

## Lodi High

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

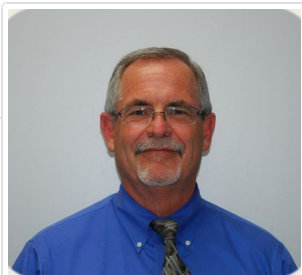
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Mr. Bob Lofsted, Principal

Principal, Lodi High

#### About Our School

Lodi High School strives to support the high achievement of all students. Our expectation is to create life long learners who will become contributing and respectful members of society within a challenging and nurturing environment.

#### Contact

Lodi High  
3 South Pacific Ave.  
Lodi, CA 95242-3020

Phone: 209-331-7815  
E-mail: [blofsted@lodiUSD.net](mailto:blofsted@lodiUSD.net)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Lodi Unified
<b>Phone Number</b>	(209) 331-7000
<b>Superintendent</b>	Cathy Washer
<b>E-mail Address</b>	<a href="mailto:cwasher@lodiusd.net">cwasher@lodiusd.net</a>
<b>Web Site</b>	<a href="http://www.lodiusd.net">www.lodiusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Lodi High
<b>Street</b>	3 South Pacific Ave.
<b>City, State, Zip</b>	Lodi, Ca, 95242-3020
<b>Phone Number</b>	209-331-7815
<b>Principal</b>	Mr. Bob Lofsted, Principal
<b>E-mail Address</b>	<a href="mailto:blofsted@lodiusd.net">blofsted@lodiusd.net</a>
<b>County-District-School (CDS) Code</b>	39685853934783

*Last updated: 1/1/2019*

### School Description and Mission Statement (School Year 2018—19)

Lodi High School, serving grades 9-12, is one of four comprehensive high schools in a community of approximately over 60,000 people. While the present site was built in 1958, Lodi High School began classes on September 8, 1896 and celebrated its centennial birthday during the 1996-97 school year.

Students are challenged by a strong academic curriculum with opportunities in the arts, agriculture, business and computer education, family and consumer education, industrial education, physical education and speech. A strong ROP program in vocational and career path training includes key areas such as technology, agriculture, law enforcement and fire science, business, graphics, industrial arts, health and medical, as well as other offerings. The work experience program provides school-to-career opportunities. Academies, SLC's (Small Learning Communities), and Avid provides students with academic and career emphasis. A wide range of co-curriculum experiences supplement the classroom program for students, including 11 (boys and girls) varsity sports and a variety of service, academic, and curriculum related clubs. Lodi High School places a premium on maintaining a school environment that promotes student self-esteem and safety. Conflict management provides peer counseling and assistance to students. A fulltime school resource officer, and a part-time probation officer, in addition to 4 full-time campus supervisors provide a safe climate. Safety, cleanliness, and maintenance of our facilities are high priorities.

The staff regularly inspects the campus and requests repairs as needed. Administrators and classified personnel consistently monitor campus activities to provide direction and supervision of our students. The safety of students is the school's first priority, and the progressive discipline policy is strictly enforced. The school went through an accreditation by the Western Association of Schools and Colleges in spring of 2005, and was granted a six-year accreditation. The school was revisited by a representative of the Midterm Visiting Committee on March 28, 2008, and the committee found significant progress being made in most growth areas identified by the Focus Teams.

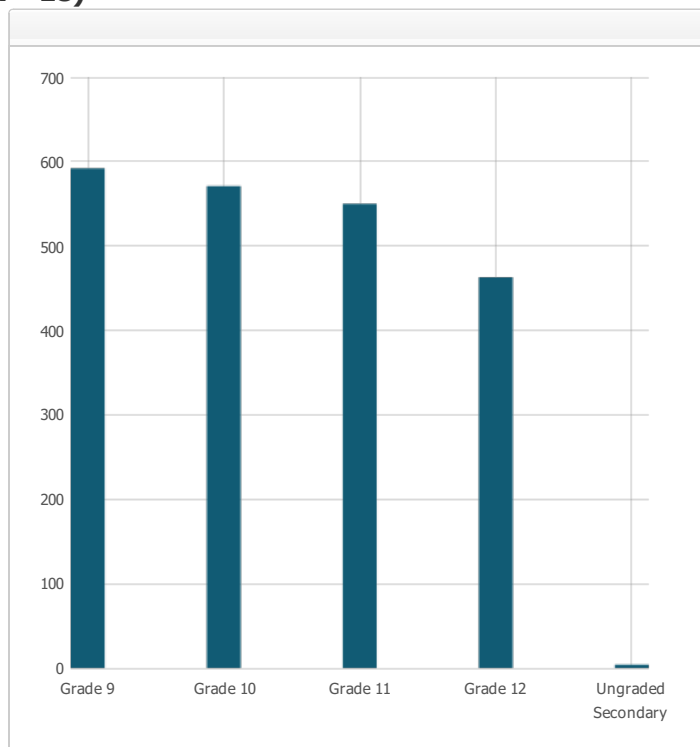
#### Vision/Mission Statement . . .

