

# Joe Serna Jr. Charter

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2022-23 School Contact Information

<b>School Name</b>	Joe Serna Jr. Charter
<b>Street</b>	4620 E. Acampo Rd.
<b>City, State, Zip</b>	Acampo, CA 95220
<b>Phone Number</b>	209-331-7809
<b>Principal</b>	Alejandra Estrada, Principal
<b>Email Address</b>	alestrada@lodiUSD.net
<b>School Website</b>	www.lodiUSD.net
<b>County-District-School (CDS) Code</b>	39685856117675

## 2022-23 District Contact Information

<b>District Name</b>	Joe Serna Jr. Charter School
<b>Phone Number</b>	(209) 331-7000
<b>Superintendent</b>	Cathy Washer
<b>Email Address</b>	cwasher@lodiUSD.net
<b>District Website Address</b>	www.lodiUSD.net

## 2022-23 School Overview

The Joe Serna, Jr. Charter School (JSJCS) is located at 4620 Acampo Road in Acampo, California. This is the start of the fourth year at this new location. Joe Serna School was opened in the Fall of 2000 with 180 K-5 students 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. JSJCS currently has 357 K-8 students during the 2022-23 school year. The school operates on a modified traditional calendar of 180 school days. The campus currently includes 20 classrooms, school office, cafeteria, library and playground. There are 16 classroom teachers, 1 RSP teacher, 1 PE teacher, 1 part-time school counselor, 1 part-time school psychologist, 1 part-time Speech and Language Pathologist, three part-time music teachers, and 21 classified personnel. Students also participate one time a week in dance and art; they alternate between the two classes every 10 weeks during the year. There are a total of five minimum days for parent conferences in the fall and students have one minimum day each week for teacher planning and staff development. 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 is 69.9. 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 school instructional minutes are as follows per grade level. Students in kindergarten attend school for 265 minutes a day which exceeds the requirements for kindergarten. Students in first through third grade attend for 305 minutes, fourth and fifth grade attend for 322 minutes, and sixth through eighth grades attend school for 356 minutes per day. The time is adjusted on the minimum days to ensure instructional minutes are met. Additionally, the Educational Program and Instructional Design is intended to maintain the small size of the current 357 students. There are two classes for each grade level and each teacher is fully credentialed.

The curriculum focus 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 SRI assessment, LUSD District assessments as well as teacher designed assessments. Our school began a two-way

## 2022-23 School Overview

immersion, Spanish/English, program during the 2001-2002 school year at the K/1 level and currently all but three classes in 6th, 7th and 8th which include math, science and English Language Arts do not participate in the program. Students do receive EL support as needed.

Program Features include 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. For 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. For 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 and provide access to academic content instruction. Furthermore, the staff implements Specially Designed Academic Instruction in English (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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	42
Grade 1	43
Grade 2	42
Grade 3	42
Grade 4	44
Grade 5	36
Grade 6	35
Grade 7	37
Grade 8	40
<b>Total Enrollment</b>	<b>361</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
American Indian or Alaska Native	0.8
Asian	1.4
Black or African American	0.3
Filipino	0.3
Hispanic or Latino	80.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	14.7
English Learners	34.6
Foster Youth	0.0
Homeless	1.1
Migrant	2.2
Socioeconomically Disadvantaged	60.7
Students with Disabilities	8.6

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.80	59.16	1289.60	83.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	64.90	4.20	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.20	40.84	54.90	3.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	52.40	3.39	12115.80	4.41
Unknown	0.00	0.00	83.50	5.41	18854.30	6.86
<b>Total Teaching Positions</b>	<b>20.00</b>	<b>100.00</b>	<b>1545.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	8.20	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>8.20</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	77.20	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<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 %
<b>Mathematics</b>	<p>(Grade K-6 Base Core) iReady Classroom Mathematics Program, Curriculum Associates, c.2021; Adoption Year: 2022; From most recent adoption: No, Local Board Approval on 3/1/2022</p> <p>(Grade 7-8 Base Core/Intervention) iReady Classroom Mathematics Program, Curriculum Associates, c.2021; Adoption Year: 2022; From most recent adoption: No, Local Board Approval on 3/1/2022</p>		0.0 %

<b>Science</b>	<p>(Grade K-6 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes</p> <p>(Grade 7-8 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes</p>		0.0 %
<b>History-Social Science</b>	<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>(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>		0.0 %
<b>Foreign Language</b>	<p>(Grade 7-8 Spanish) Encuentros, Vista Higher Learning, c.2022; Adoption Year: 2022; From most recent adoption: Yes</p>		0.0 %
<b>Health</b>	<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;</p>		0.0 %



	From the most recent adoption: Yes		
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

### 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 PROJECTS:**

2019-20 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 10/7/2022.

