

# Plaza Robles Continuation High

## School Accountability Report Card Reported Using Data from the 2018—19 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.



### Yuri Penermon, Principal

Principal, Plaza Robles Continuation High

#### About Our School

Plaza Robles Continuation High School strives to support the high achievement of all students. Our expectation is to create lifelong learners who will become contributing and respectful members of society within a productive, supportive and nurturing environment.

#### Contact

*Plaza Robles Continuation High  
9434 Thornton Rd.  
Stockton, CA 95209-1263*

*Phone: 209-331-8071  
Email: [ypenermon@lodiUSD.net](mailto:ypenermon@lodiUSD.net)*

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Lodi Unified
<b>Phone Number</b>	(209) 331-7000
<b>Superintendent</b>	Cathy Washer
<b>Email Address</b>	<a href="mailto:cwasher@lodiUSD.net">cwasher@lodiUSD.net</a>
<b>Website</b>	<a href="http://www.lodiUSD.net">www.lodiUSD.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Plaza Robles Continuation High
<b>Street</b>	9434 Thornton Rd.
<b>City, State, Zip</b>	Stockton, Ca, 95209-1263
<b>Phone Number</b>	209-331-8071
<b>Principal</b>	Yuri Penermon, Principal
<b>Email Address</b>	<a href="mailto:ypenermon@lodiUSD.net">ypenermon@lodiUSD.net</a>
<b>County-District-School (CDS) Code</b>	39685853930278

*Last updated: 12/23/2019*

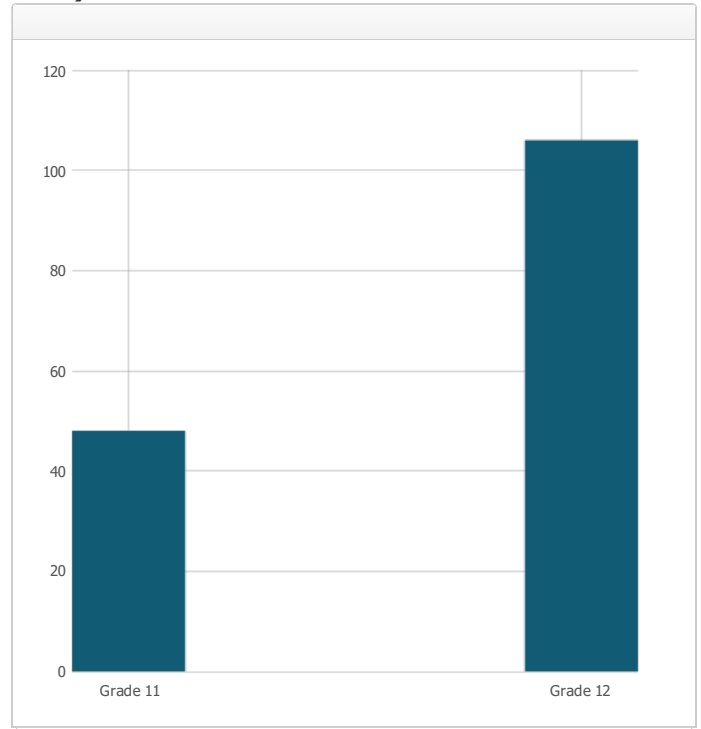
### School Description and Mission Statement (School Year 2019—20)

It is the mission of Plaza Robles High School to provide a unique educational setting to assist students in reaching their academic and personal goals. The school promotes respect for cultural diversity and inspires integrity and respect of self and others. The Plaza Robles staff gives students the time and place to Heal from previous academic difficulties, provides them with Hope for academic achievement, and Inspire them for their future success as well as provide alternative strategies for students to access the curriculum. These classroom practices foster intellectual and social development; engage students in problem solving, higher order thinking skills and learning activities that make the subject matter relevant to daily life. Furthermore, through the daily incorporation of our Schoolwide Learner Outcomes, we equip students with the skills and knowledge that empower them to be ethical, literate, responsible and contributing members of their community.