It is our mission to ensure the best education for all students to be successful in life. It is the vision of Lodi High School to provide an equal educational opportunity for all students. Each student at Lodi High should realize his/her maximum potential. There will be no achievement gap between groups of students. Lodi High has a diverse staff that is highly qualified and enjoys its work. Our school is inviting and responsive to parents, engaging them as partners in their children's education. We provide resources to support a quality education on our campus and a safe, attractive, learning environment in our high school. We have a trusting, working relationship between the Board of Education, the school district, and the community. Our goals include meeting program improvement requirements as all groups of students improve their performance, and make progress to eliminate the Achievement Gap. It is our goal to improve the engagement of parents/guardians as partners in their children's education. We support an environment where diversity is valued and resources are maximized to improve the achievement of student in a safe and positive learning environment.

*Last updated: 1/1/2019*

### Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	592
Grade 10	571
Grade 11	550
Grade 12	463
Ungraded Secondary	4
<b>Total Enrollment</b>	<b>2180</b>



Last updated: 1/3/2019

### Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.6 %
Asian	3.5 %
Filipino	1.2 %
Hispanic or Latino	44.0 %
Native Hawaiian or Pacific Islander	0.1 %
White	47.2 %
Two or More Races	1.5 %
Other	1.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	52.9 %
English Learners	11.6 %
Students with Disabilities	10.7 %
Foster Youth	0.4 %

## A. Conditions of Learning

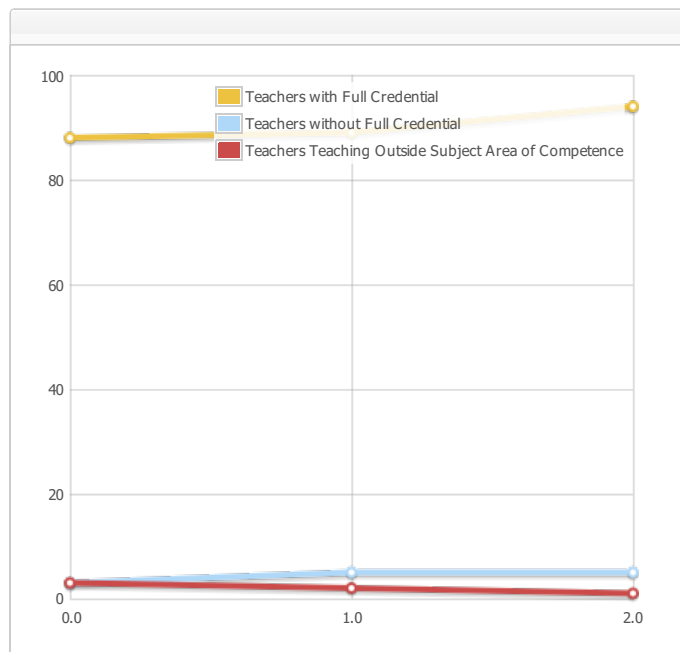
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

