

Joe Serna Jr. Charter

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.



Maria Cervantes, Principal

Principal, Joe Serna Jr. Charter

About Our School

Joe Serna Jr. Charter 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

Joe Serna Jr. Charter
4620 East Acampo Rd.
Acampo, CA 95220-9601

Phone: 209-331-7809
Email: mcervantes@jdiusd.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	Joe Serna Jr. Charter
Street	4620 East Acampo Rd.
City, State, Zip	Acampo, Ca, 95220-9601
Phone Number	209-331-7809
Principal	Maria Cervantes, Principal
Email Address	mcervantes@lodiUSD.net
Website	www.lodiUSD.net
County-District-School (CDS) Code	39685856117675

Last updated: 12/19/2019

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

The Joe Serna, Jr. Charter School is located at 19 South Central Avenue in the heart of the east side of Lodi, a community of approximately 60,000. Joe Serna School was opened in the fall of 2000 and was named after the late mayor of Sacramento and former Lodi resident, Joe Serna, Jr. The students, staff, and families of the school participated in the naming process during the spring of 2001.

Serna Charter School opened in the fall of 2000 with 180 K-5 students and had 290 K-8 students during the 2010-11 school year. The school operates on a modified traditional calendar of 180 school days. The campus currently includes thirteen classrooms, school office, cafeteria, library and auditorium.

The student population at Serna Charter School is dominated by two main ethnic groups: Hispanic and Anglo with a small student population of Asian and African American students. Over fifty percent of the students at Serna were Limited English Proficient (LEP) and the free and reduced lunch percentage was sixty eight. Serna Charter School qualified for Title I targeted intervention money for the first time during the 2000-2001 school year, but did not receive funding until the 2002-2003 school year. The school no longer receives targeted intervention money.

During 2010-11, the total number of students at Serna was 290. There were 14 classroom teachers, 1.5 support teachers, 1.1 PE/Music teachers, and 10 classified personnel. There were a total of 10 minimum days for parent conferences in the fall and spring and students have one minimum day each week for teacher planning and staff development. Students in kindergarten attend school for 225 minutes a day which exceeds the requirements for kindergarten. Students in first through sixth grades attend school for 335 minutes per day, minus the minimum days, which also exceeds the state requirement for minutes.

Curriculum Focus

The curriculum at Serna Charter School is based on the California State Standards in language arts, math, science, social studies, and the arts. Our goal is to have all students reading at grade level. Student outcomes for each level are designated by Lodi Unified School District and intervention for students is provided based on these assessments. Other academic support is provided through support personnel, equipment, supplies, and resources. Staff development opportunities for teachers include school and district in-service, conferences, and coaching opportunities in math and language arts. Evaluation of student achievement includes the STAR assessment, LUSD District assessments as well as teacher designed assessments.

Educational Program And Instructional Design

-The school maintained its small size of 360 students.

-Class and Grade Configurations:

Kindergarten - Two Classes

First Grade - Two classes

Second Grade - Two Classes

Third Grade - Two Classes

Fourth - Two Classes

Fifth Grade - Two Classes

Sixth Grade - Two Classes

Seventh Grade - Two Classes

Eighth Grade - Two Classes

Two-Way Immersion

Our school began a two-way immersion, Spanish/English, program during the 2001-2002 school year at the K/1 level and currently all but one class of eighth graders participate in the program.

Program Features

- Even number of Spanish and English Speaking students in each class.
- Kindergarten and first grade: 90% of the day is spent in Spanish in order to foster true proficiency in both languages over time.
- A gradual shift in the percent of time spent in Spanish diminishes to 50% by fourth grade in order to ensure proficiency in English and Spanish.
- Content Standards of the State of California are the same for students in this program as in other English immersion programs.

