

Joe Serna Jr. Charter

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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	Alejandra Estrada
Email Address	alestrada@lodiUSD.net
School Website	https://joesernajr.lodiUSD.net/
Grade Span	K-8
County-District-School (CDS) Code	39685856117675

2025-26 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Neil Young
Email Address	nyoung@lodiUSD.net
District Website	www.lodiUSD.net

2025-26 School Description and Mission Statement

The Joe Serna, Jr. Charter School (JSJCS) is located at 4620 Acampo Road in Acampo, California. This is the start of my 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 393 TK-8 students during the 2025-26 school year. The school operates on a modified traditional calendar of 180 school days. The campus currently includes 21 classrooms, school office, cafeteria, library and playground. There are 19 classroom teachers, 1 RSP teacher, 1 PE teacher, 2 part-time school counselor, 1 part-time school psychologist, 1 part-time Speech and Language Pathologist, three part-time music teachers, and 18 classified personnel. Students also participate one time a week in dance and art; they alternate

2025-26 School Description and Mission Statement

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 79. Serna Charter School qualified for Title I targeted intervention money for the first time during the 2000-2001 school year. The school no longer receives targeted intervention money.

The school instructional minutes are as follows per grade level. Students in TK attend school for 200 minutes a day. 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 393 students. There's one TK class and two classes for each per grade in K-8 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 i-Ready assessments, Benchmark, m-CLASS DIBELS, LUSD District assessments as well as teacher designed assessments. 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 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.

Program Features include even number of Spanish and English-speaking students in each class. TK, 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 JSJCS 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	44
Grade 3	44
Grade 4	41
Grade 5	40
Grade 6	38
Grade 7	41
Grade 8	33
Total Enrollment	369

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	0.5
Asian	1.1
Filipino	0.3
Hispanic or Latino	82.7
White	14.6
English Learners	33.9
Migrant	2.7
Socioeconomically Disadvantaged	73.2
Students with Disabilities	13.6

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.

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)	10.6	53.06	1281.6	82.81	234405.2	84
Intern Credential Holders Properly Assigned	0	0	60.6	3.92	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.4	46.89	83.1	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	49.6	3.21	11953.1	4.28
Unknown/Incomplete/NA	0	0	72.5	4.69	15831.9	5.67
Total Teaching Positions	20	100	1547.6	100	279044.8	100

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.

2022-23 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)	10.6	51.27	1226	81.46	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	56.3	3.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.3	25.64	96.2	6.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	53.4	3.55	11746.9	4.23
Unknown/Incomplete/NA	4.7	22.99	73	4.85	14303.8	5.15
Total Teaching Positions	20.7	100	1505.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	15.6	74.29	1221.9	80.65	230039.4	100
Intern Credential Holders Properly Assigned	0	0	61.5	4.06	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	19.05	127.3	8.4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	6.67	40.3	2.66	12112.8	4.34
Unknown/Incomplete/NA	0	0	63.9	4.22	13705.8	4.91
Total Teaching Positions	21	100	1515.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	9.40	5.3	3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	9.40	5.3	4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	1.4
Total Out-of-Field Teachers	0.00	0	1.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	69.5	47.8	16
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		July 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade TK) The Creative Curriculum, Teaching Strategies, c.2023; Adoption Year: NA From most recent adoption: NA	0.0 %
	(Grade K-6 Base Core/EL Support) CA Journeys, Houghton Mifflin Harcourt, c.2017; Adoption Year: 2016; From most recent adoption: Yes	
	(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	
	(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	
	(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	
	(Grade 7-8 Base Core/EL Support) StudySync, McGraw Hill c. 2017; Adoption Year: 2016; From most recent adoption: Yes	
	(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 (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	
Mathematics	(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 (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	0.0 %
Science	(Grade K-6 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes (Grade 7-8 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes	0.0 %
History-Social Science	(Grade K-2 Base Core) CA Studies Weekly Program, Studies Weekly, c.2018; Adoption Year: 2018; From most recent adoption: Yes (Grade 3-5 Base Core) CA Social Studies IMPACT, McGraw Hill, c.2018; Adoption Year: 2018; From most recent adoption: Yes (Grade 6 Base Core) NatGeo World History: Ancient Civilizations, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes (Grade 7 Base Core) Nat Geo World History: Medieval and Early Modern Times, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes (Grade 8 Base Core) US History American Stories: Beginnings to WWI, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes	0.0 %

Foreign Language	(Grade 7-8 Spanish) Encuentros, Vista Higher Learning, c.2022; Adoption Year: 2022; From most recent adoption: Yes	0.0 %
Health	(Grade K-5) Too Good for Drugs, Mendez Foundation c.2003; Adoption Year: 2004; From the most recent adoption: No, Local Board Approval on 9/4/2004 (Grade 6) Life Skills, Princeton Health Press, c.2000; Adoption Year: 2004; From most recent adoption: No, Local Board Approval on 6/6/2004 (Grade 7-8) Life Skills, Princeton Health Press, c.2000; Adoption Year: 2004; From the most recent adoption: No, Local Board Approval on 6/6/2004 (Grade 7-8) FLASH Curriculum, King County Public Health, c.2019; Adoption Year: 2020; From the most recent adoption: Yes	0.0 %
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

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 10/13/2025.