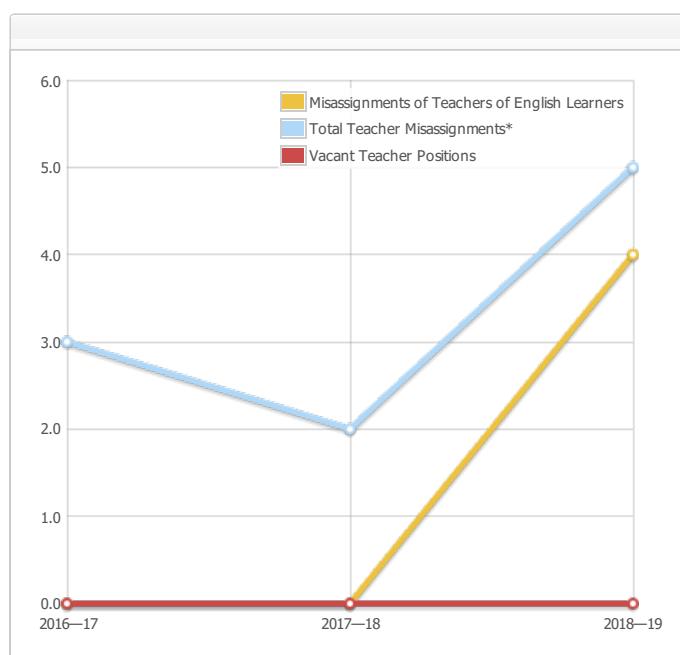
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	88	89	94	1250
Without Full Credential	3	5	5	94
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	2	1	6



Last updated: 12/21/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	4
Total Teacher Misassignments*	3	2	5
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/21/2018

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: July 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>(Grade 9 Base Core/EL Support) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 9-12 Intensive Intervention) <b>Scholastic Read 180: Next Generation</b>, Scholastic, c.2012 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 4/17/2011</p> <p>(Grade 9-12 Intensive Intervention) <b>Scholastic System 44 Next Gen</b>, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 10 Base Core/EL Support) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 11 Base Core) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 11 AP Language) <b>The Language of Composition: Reading, Writing, Rhetoric</b>, Bedford, c.2013 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016</p> <p>(Grade 11-12 Creative Writing) <b>Bedford Introduction to Literature</b>, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 12 Base Core/EL Support) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 12 - AP Language) <b>Bedford Introduction to Literature</b>, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p>		0.0 %
Mathematics	<p>(Grade 9-12 SDC) <b>Math 180</b>, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 9 Intervention) <b>Core Connections Course 3</b>, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 9-12 Base Core) <b>Core Connections: Integrated Course 1</b>, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 10-12) <b>Stats in Your World</b>, Pearson, c.2016 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017</p> <p>(Grade 10-12 Base Core) <b>Core Connections: Integrated Course 2</b>, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 10-12 Base Core) <b>Core Connections: Integrated Course 3</b>, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 11-12 AP) <b>AP The Practice of Statistics</b>, Bedford, Freeman &amp; Worth Co., c.2015 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 5/6/2014</p>		0.0 %

(Grade 12) **Precalculus**, CPM, c.2018  
 Adoption Year: 2018  
 From most recent adoption: No, Local Board Approval on 5/15/18

(Grade 12 AP) **Calculus for AP**, Cengage 2017  
 Adoption Year: 2017  
 From most recent adoption: No, Local Board Approval on 6/6/2017

## Science

0.0 %

(Grade 9) **Earth Science**, Pearson/Prentice Hall, c.2006  
 Adoption Year: 2007  
 From most recent adoption: No, Local Board Approval on 4/3/2007

(Grade 9-12) **Conceptual Physics 12th Ed.**, Pearson c.2015  
 Adoption Year: 2015  
 From most recent adoption: No, Local Board Approval on 5/5/2015

(Grade 10-12) **CA Biology**, Pearson/Prentice Hall, c.2007  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 4/3/2007

(Grade 11-12 AP) **Biology in Focus**, Pearson, c.2017  
 Adoption Year: 2016  
 From most recent adoption: No, Local Board Approval on 5/17/2016

(Grade 11-12) **Chemistry Matter & Change**, McGraw Hill, c. 2007  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12 AP) **Chemistry & Chemical Reactivity**, Cengage Learning, c.2015  
 Adoption Year: 2016  
 From most recent adoption: No, Local Board Approval on 5/17/2016

(Grade 11-12) **Holt Environmental Science**, Holt, Rinehart & Winston, c.2008  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12 AP) **Living in the Environment**, 18th ed., Cengage, c.2015  
 Adoption Year: 2016  
 From most recent adoption: No, Local Board Approval on 5/17/2016

