

# Joe Serna Jr. Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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  
19 South Central Ave.  
Lodi, CA 95240-3148*

*Phone: 209-331-7809  
E-mail: [mcervantes@lodiUSD.net](mailto:mcervantes@lodiUSD.net)*

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<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@lodiUSD.net">cwasher@lodiUSD.net</a>
<b>Web Site</b>	<a href="http://www.lodiUSD.net">www.lodiUSD.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Joe Serna Jr. Charter
<b>Street</b>	19 South Central Ave.
<b>City, State, Zip</b>	Lodi, Ca, 95240-3148
<b>Phone Number</b>	209-331-7809
<b>Principal</b>	Maria Cervantes, Principal
<b>E-mail Address</b>	<a href="mailto:mcervantes@lodiUSD.net">mcervantes@lodiUSD.net</a>
<b>Web Site</b>	<a href="http://www.lodiUSD.net">www.lodiUSD.net</a>
<b>County-District-School (CDS) Code</b>	39685856117675

*Last updated: 12/2/2017*

## School Description and Mission Statement (School Year 2017-18)

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.

The 2010-2011 Academic Performance Index (API) Growth Report showed the school met the growth targets for the student population in general but not for the significant subgroup of economically disadvantaged students, English Language Learners, and Hispanic Students. The API increased from 701 to 718. 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 Class
- Fifth Grade - Two Class
- Sixth Grade - Two Class

Seventh Grade - One Class

Eighth Grade - One Class

#### 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.

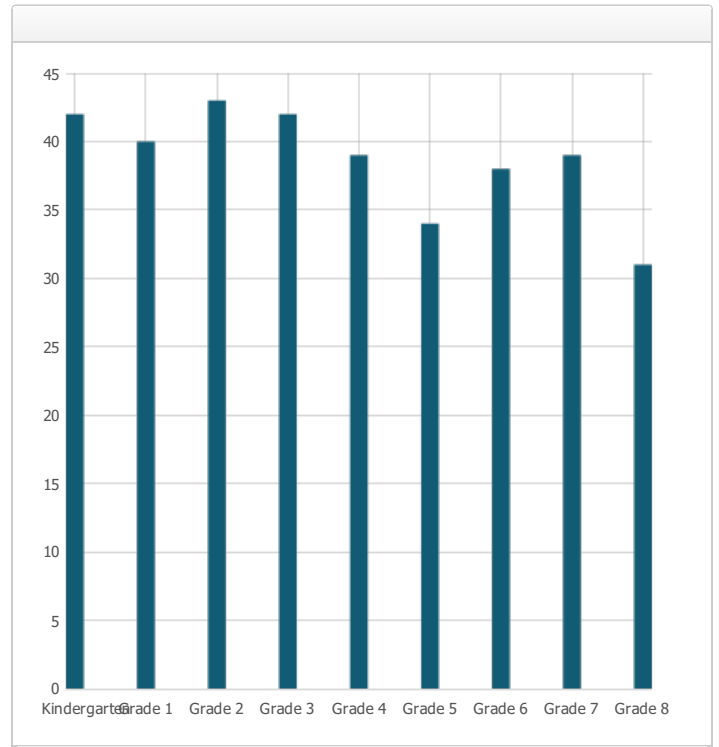
#### Specially Designed Academic Instruction In English (SDAIE)

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.

*Last updated: 12/28/2017*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	42
Grade 1	40
Grade 2	43
Grade 3	42
Grade 4	39
Grade 5	34
Grade 6	38
Grade 7	39
Grade 8	31
<b>Total Enrollment</b>	<b>348</b>



*Last updated: 12/2/2017*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.6 %
Asian	2.0 %
Filipino	0.6 %
Hispanic or Latino	80.2 %
Native Hawaiian or Pacific Islander	0.3 %
White	13.5 %
Two or More Races	0.3 %
Other	1.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.1 %
English Learners	49.7 %
Students with Disabilities	10.1 %
Foster Youth	0.0 %