Language Arts

Reading instruction is aligned with California State Standards and is taught in whole group lessons as well as in smaller groups targeted toward the achievement level of these groups. A balanced literacy model was implemented which includes Read Aloud, Shared Reading, Guided Reading, Independent Reading, Modeled Writing, Interactive Writing, Writer's Workshop, Independent Writing, Phonemic Awareness, Phonics, Literature Circles, and Reciprocal Teaching. A spelling program was adopted for 2002-2003 school year. The Rebecca Sitton Spelling Program focuses on high frequency words and spelling patterns and is intended to improve spelling during writing tasks. We have aligned this program with the state standards and it meets or exceeds standards in the areas of spelling and written language.

English Language Development (ELD)

All students at JSCS receive daily instruction in English in accordance with state standards. For students who are English learners, the English instruction includes structured English Language Development delivered at the student's level of English proficiency. ELD includes four components: a) listening; b) speaking; c) reading; and d) writing.

The Instruction Is Designed To

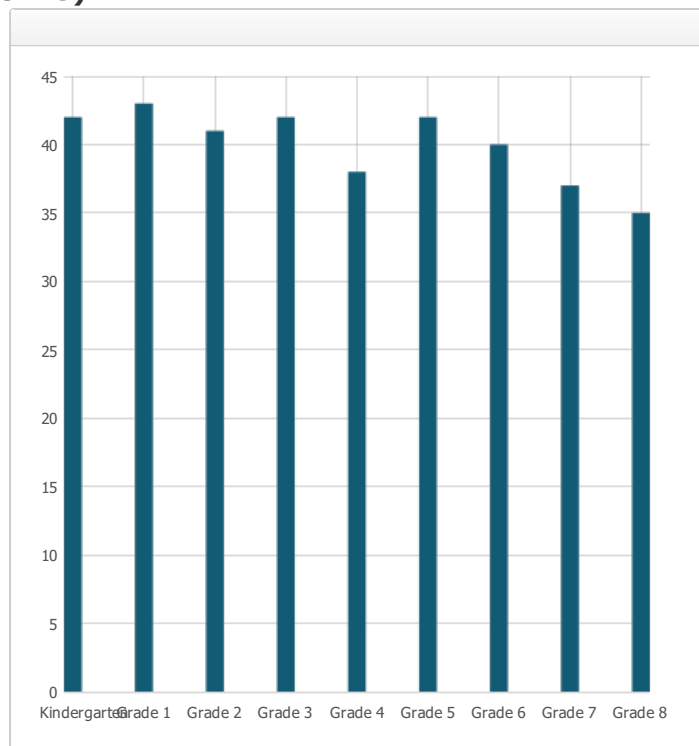
- Bring students to mastery of state ELD and ELA standards
- Develop students' English proficiency;
- Provide access to academic content instruction.

Specially Designed Academic Instruction In English (SDAIE)

The staff implements SDAIE techniques in both English and Spanish as the delivery model for a school wide, content-based language development program. These techniques include: Whole group, explicit instruction to introduce new concepts, and small, leveled group instruction to differentiate and reinforce the ELD standards that are being targeted for each group of English learners. Students also engage in cooperative group activities and independent practice to acquire linguistic competency.

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

Grade Level	Number of Students
Kindergarten	42
Grade 1	43
Grade 2	41
Grade 3	42
Grade 4	38
Grade 5	42
Grade 6	40
Grade 7	37
Grade 8	35
Total Enrollment	360



Last updated: 12/26/2019

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	0.60 %
Asian	1.90 %
Filipino	0.80 %
Hispanic or Latino	81.10 %
Native Hawaiian or Pacific Islander	%
White	13.60 %
Two or More Races	0.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	71.40 %
English Learners	43.30 %
Students with Disabilities	9.40 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