(Grade 11-12) **Physics: Principles & Problems**, Glencoe/McGraw Hill, c.2008  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **Hole's Anatomy & Physiology**, MacMillan/McGraw, c.2019  
 Adoption Year: 2018  
 From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 11-12) **Astronomy: Journey to the Cosmic Frontier**, McGraw Hill, c.2008  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **Life on an Ocean Planet**, Current Publishing, c.2006  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 12 AP) **College Physics**, 10th Ed., Cengage Learning, c.2015  
 Adoption Year: 2016  
 From most recent adoption: No, Local Board Approval on 5/17/2016

## History-Social Science

0.0 %

(Grade 9) **World Geography: My World Interactive**, Pearson/Prentice Hall, c. 2019  
 Adoption Year: 2018  
 From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 9-12 AP) **The Cultural Landscape: An Introduction to Human Geography**, Pearson/Prentice Hall, c.2008  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 4/15/2018

(Grade 9-12 AP) **World Civilizations: The Global Experience**, Pearson, c.2017  
 Adoption Year: 2018  
 From most recent adoption: No, Local Board Approval on 3/27/2018

(Grade 9-12 AP) **Art Through the Ages: A Global History**, Cengage Learning, c. 2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 5/19/2015

(Grade 10) **World History: A Modern World**, Pearson/Prentice Hall, c.2018

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 10-12 AP) **Western Civilization Since 1300**, Cengage Learning, c.2015

Adoption Year: 2016

From most recent adoption: No, Local Board Approval on 1/12/2016

(Grade 11) **United States History: the Twentieth Century**, Pearson/Prentice Hall, c.2019

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 11 AP) **The American Pageant**, Cengage, c.2015

Adoption Year: 2014

From most recent adoption: No, Local Board Approval on 5/6/2014

(Grade 11-12) **Sociology & You**, Glencoe, c.2014

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 11-12) **Understanding Psychology**, McGraw Hill, c.2014

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 11-12 AP) **Myer's Psychology**, Bedford Freeman/Worth, c.2019

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 12) **Magruder's American Government**, Pearson/Prentice Hall, c.2018

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 12) **Economics: Principles in Action**, Pearson/Prentice Hall, c.2018

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 12 AP) **American Government and Politics Today**, Thomson Learning, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 12 AP) **Principles of Economics AP**, Thomson Learning, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

#### Foreign Language

0.0 %

(Grade 9-12 Spanish) **Que Chevere! Level 1-4**, EMC Publishing, c.2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 Spanish for Native Speakers) **Que Chevere! Level 4-5**, EMC Publishing, c.2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 AP Spanish) **Temas**, Vista Higher Learning, c.2014

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 AP Spanish Literature) **Abriendo Puertas: Ampliando Perspectivas**, HMH Co., c.2013

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 Japanese)

**Adventures in Japanese 1**, Cheng & Tsui Co., c.2004

**Adventures in Japanese 2**, Cheng & Tsui Co., c.2004

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 9-12 Japanese) **Adventures in Japanese 3**, Cheng & Tsui Co., c.2004

Adoption Year: 2013

From most recent adoption: No, Local Board Approval on 3/5/2013

<p>(Grade 9-12 French) <b>T'es Branche? Level 1-4</b>, EMC Publishing, c.2014 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 11-12 AP French) <b>Themes</b>, Vista Higher Learning, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 9-12 Italian) <b>Avanti 1-3</b>, McGraw Hill, c.2018 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 3/7/2017</p> <p>(Grade 9-12 German) <b>Komm Mit! 1</b>, Holt, Rinehart &amp; Winston, c.2006 <b>Komm Mit! 2</b>, Holt, Rinehart &amp; Winston, c.2006 <b>Komm Mit! 3</b>, Holt, Rinehart &amp; Winston, c.2006 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008</p> <p>(Grade 9-12 AP German) <b>Stationen-Ein Kursbuch Fuer die Mittelstufe</b>, Thomson &amp; Heinle, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008</p>			
Health	<p>(Grade 9-10) <b>Project Toward No Drug Abuse</b>, USC, c.2004 Adoption Year: 2005 From the most recent adoption: No, Local Board Approval on 6/7/2005</p> <p>(Grade 9-12) <b>Glencoe Health</b>, Glencoe/McGraw, c.2018 Adoption Year: 2018 From the most recent adoption: No, Local Board Approval on 5/15/2018</p>		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		N/A 0.0 %

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

Last updated: 1/23/2019



## School Facility Conditions and Planned Improvements

**AGE OF SCHOOL BUILDINGS:**

Year built 1956.

