) <b>CA Social Studies IMPACT</b>, McGraw Hill, c.2018 Adoption Year: 2018; From most recent adoption: Yes</p>		0.0 %

	(Grade 6 Base Core) <b>NatGeo World History: Ancient Civilizations</b> , NatGeo/Cengage, c.2018 Adoption Year: 2018; From most recent adoption: Yes			
	(Grade 7 Base Core) <b>Nat Geo World History: Medieval and Early Modern Times</b> , NatGeo/Cengage, c.2018 Adoption Year: 2018; From most recent adoption: Yes			
	(Grade 8 Base Core) <b>US History American Stories: Beginnings to WWI</b> , NatGeo/Cengage, c.2018 Adoption Year: 2018; From most recent adoption: Yes			
Foreign Language	(Grade 7-8 Spanish) <b>Que Chevere! Level 1</b> , EMC Publishing, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015			0.0 %
Health	(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  (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  (Grade 7-8) <b>Life Skills</b> , Princeton Health Press, c.2000 Adoption Year: 2004 From the most recent adoption: No, Local Board Approval on 6/6/2004			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: 1/23/2019

## School Facility Conditions and Planned Improvements

### MAINTENANCE AND REPAIR:

The Turner Academy facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### DEFERRED MAINTENANCE PROJECTS: N/A

**MODERNIZATION PROJECTS:** 2013 New fencing added for security. Various office remodeled. 2016 Added access gate and security cameras. 2018 Prop 39 Yr 3-5 Wireless EMS Project completed.

### NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Turner Academy 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 Turner Academy. These needs include:

- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage
- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

*Last updated: 1/1/2019*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Site in need of new intercom, master clocks & bells. Planning to put JIVE system.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	5.0%	4.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	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: 1/3/2019*



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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	26	92.86%	3.85%
Male	21	19	90.48%	5.26%
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	14	13	92.86%	7.69%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	22	20	90.91%	5.00%
English Learners	--	--	--	
Students with Disabilities	28	26	92.86%	3.85%
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: 1/3/2019

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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	26	92.86%	
Male	21	19	90.48%	
Female	--	--	--	
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	14	13	92.86%	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	22	20	90.91%	
English Learners	--	--	--	
Students with Disabilities	28	26	92.86%	
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: 1/3/2019*

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

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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: 1/3/2019*

## 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	--	--	--
7	--	--	--

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

*Last updated: 1/3/2019*

## 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)

The faculty, staff and administration at Turner Academy want to build positive relationships with the most important people in our students' lives. When home and school work together, students feel valued and important in both environments. This creates a positive link between students' hard work and personal achievement. In order for our students to be successful they need support while at home and at school.

Caregivers play an important role in supporting their student's development and growth. At home caregivers will be expected to support their students by holding their student accountable for both their homework and daily behavior. We achieve this through open and honest communication with caregivers daily.

Keeping in mind the strong link between home and school success, Turner Academy will support caregivers as well as students through counseling services provided by the on-site clinical team. We encourage parents to volunteer in their child's class for an hour in the morning or an hour in the afternoon. There are additional volunteer opportunities during community-based outings and fieldtrips. Furthermore, Turner Academy faculty and administration foster parental involvement through the IEP process by realizing parents are valuable members of the IEP team who make decisions about their child's academic and mental health program. Parents who would like to volunteer at Turner Academy are encouraged to contact Principal Marie Caffese at 953-3200.

*Last updated: 1/10/2019*

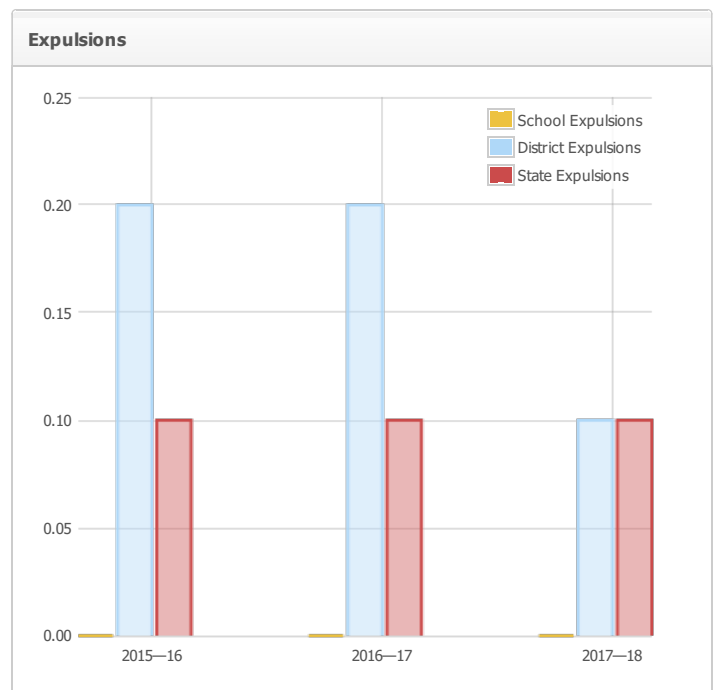
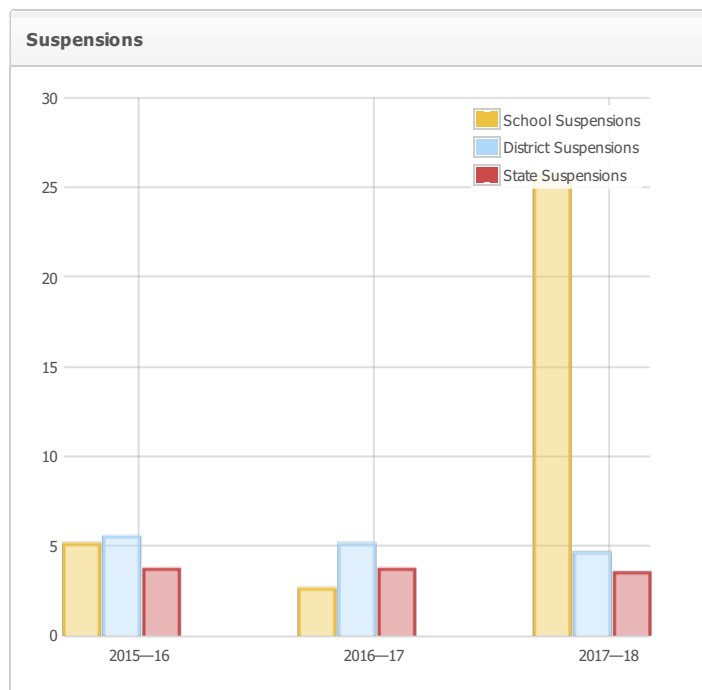
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	5.1%	2.6%	25.6%	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: 1/3/2019