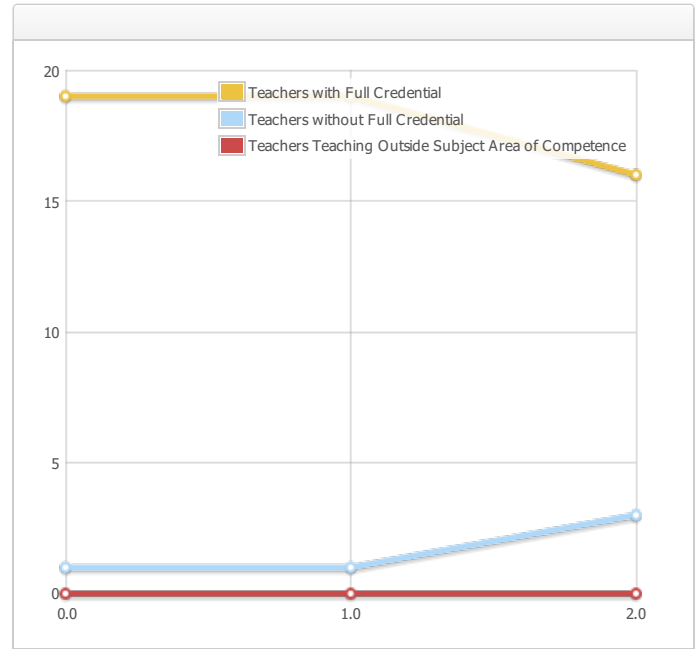
State Priority: Basic

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

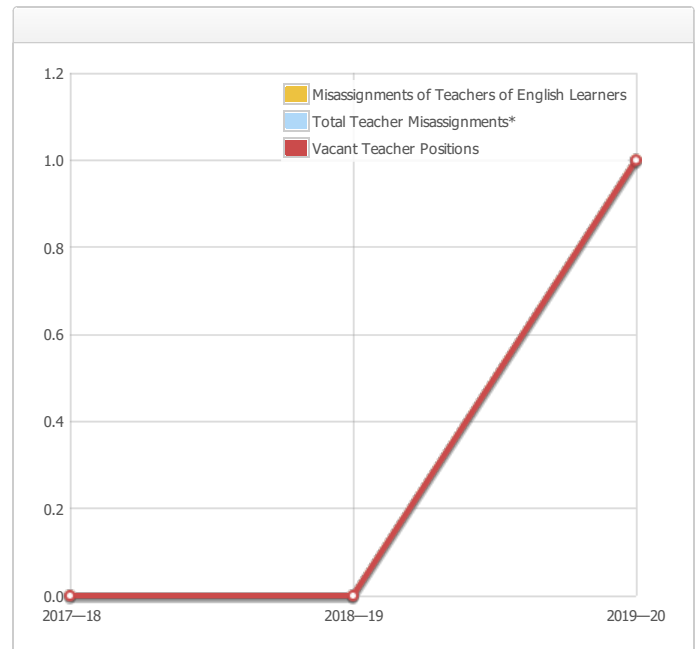
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	19	19	16	1245
Without Full Credential	1	1	3	97
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16



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	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1



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

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

Last updated: 12/24/2019

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> <p>(Grade 7-8 Base Core/EL Support) StudySync, McGraw Hill c. 2017 Adoption Year: 2016; From most recent adoption: Yes</p> <p>(Grade 7-8 Intervention) Scholastic Read 180-Stage 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) Scholastic System 44 Next Gen, Scholastic, c.2014 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> <p>(Grade 7 Base Core/Intervention) CMP 3 Math Grade 7, 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) CMP 3 Math Grade 8, Pearson, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 7-8 SDC) Math 180, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</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: 2019; From most recent adoption: Yes</p> <p>(Grade 7 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018 Adoption Year: 2019; From most recent adoption: Yes</p> <p>(Grade 8 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018 Adoption Year: 2019; 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>		0.00 %