**MAINTENANCE AND REPAIR:**

The Lodi High 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. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**DEFERRED MAINTENANCE PROJECTS:** New fencing for security. 2012 Replaced various HVAC units & and completed Photovoltaic Project

**MODERNIZATION PROJECTS:** 2011 Various HVAC units were replaced. 2012 Replace various roofs and handicap wheelchair lift. 2013 Kitchen, staff lunch room, and restroom were renovated. 2015 Added new chain link fence for security and painted staff lounge. 2016 Portable restroom epoxy floors & walls, and football & soccer field were renovated. Asphalt staff rear parking lot areas were repaired. Parking Lot/Playground Safety Project. 2017 Renovated football & soccer turf field, added soccer field lighting, replaced south gym score board, poured additional concrete to track area, and repaired roofing on gym building. 2018 Added emergency security fence.

**NEW SCHOOL CONSTRUCTION PROJECTS:** N/A.

Data on school facilities was collected for Lodi High on 9/27/2018.

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 September 2018, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Lodi High. These needs include:

- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage
- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

*Last updated: 1/1/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Need to replace various HVAC units.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Good
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*Last updated: 1/1/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	56.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	46.0%	38.0%	33.0%	33.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/3/2019*

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	510	497	97.45%	55.53%
Male	241	234	97.10%	44.44%
Female	269	263	97.77%	65.40%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	20	95.24%	55.00%
Filipino	--	--	--	--
Hispanic or Latino	219	214	97.72%	44.86%
Native Hawaiian or Pacific Islander	--	--	--	--
White	238	231	97.06%	64.94%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	280	273	97.50%	43.59%
English Learners	77	75	97.40%	16.00%
Students with Disabilities	44	38	86.36%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/3/2019*

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	510	501	98.24%	37.92%
Male	241	236	97.93%	30.93%
Female	269	265	98.51%	44.15%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	21	21	100.00%	52.38%
Filipino	--	--	--	
Hispanic or Latino	219	216	98.63%	26.85%
Native Hawaiian or Pacific Islander	--	--	--	
White	238	232	97.48%	46.55%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	280	276	98.57%	25.72%
English Learners	77	77	100.00%	6.49%
Students with Disabilities	44	40	90.91%	2.50%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/3/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

*Last updated: 1/3/2019*

## Career Technical Education (CTE) Programs (School Year 2017—18)

The instructional programs at Lodi High continue to place specific emphasis on standards-based Curriculum. Classes are designed to meet the needs of our unique student population and to provide a comprehensive education for all students through a variety of programs. Academic success is facilitated by programs such as AVID (Achievement via Individual Determination), advanced placement and honors classes, two California Partnership Academies (Apple and Agriscience). Special education students are offered assessment through State, district, and site-based monitoring systems. Students also have the opportunity to participate in CTE courses at Lincoln Technical Academy, the district's CTE learning center, in which courses are designed with career and college preparation in mind.

Lodi High School encourages all students to participate in the school to career options offering comprehensive curriculum emphasizing current technical skills and work place training.

*Last updated: 1/3/2019*

## Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1033
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	58.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40.0%

*Last updated: 1/3/2019*

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	90.7%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	25.5%

*Last updated: 1/3/2019*

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2017–18)

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
9	17.8%	25.7%	20.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/3/2019*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018–19)

Parents who wish to participate in Lodi High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Bob Lofsted at (209) 331-7815.

Parents are encouraged to call the school when they have concerns about their students, grades, attendance, discipline, or other school activities. Translation is provided through the use of a Spanish-speaking community liaison. Parents are informed of school events via school correspondence, Connect Ed. messages from the principal and vice principal, school newsletter. All communication from the school is translated in Spanish. As part of the shared decision making model utilized at Lodi High School, parents have played key roles through representation on the School Site Council. The members of this Council represent the interest of parents, private business owners, educators, religious leaders and local community groups. Three major parent groups meet and discuss issues on a regular basis: School Site Council, Parent/Teacher/Student Association (PTSC), and English Language Learner's Advisory (ELAC).