## 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 10/5/2017.

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				
1				
2				
3				
4				
5				
6				
Other**	10.0	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	6.0	2		
5				
6	9.0	1		
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				
1				
2				
3				
4	12.0	1		
5				
6	10.0	1		
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 (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	9.0	2		
Mathematics	9.0	1		
Science	5.0	2		
Social Science	5.0	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	2		
Mathematics	5.0	1		
Science	3.0	2		
Social Science	3.0	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	7.0	2		
Mathematics	7.0	1		
Science	4.0	2		
Social Science	4.0	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/3/2019*

**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)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 12/26/2018*

**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	\$34462.1	\$32293.8	\$2168.3	\$71878.3
District	N/A	N/A	\$7393.4	\$71664.0
Percent Difference – School Site and District	N/A	N/A	-109.3%	0.3%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-106.7%	-11.6%

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.

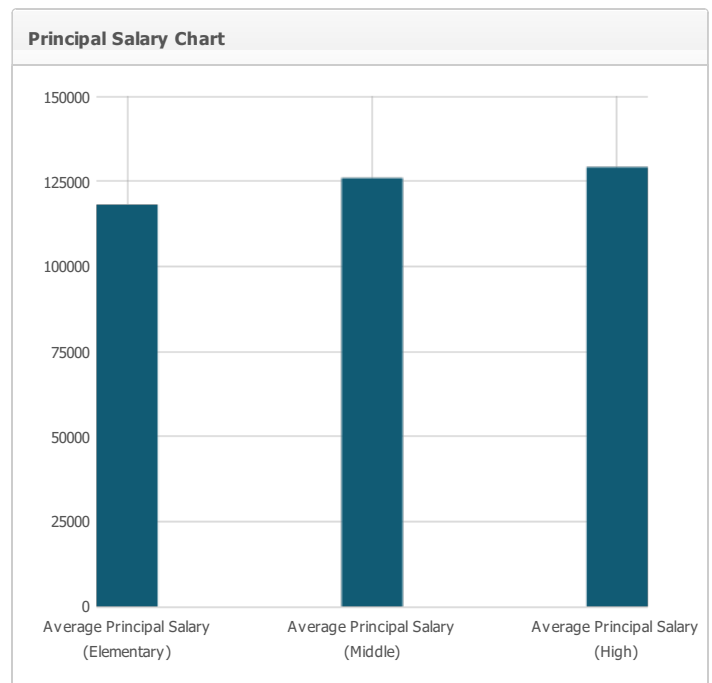
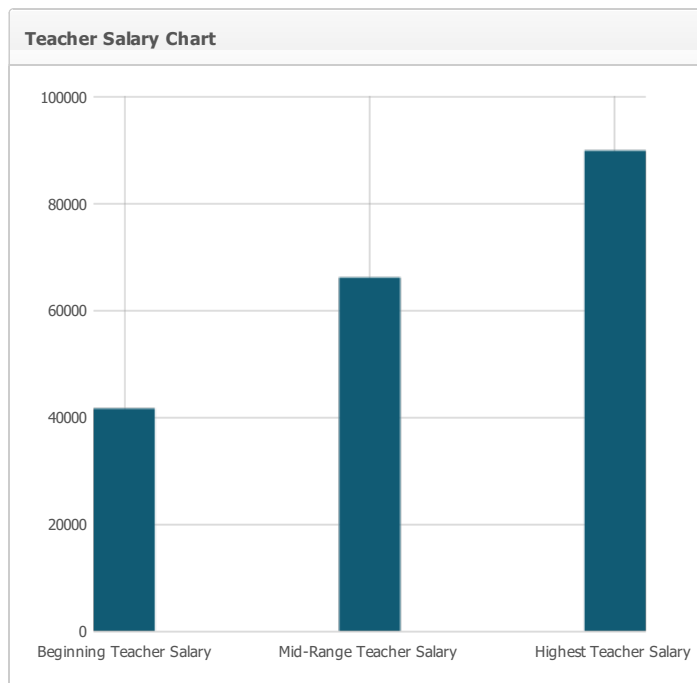
*Last updated: 1/3/2019*



## 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: 1/3/2019*

## 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*