	(Grade 6 Base Core) NatGeo World History: Ancient Civilizations , NatGeo/Cengage, c.2018 Adoption Year: 2018; From most recent adoption: Yes		
	(Grade 7 Base Core) Nat Geo World History: Medieval and Early Modern Times , NatGeo/Cengage, c.2018 Adoption Year: 2018; From most recent adoption: Yes		
	(Grade 8 Base Core) US History American Stories: Beginnings to WWI , NatGeo/Cengage, c.2018 Adoption Year: 2018; From most recent adoption: Yes		
Foreign Language	(Grade 7-8 Spanish) Que Chevere! Level 1 , EMC Publishing, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015		0.00 %
Health	(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 (Grade 6) Life Skills , Princeton Health Press, c.2000 Adoption Year: 2004 From most recent adoption: No, Local Board Approval on 6/6/2004 (Grade 7-8) Life Skills , Princeton Health Press, c.2000 Adoption Year: 2004 From the most recent adoption: No, Local Board Approval on 6/6/2004		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmnt (Grades 9-12)	N/A		N/A 0.0 %

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

Last updated: 1/25/2020

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

Year built 1958.

MAINTENANCE AND REPAIR:

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

CLEANING PROCESS AND SCHEDULE:

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

DEFERRED MAINTENANCE PROJECTS: N/A

MODERNIZATION PROJECTS: 2019 Serna re-located to new location at Houston

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Joe Serna, Jr. Charter School 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 Joe Serna, Jr. Charter School. 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
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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)	44.0%	50.0%	44.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	31.0%	36.0%	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	235	233	99.15%	0.85%	50.21%
Male	112	110	98.21%	1.79%	51.82%
Female	123	123	100.00%	0.00%	48.78%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	199	197	98.99%	1.01%	44.16%
Native Hawaiian or Pacific Islander					
White	24	24	100.00%	0.00%	83.33%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	178	177	99.44%	0.56%	41.24%
English Learners	146	146	100.00%	0.00%	38.36%
Students with Disabilities	24	23	95.83%	4.17%	17.39%
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	235	233	99.15%	0.85%	36.05%
Male	112	110	98.21%	1.79%	36.36%
Female	123	123	100.00%	0.00%	35.77%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	199	197	98.99%	1.01%	32.99%
Native Hawaiian or Pacific Islander					
White	24	24	100.00%	0.00%	58.33%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	178	177	99.44%	0.56%	29.38%
English Learners	146	146	100.00%	0.00%	28.77%
Students with Disabilities	24	23	95.83%	4.17%	26.09%
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	17.10%	9.80%	34.10%
7	20.50%	15.40%	35.90%

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 Joe Serna, Jr. Charter School's leadership teams, school committees, school activities, or become volunteers may contact Principal Maria Cervantes at (209) 331-7809.

Parents are encouraged to be partners in their child's education. Parent education programs include English classes, Spanish classes, Saturday schools which focus on curriculum, and parenting classes. Parents are encouraged to volunteer in the class, help with projects at home, become active members of PTA, attend principal coffees, attend two-way immersion meetings, and school advisory committee meetings. Each family is expected to reach the goal of thirty hours of participation each year at Serna Charter School. We have formed a partnership with the Mexican American Lion's Club of Lodi for fundraising and community partnerships. The Serna Charter School participated in the Grape Festival Kiddie Parade and presented programs to the local adult day care center.

Last updated: 12/19/2019

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	0.80%	0.50%	0.30%	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 1/9/2018.

Last updated: 1/9/2020

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	21.00		2	
1	20.00	2		
2	21.00		2	
3	21.00		2	
4	26.00		1	
5	24.00	1	1	
6	19.00	10		
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	22.00		2	
1	21.00		2	
2	21.00		2	
3	20.00	1	1	
4	21.00		2	
5	21.00	1	1	
6	19.00	8		
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	21.00	1	1	
1	22.00		2	
2	21.00	1	1	
3	21.00		2	
4	19.00	2		
5	21.00		2	
6	20.00	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.