*Last updated: 1/1/2019*

# State Priority: Pupil Engagement

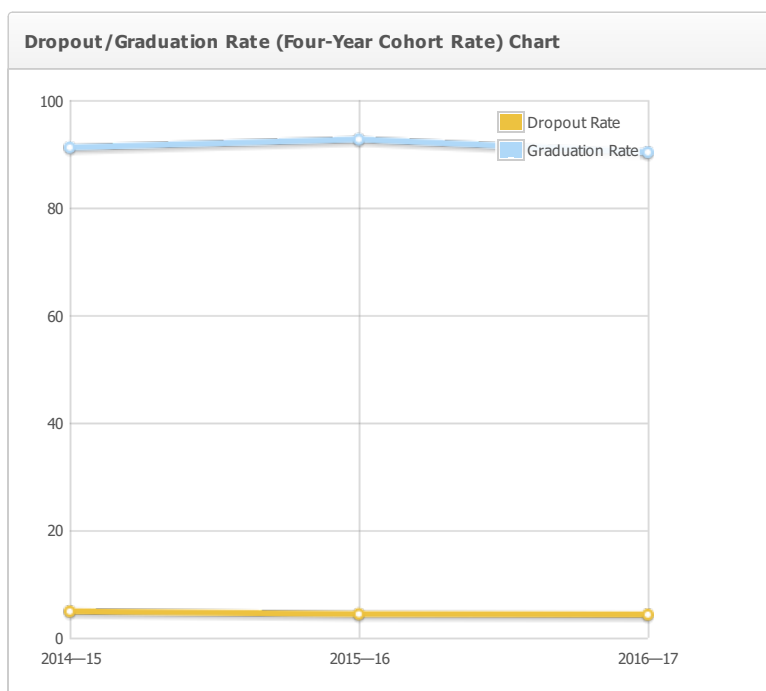
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	4.9%	4.4%	7.9%	9.4%	10.7%	9.7%
Graduation Rate	91.2%	92.7%	85.4%	84.9%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	4.3%	9.0%	9.1%
Graduation Rate	90.3%	84.1%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2019

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	88.5%	82.1%	88.7%
Black or African American	100.0%	65.2%	82.2%
American Indian or Alaska Native	100.0%	88.9%	82.8%
Asian	68.8%	86.5%	94.9%
Filipino	100.0%	89.7%	93.5%
Hispanic or Latino	87.4%	80.8%	86.5%
Native Hawaiian or Pacific Islander	0.0%	73.1%	88.6%
White	90.7%	84.9%	92.1%
Two or More Races	100.0%	88.2%	91.2%
Socioeconomically Disadvantaged	87.3%	85.0%	88.6%
English Learners	62.7%	45.7%	56.7%
Students with Disabilities	47.1%	39.6%	67.1%
Foster Youth	100.0%	41.7%	74.1%