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 October 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

<b>Year and month of the most recent FIT report</b>	October 2022
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<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

### School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	54	N/A	39	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	32	N/A	27	N/A	33

## 2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	228	225	98.68	1.32	53.78
<b>Female</b>	123	122	99.19	0.81	54.92
<b>Male</b>	105	103	98.10	1.90	52.43
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	185	184	99.46	0.54	49.46
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	31	29	93.55	6.45	75.86
<b>English Learners</b>	64	64	100.00	0.00	21.88
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	144	144	100.00	0.00	44.44
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	17	16	94.12	5.88	31.25

## 2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	228	225	98.68	1.32	31.56
<b>Female</b>	123	122	99.19	0.81	30.33
<b>Male</b>	105	103	98.10	1.90	33.01
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	185	184	99.46	0.54	26.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	31	29	93.55	6.45	58.62
<b>English Learners</b>	64	64	100.00	0.00	18.75
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	144	144	100.00	0.00	26.39
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	17	16	94.12	5.88	25.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	30	23.61	21.45	22.47	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	72	72	100	0	23.61
<b>Female</b>	39	39	100	0	28.21
<b>Male</b>	33	33	100	0	18.18
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	61	61	100	0	24.59
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	20	20	100	0	20
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	50	50	100	0	22
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%

## 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.

#### 2022-23 Opportunities for Parental Involvement

Parents are encouraged to be partners in their child's education. Each family is expected to reach the goal of thirty hours of participation each year at Serna Charter School. There are ample opportunities for parents to volunteer and attend community events hosted at JSJCS. Parents are encouraged to volunteer in the class, help with projects at home, chaperone on field trips, chaperone on a week-long Science Camp field trip, Winter Performance, and Fun runs. Parents are invited and encouraged to become active members of PTA where their support is essential in planning and coordinating the Scholastic Book Fair, Bingos and Brew Fundraiser, Fall Festival, Parade of Lights, 2nd grade Holiday Boutique, Tamale Making event, 3rd, 4th and 5th grade Etiquette lunches, Lunch with a loved one, Wine and Dine fundraising event, teacher appreciation week, Field Day, science night, math night, and family movie night.

We also host events for families to meet and greet with the staff at Back to School Night, Open House, principal chat meetings, ELAC meetings, and Serna advisory committee meetings.



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	365	363	77	21.2
Female	193	191	42	22.0
Male	172	172	35	20.3
American Indian or Alaska Native	3	3	1	33.3
Asian	5	5	0	0.0
Black or African American	1	1	1	100.0
Filipino	1	1	0	0.0
Hispanic or Latino	294	292	67	22.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	53	53	6	11.3
English Learners	130	129	30	23.3
Foster Youth	0	0	0	0.0
Homeless	4	4	4	100.0
Socioeconomically Disadvantaged	227	225	60	26.7
Students Receiving Migrant Education Services	8	8	2	25.0
Students with Disabilities	43	42	8	19.0

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.82	1.92	0.94	5.83	0.20	3.17
Expulsions	0.00	0.00	0.01	0.26	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.92	0.00
Female	0.52	0.00
Male	3.49	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	2.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.89	0.00
English Learners	1.54	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.33	0.00

## 2022-23 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.

### 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	23		2	
3	20	2		
4	19	2		
5	20	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	22		2	
1	22		2	
2	22		2	
3	23		2	
4	19	2		
5	18	2		
6	19	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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		2	
1	22		2	
2	21		2	
3	22		2	
4	22		2	
5	18	2		
6	18	1		

## 2021-22 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	0

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$9,788.16	\$546.36	\$9,241.80	\$76,518.60
<b>District</b>	N/A	N/A	\$8,375	\$78,335
<b>Percent Difference - School Site and District</b>	N/A	N/A	9.8	-2.3
<b>State</b>	N/A	N/A	\$6,594	\$85,368
<b>Percent Difference - School Site and State</b>	N/A	N/A	33.4	-10.9

## 2021-22 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$45,433	\$51,081
<b>Mid-Range Teacher Salary</b>	\$72,182	\$77,514
<b>Highest Teacher Salary</b>	\$101,051	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$130,451	\$133,421
<b>Average Principal Salary (Middle)</b>	\$140,556	\$138,594
<b>Average Principal Salary (High)</b>	\$149,093	\$153,392
<b>Superintendent Salary</b>	\$268,296	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	33%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2