Last updated: 1/3/2020

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	3	1	
Mathematics	25.00	2	2	
Science	23.00	2	1	
Social Science	23.00	2	1	

* 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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	4		
Mathematics	19.00	4		
Science	19.00	4		
Social Science	19.00	4		

* 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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	18.00	4		
Mathematics	18.00	4		
Science	18.00	4		
Social Science	18.00	4		

* 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: 12/27/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.11
Social Worker	0.00
Nurse	0.21
Speech/Language/Hearing Specialist	0.30
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	\$9751.47	\$1132.57	\$8618.90	\$65913.10
District	N/A	N/A	\$7675.10	\$73304.00
Percent Difference – School Site and District	N/A	N/A	11.60%	-10.60%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	13.80%	-22.20%

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

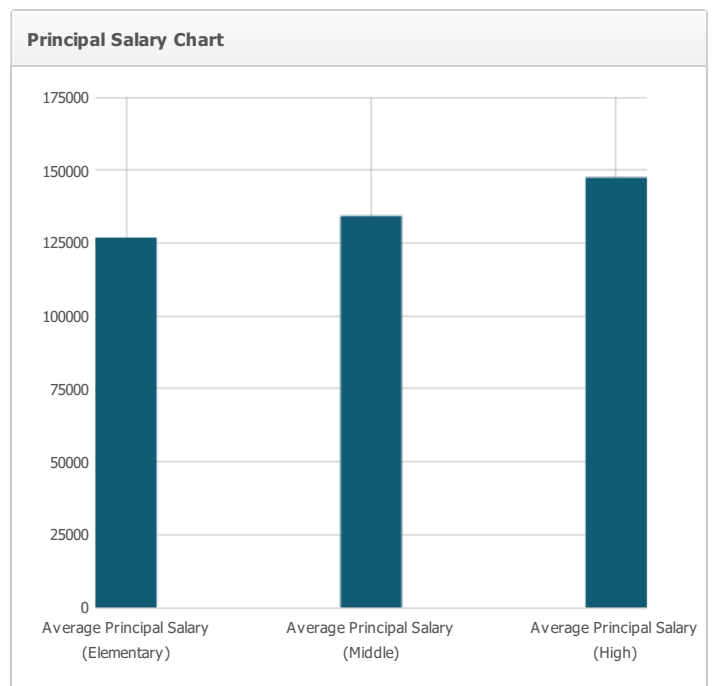
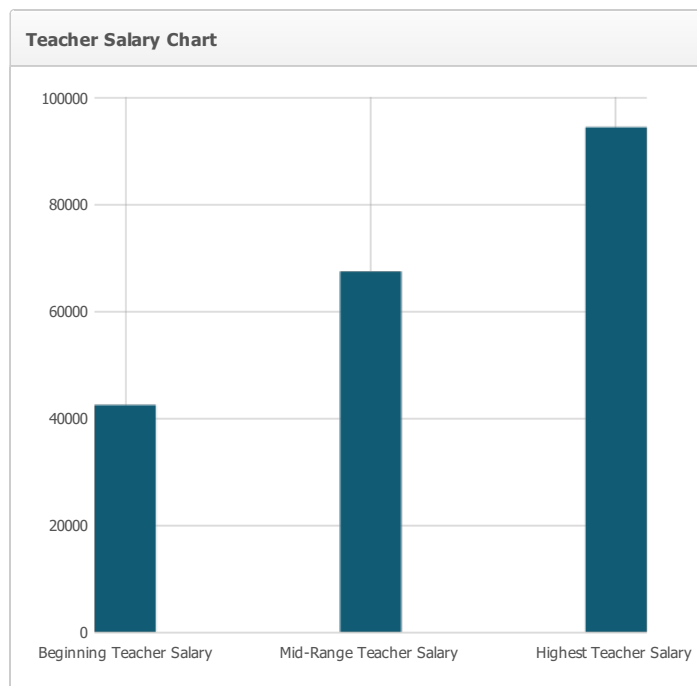
Check with the school principal to get more information about the services that are specific to the school.

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