*Last updated: 1/3/2019*



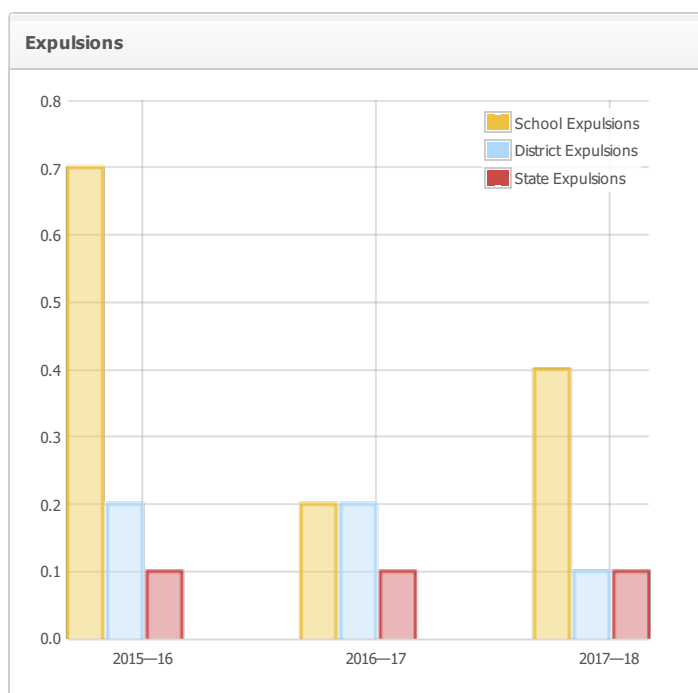
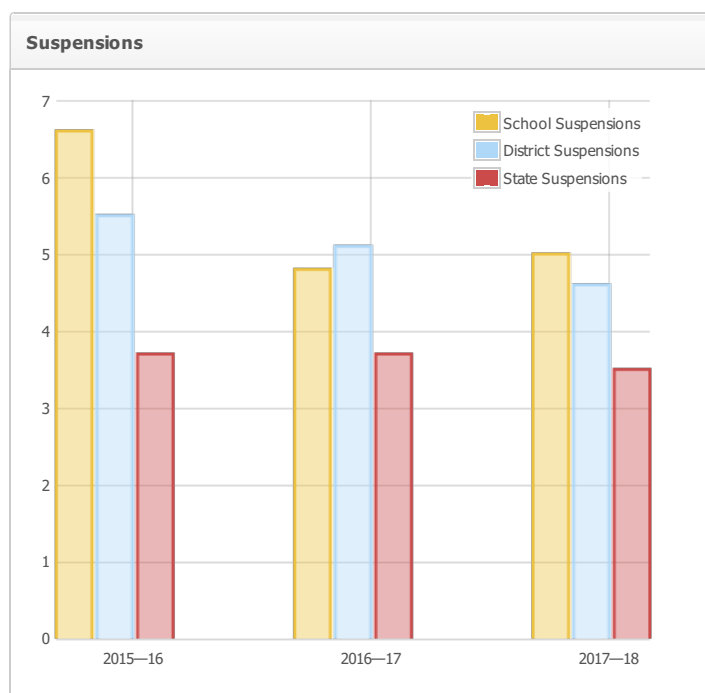
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	6.6%	4.8%	5.0%	5.5%	5.1%	4.6%	3.7%	3.7%	3.5%
Expulsions	0.7%	0.2%	0.4%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/3/2019

## School Safety Plan (School Year 2018—19)

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 10/30/2017.

Last updated: 12/28/2018

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	29	55	7
Mathematics	25.0	20	47	4
Science	25.0	12	36	1
Social Science	27.0	8	49	8

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	20	54	11
Mathematics	27.0	7	57	5
Science	28.0	6	39	3
Social Science	29.0	6	45	13

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	18	64	6
Mathematics	28.0	2	58	7
Science	26.0	9	42	2
Social Science	30.0	3	43	18

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/3/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	545.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	1.7	N/A
Social Worker	0.0	N/A
Nurse	0.8	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	6.5	N/A
Other	0.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/26/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10892.3	\$3080.6	\$7811.7	\$75819.4
District	N/A	N/A	\$7393.4	\$71664.0
Percent Difference – School Site and District	N/A	N/A	5.5%	5.6%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	9.2%	-6.3%

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

Last updated: 1/3/2019

**Types of Services Funded (Fiscal Year 2017—18)**

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either Local Control Funding Formula (LCFF) or other sources. Services vary by school and may include:

- After School Programs
- AVID Programs
- Special Education
- Counseling Services (Academic and Career)
- Extended Day/Year/Summer School
- Supplemental instructional materials
- Enrichment Programs
- Access to Technology
- Social Services
- Athletic Programs
- Program for English Learners