School Facility Conditions and Planned Improvements

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 2025, 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

October 2025

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	50	52	39	40	47	48
Mathematics (grades 3-8 and 11)	33	37	28	30	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	234	99.15	0.85	51.71
Female	125	124	99.20	0.80	57.26
Male	111	110	99.10	0.90	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	186	184	98.92	1.08	46.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	43	100.00	0.00	72.09
English Learners	50	49	98.00	2.00	24.49
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	19	19	100.00	0.00	57.89
Socioeconomically Disadvantaged	106	105	99.06	0.94	47.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	30.43

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	234	99.15	0.85	37.18
Female	125	125	100.00	0.00	35.20
Male	111	109	98.20	1.80	39.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	186	184	98.92	1.08	30.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	43	100.00	0.00	62.79
English Learners	50	49	98.00	2.00	18.37
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	19	19	100.00	0.00	21.05
Socioeconomically Disadvantaged	106	105	99.06	0.94	31.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	13.04

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.17	31.51	24.37	23.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	73	100.00	0.00	31.51
Female	42	42	100.00	0.00	35.71
Male	31	31	100.00	0.00	25.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	58	58	100.00	0.00	22.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	58.33
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.00	0.00	26.32
Students Receiving Migrant Education Services	--	--	--	--	--
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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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.

2025-26 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, attend parent PTA and Coffee with the Principal meetings, chaperone on field trips, chaperone at Science Camp field trip, Winter Performance, Fall Festival, Club Folklorico, Fundraisers, Fun runs, uniform sales, Scholastic book fair, 2nd grade Holiday Boutique, Otter pop sales, middle school dance/events, campus beautifications, float for Lodi Parade of Lights, school picture days, kinder and 8th grade promotions. Parents are invited and encouraged to become active members of PTA where their support is essential in planning and coordinating the Scholastic Book Fair, Fall Festival, Parade of Lights, 2nd grade Holiday Boutique, fundraisers like Tamale Making event and Wine and Dine fundraising event, 3rd and 8th grade Etiquette lunches, Spring picnics, teacher and classified 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, Coffee with the Principal, PTA meetings, ELAC meetings, and Serna advisory committee meetings.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	371	368	32	8.7
Female	188	188	11	5.9
Male	183	180	21	11.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	307	304	25	8.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	54	54	4	7.4
English Learners	128	128	9	7.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	273	270	24	8.9
Students Receiving Migrant Education Services	11	11	0	0.0
Students with Disabilities	65	65	4	6.2
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.1	3.53	1.08	6.06	5.2	4.58	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.27	0.23	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08	0.00
Female	1.60	0.00
Male	0.55	0.00
Non-Binary	0.00	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	1.30	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 12/4/2024.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	2	0
1	22	0	2	0
2	21	1	1	0
3	21	1	1	0
4	20	2	0	0
5	21	0	2	0
6	19	8	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	2	0
1	22	0	2	0
2	22	0	2	0
3	22	0	2	0
4	21	1	1	0
5	20	2	0	0
6	21	6	6	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22		2	
4	21	1	1	
5	20	2		
6	19	12		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0
Mathematics	18	4	0	0
Science	18	4	0	0
Social Science	18	4	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	2		1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25	2		1
Mathematics	19	4		
Science	19	4		
Social Science	25	2		1

2024-25 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	615

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$13,354.78	\$1,230.48	\$12,124.30	\$92,987.90
District	N/A	N/A	\$11,495.78	\$94,261
Percent Difference - School Site and District	N/A	N/A	5.3	-1.4
State	N/A	N/A	\$11,146.18	\$100,333
Percent Difference - School Site and State	N/A	N/A	8.4	-7.6

Fiscal Year 2024-25 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$64,739	\$60,863
Mid-Range Teacher Salary	\$84,857	\$93,575
Highest Teacher Salary	\$120,665	\$125,548
Average Principal Salary (Elementary)	\$146,889	\$157,645
Average Principal Salary (Middle)	\$177,453	\$165,341
Average Principal Salary (High)	\$186,110	\$182,580
Superintendent Salary	\$302,000	\$357,064
Percent of Budget for Teacher Salaries	29.88%	30.36%
Percent of Budget for Administrative Salaries	4.66%	4.88%

Professional Development

There are five total days. Historically, two are set aside for district directed site development, 1.5 for site directed Professional Development and 1.5 for teachers to work in classrooms and prepare for the school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	5