*Last updated: 12/2/2017*

## A. Conditions of Learning

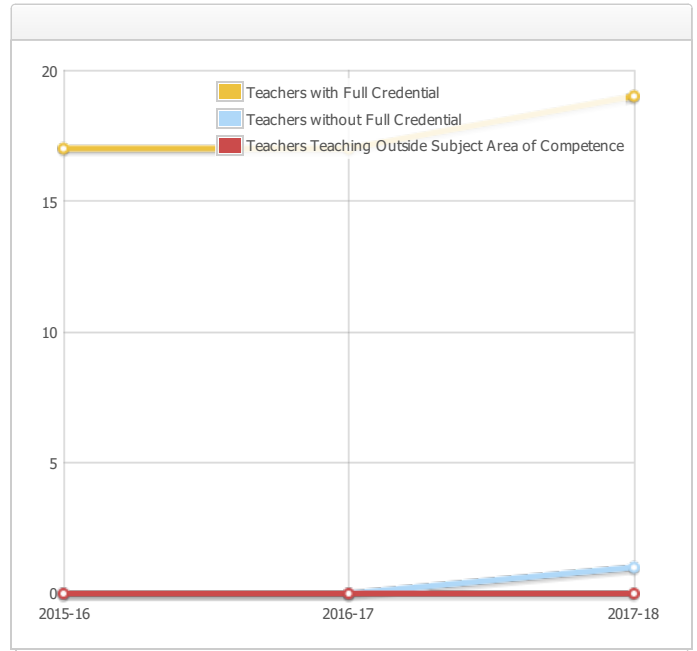
### State Priority: Basic

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

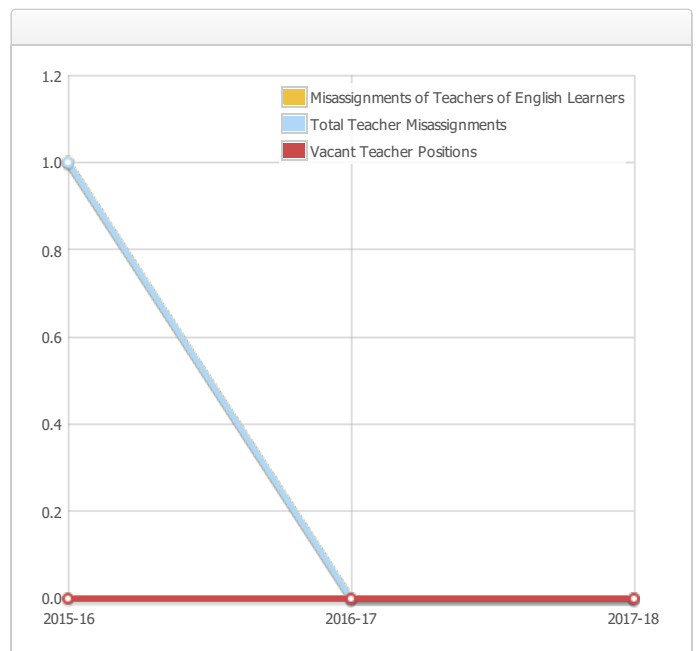
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17	17	19	1222
Without Full Credential	0	0	1	85
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8



Last updated: 12/3/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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: 12/3/2017

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: July 2017

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) <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) <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> <p>(Grade 7-8 ELD Support) <b>Scholastic English 3D</b>, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 7/22/2014</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) <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) <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 Strategic Intervention) <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	(Grade K-5 Base Core) <b>Social Science for California</b> , Pearson/Scott Foresman, c.2006 Adoption Year: 2006; From most recent adoption: Yes  (Grade 6 Base Core) <b>History Alive! The Ancient World</b> , TCI, c.2004 Adoption Year: 2006; From most recent adoption: Yes  (Grade 7 Base Core) <b>History Alive! The Medieval World and Beyond</b> , TCI, c.2004 Adoption Year: 2006; From most recent adoption: Yes  (Grade 8 Base Core) <b>History Alive! The US through Industrialism</b> , TCI, c.2004 Adoption Year: 2006; From most recent adoption: Yes	0.0 %	
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: 12/9/2017

## School Facility Conditions and Planned Improvements

### AGE OF SCHOOL BUILDINGS:

Joe Serna Charter School was purchased from the First Baptist Church in the year 2000. Since then, the two major instructional and operational areas of the school were renovated to local building codes. All areas are protected with a fire sprinkler system as well as heat and smoke detectors. All bathroom facilities were renovated with new water service and hardware. The school is well maintained with painting, and deep cleaning is done on a regular basis. The school has a gym, a cafeteria and a 400 seat auditorium, which is unique to most schools in the area.

### 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:** 2013 Added fake turf to playground area. 2014 Added new fencing for security. 2015 Added access control and cameras. 2017 Measure U Roofing Project. Replaced flooring in various rooms and restrooms. Painted outside of school.

### NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Joe Serna, Jr. Charter School on 10-13-17.

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 2017, 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: 12/9/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Needs new HVAC in core areas of building.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Needs new EMS controls.
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 2017

Overall Rating	Good
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*Last updated: 12/9/2017*



## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	50%	42%	41%	43%	48%	48%
Mathematics (grades 3-8 and 11)	30%	30%	31%	33%	36%	37%

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: 12/17/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	220	220	100.00%	41.82%
Male	108	108	100.00%	40.74%
Female	112	112	100.00%	42.86%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	175	100.00%	34.86%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.00%	76.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	155	155	100.00%	30.97%
English Learners	135	135	100.00%	25.93%
Students with Disabilities	24	24	100.00%	29.17%
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: 12/17/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	220	220	100.00%	29.55%
Male	108	108	100.00%	36.11%
Female	112	112	100.00%	23.21%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	175	100.00%	22.29%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.00%	63.33%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	155	155	100.00%	21.29%
English Learners	135	135	100.00%	20.74%
Students with Disabilities	24	24	100.00%	20.83%
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: 12/17/2017*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	61.0%	57.0%	51.0%	50.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 12/17/2017*

## 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	14.7%	29.4%	26.5%
7	21.1%	13.2%	39.5%

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: 12/17/2017*

## 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 schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

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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: 12/2/2017*

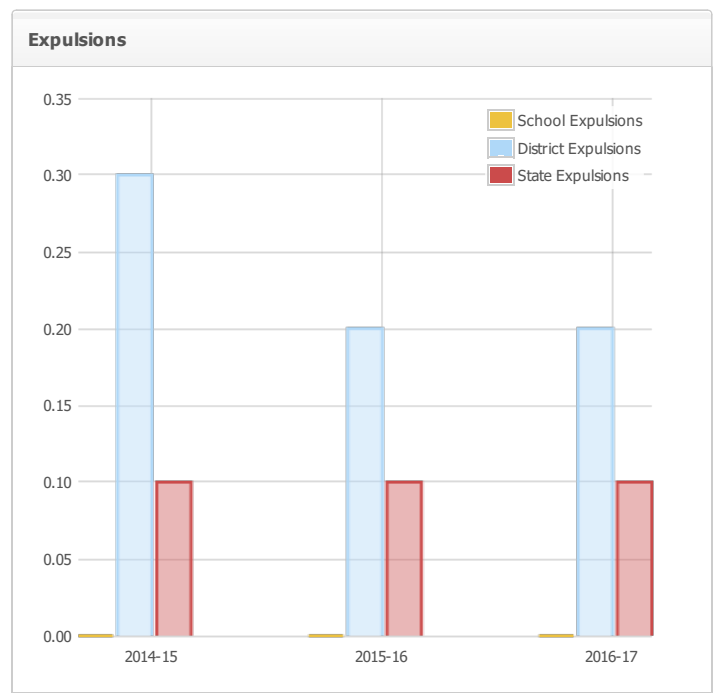
# State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5%	0.6%	0.8%	5.6%	5.5%	5.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%



Last updated: 12/17/2017

## School Safety Plan (School Year 2017-18)

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: 1/19/2018

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	67.9%

Last updated: 12/17/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	0	2	0	21.0	0	2	0	21.0	0	2	0
1	21.0	1	1	0	21.0	0	2	0	20.0	2	0	0
2	21.0	0	2	0	21.0	0	2	0	21.0	0	2	0
3	18.0	2	0	0	19.0	2	0	0	21.0	0	2	0
4	25.0	0	1	0	22.0	0	1	0	26.0	0	1	0
5	23.0	1	1	0	26.0	0	2	0	24.0	1	1	0
6	31.0	0	4	0	18.0	8	0	0	19.0	10	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/17/2017

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	2	1	0	30.0	0	2	0	23.0	3	1	0
Mathematics	23.0	2	1	0	30.0	0	2	0	25.0	2	2	0
Science	23.0	2	1	0	30.0	0	2	0	23.0	2	1	0
Social Science	23.0	2	1	0	30.0	0	2	0	23.0	2	1	0

\* 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: 12/17/2017

**Academic Counselors and Other Support Staff (School Year 2016-17)**

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	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.8	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: 12/14/2017*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8718.0	\$774.0	\$7944.0	\$62338.8
District	N/A	N/A	\$7521.0	\$70254.0
Percent Difference – School Site and District	N/A	N/A	5.5%	-11.9%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	18.9%	-23.9%

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

*Last updated: 12/14/2017*

**Types of Services Funded (Fiscal Year 2016-17)**

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either categorical 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.