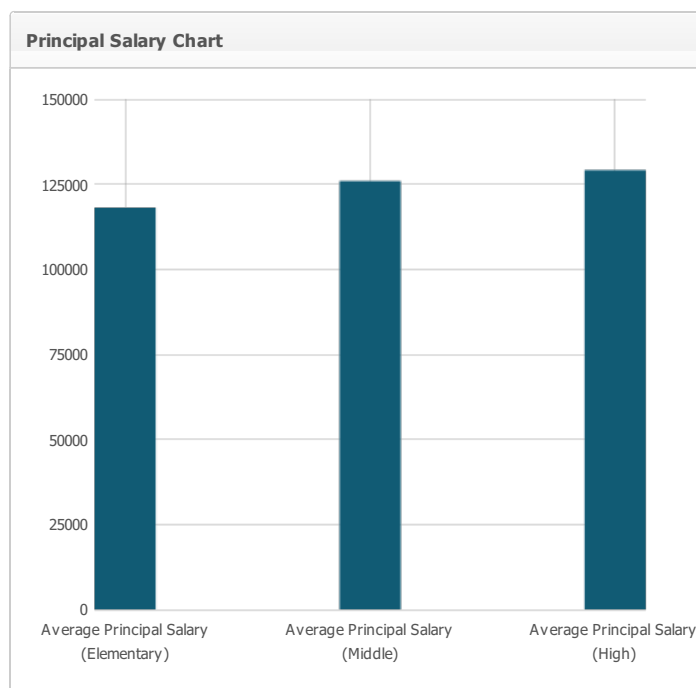
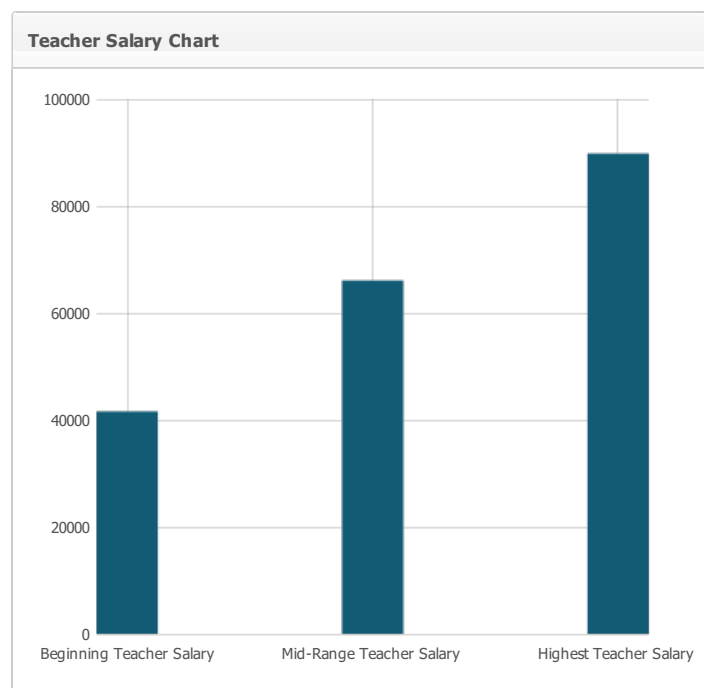
Check with the school principal to get more information about the services that are specific to the school.

Last updated: 1/3/2019

### Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,597	\$47,903
Mid-Range Teacher Salary	\$66,087	\$74,481
Highest Teacher Salary	\$89,825	\$98,269
Average Principal Salary (Elementary)	\$118,104	\$123,495
Average Principal Salary (Middle)	\$125,927	\$129,482
Average Principal Salary (High)	\$129,133	\$142,414
Superintendent Salary	\$248,676	\$271,429
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/3/2019

## Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	9	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	3	N/A
Social Science	13	N/A
All Courses	32	23.4%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/3/2019*

## Professional Development

Lodi Unified School District is committed to supporting school district staff through quality professional development. Teachers and staff receive professional development each year. A variety of data is used to determine the focus of staff development in Lodi Unified School District. Data from state assessments, district assessments and teacher and staff surveys assist us in identifying areas of concentration. Our current focus is on early literacy skills, school safety, computer science, STEAM and support for students at risk of failure. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom. We provide several programs and a variety of strategies to allow staff full access to training.

Teacher Induction Program (TIP) is available to newly credentialed teachers through the district. All Teachers participate for two days of professional development per year, attend after school workshops, conferences and are released from their classroom for professional development. Non-instructional personnel are offered training in technology, budget, and job specific content. Many Paraprofessionals take advantage of district offered training. Instructional coaches are available to work with staffs on-site in their classrooms as well as through district sponsored events.

*Last updated: 1/2/2019*