

Joe Serna Jr. Charter

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Joe Serna Jr. Charter
Street	4620 E. Acampo Rd.
City, State, Zip	Acampo, CA 95220
Phone Number	209-331-7809
Principal	Carlos J Villafana, Principal
Email Address	jvillafana@lodiUSD.net
School Website	www.lodiUSD.net
County-District-School (CDS) Code	39685856117675

2021-22 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiUSD.net
District Website Address	www.lodiUSD.net

2021-22 School Overview

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

2021-22 School Overview

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)

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	44
Grade 2	44
Grade 3	45
Grade 4	38
Grade 5	35
Grade 6	39
Grade 7	41
Grade 8	33
Total Enrollment	362

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.3
Male	46.7
American Indian or Alaska Native	0.8
Asian	1.4
Black or African American	0.3
Filipino	0.6
Hispanic or Latino	80.7
White	14.4
English Learners	37
Socioeconomically Disadvantaged	69.9
Students with Disabilities	9.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		July 2021	
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 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 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 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>		0.0 %

<p>Mathematics</p>	<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 7-12 SDC) Math 180, Scholastic, c.2014; Adoption Year: 2014; From most recent adoption: No, Local Board Approval on 7/22/2014</p>		<p>0.0 %</p>
<p>Science</p>	<p>(Grade K-5 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2018; From most recent adoption: Yes</p> <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>		<p>0.0 %</p>
<p>History-Social Science</p>	<p>(Grade K-2 Base Core) CA Studies Weekly Program, Studies Weekly, c.2018; Adoption Year: 2018; From most recent adoption: Yes</p> <p>(Grade 3-5 Base Core) CA Social Studies IMPACT, McGraw Hill, c.2018; Adoption Year: 2018; From most recent adoption: Yes</p> <p>(Grade 6 Base Core) NatGeo World History: Ancient Civilizations, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes</p>		<p>0.0 %</p>

	<p>(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</p> <p>(Grade 8 Base Core) US History American Stories: Beginnings to WWI, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes</p>		
Foreign Language	<p>(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</p>		0.0 %
Health	<p>(Grade K-5) Too Good for Drugs, Mendez Foundation c.2003; Adoption Year: 2004; From the most recent adoption: No, Local Board Approval on 9/4/2004</p> <p>(Grade 6) Life Skills, Princeton Health Press, c.2000; Adoption Year: 2004; From most recent adoption: No, Local Board Approval on 6/6/2004</p> <p>(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</p> <p>(Grade 7-12) FLASH Curriculum, King County Public Health, c.2019; Adoption Year: 2020; From the most recent adoption: Yes</p>		0.0 %

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 PROJECT S: N/A

MODERNIZATION PROJECT S: 2019-20 Serna re-located to new location at Houston

NEW SCHOOL CONSTRUCTION PROJECT S: N/A

Data on school facilities was collected for Joe Serna, Jr. Charter School on 1/14/2022.

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 January 2022, 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

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	228	141	61.84	38.16	39.01
Female	122	72	59.02	40.98	47.22
Male	106	69	65.09	34.91	30.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	191	119	62.3	37.7	32.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	16	69.57	30.43	62.5
English Learners	75	51	68	32	13.73
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	57	67.06	32.94	29.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	10	55.56	44.44	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	228	140	61.40	38.60	28.57
Female	122	71	58.20	41.80	30.99
Male	106	69	65.09	34.91	26.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	191	118	61.78	38.22	22.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	16	69.57	30.43	50.00
English Learners	75	51	68.00	32.00	17.65
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	56	65.88	34.12	21.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	11	61.11	38.89	18.18

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	30.00	N/A	21.45	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	40	57.97	42.03	30.00
Female	38	24	63.16	36.84	29.17
Male	31	16	51.61	48.39	31.25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	64	38	59.38	40.62	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	22	16	72.73	27.27	18.75
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	22	75.86	24.14	13.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	367	365	28	7.7
Female	198	196	15	7.7
Male	169	169	13	7.7
American Indian or Alaska Native	3	3	2	66.7
Asian	5	5	2	40.0
Black or African American	1	1	1	100.0
Filipino	2	2	0	0.0
Hispanic or Latino	296	295	21	7.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	53	52	1	1.9
English Learners	135	135	14	10.4
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	257	255	23	9.0
Students Receiving Migrant Education Services	9	9	0	0.0
Students with Disabilities	42	42	2	4.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.27	0.82	5.05	0.94	3.47	0.20
Expulsions	0.00	0.00	0.15	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.92	4.45	2.45
Expulsions	0.00	0.12	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.82	0.00
Female	0.00	0.00
Male	1.78	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.01	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.74	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.38	0.00

2021-22 School Safety Plan

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 01/10/2020.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	22		2	
2	21	1	1	
3	21		2	
4	19	2		
5	21		2	
6	20	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	21	1	1	
2	22.5		2	
3	20	2		
4	19	2		
5	19.5	2		
6	21		1	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21.5		2	
1	22		2	
2	22		2	
3	22.5		2	
4	19	2		
5	17.5	2		
6	19	2		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	4		
Mathematics	18	4		
Science	18	4		
Social Science	18	4		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	4		
Mathematics	17	4		
Science	17	4		
Social Science	17	4		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18.25	4		
Mathematics	18.5	4		
Science	18.25	4		
Social Science	18.5	4		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,383.55	\$1,177.35	\$9,206.20	\$70,922.42
District	N/A	N/A	\$8,285.66	\$76,073
Percent Difference - School Site and District	N/A	N/A	10.5	-7.0
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	8.6	-17.7

2020-21 Types of Services Funded

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
- Distance Learning Resources
- Online and in-person tutoring

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,999	\$50,897
Mid-Range Teacher Salary	\$69,903	\$78,461
Highest Teacher Salary	\$97,861	\$104,322
Average Principal Salary (Elementary)	\$124,825	\$131,863
Average Principal Salary (Middle)	\$139,252	\$137,086
Average Principal Salary (High)	\$128,359	\$151,143
Superintendent Salary	\$268,296	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2