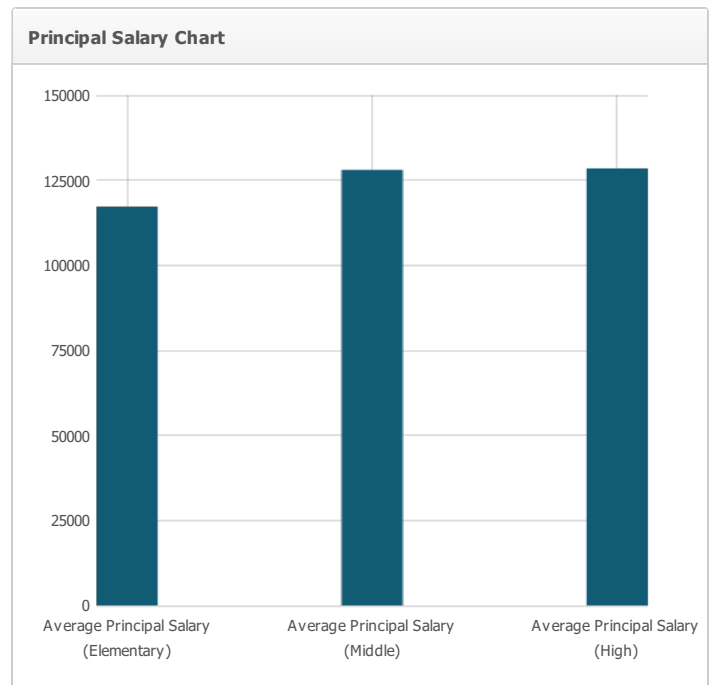
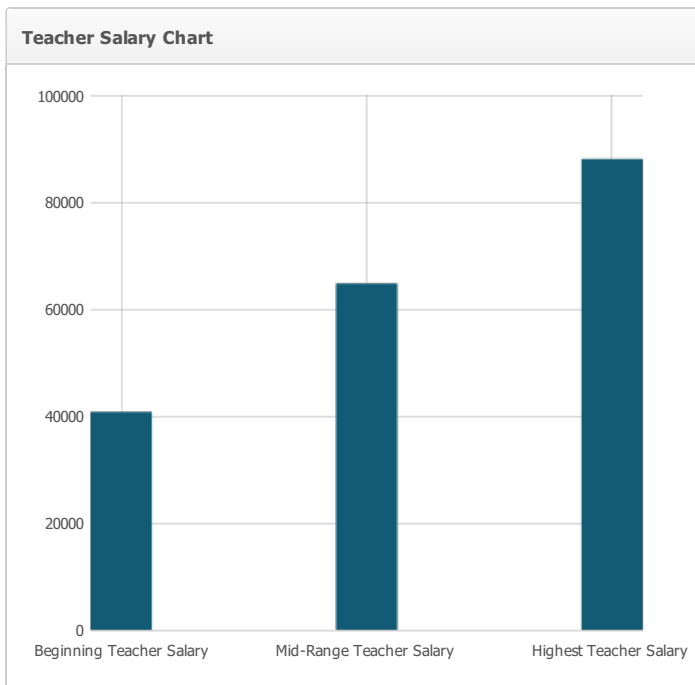
*Last updated: 12/14/2017*



## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,781	\$47,808
Mid-Range Teacher Salary	\$64,791	\$73,555
Highest Teacher Salary	\$88,064	\$95,850
Average Principal Salary (Elementary)	\$117,196	\$120,448
Average Principal Salary (Middle)	\$128,029	\$125,592
Average Principal Salary (High)	\$128,461	\$138,175
Superintendent Salary	\$248,676	\$264,457
Percent of Budget for Teacher Salaries	34.0%	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 <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/14/2017

## Professional Development

Lodi Unified School District is committed to supporting school district staff through quality professional development. Teachers 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 surveys assist us in identifying areas of concentration. Our current focus is on common core in mathematics and English language arts, social science, core practices, assessment, and technology. 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. Teachers participate for two years in workshops, trainings and work closely with an assigned mentor teacher. 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: 11/28/2017