*Last updated: 12/23/2019*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 11	48
Grade 12	106
Total Enrollment	154



Last updated: 12/26/2019

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	24.00 %
American Indian or Alaska Native	0.60 %
Asian	18.20 %
Filipino	5.20 %
Hispanic or Latino	35.10 %
Native Hawaiian or Pacific Islander	1.90 %
White	9.70 %
Two or More Races	1.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.80 %
English Learners	22.10 %
Students with Disabilities	26.60 %
Foster Youth	2.60 %
Homeless	1.90 %

## A. Conditions of Learning

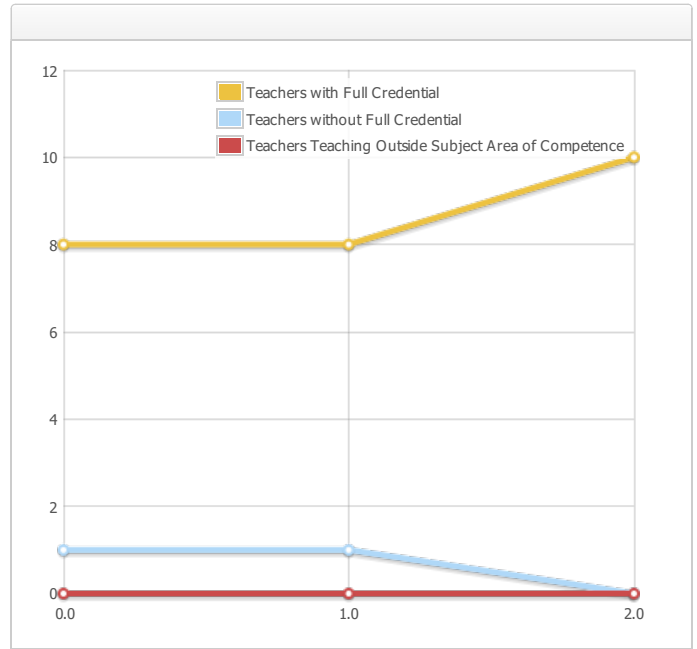
### State Priority: Basic

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

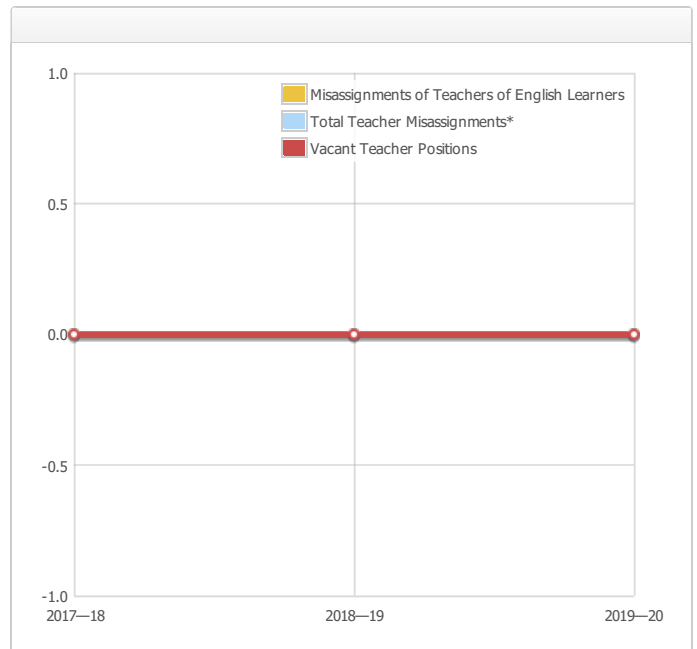
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	8	8	10	1245
Without Full Credential	1	1	0	97
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16



Last updated: 12/23/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/24/2019

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: July 2019

Subject	Textbooks and Other 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>		0.00 %
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>		0.00 %

(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

0.00 %

(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

0.00 %

(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.2017  
 Adoption Year: 2017  
 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

0.00 %

(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>			0.00 %
Visual and Performing Arts	N/A			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		N/A	0.0 %

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

Last updated: 12/26/2019



## School Facility Conditions and Planned Improvements

### AGE OF SCHOOL BUILDINGS:

Year built 1991.

### MAINTENANCE AND REPAIR:

The Plaza Robles 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. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### DEFERRED MAINTENANCE PROJECTS: N/A

MODERNIZATION PROJECTS: 2014 Re-roofed school & added new rod iron gates. 2015 Prop 39 Lighting Retrofit and HVAC controls completed. Access control and cameras added for security. Replaced flooring in office and various rooms.

### NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Plaza Robles High on 10/8/2019.

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 2019, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Plaza Robles 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: 12/27/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Need new HVAC equipment in various rooms. Report shows pending status.
<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: October 2019

Overall Rating	Good
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*Last updated: 12/27/2019*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	19.0%	25.0%	44.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	2.0%	0.0%	33.0%	34.0%	38.0%	39.0%

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: 1/7/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	63	94.03%	5.97%	25.40%
Male	41	38	92.68%	7.32%	15.79%
Female	26	25	96.15%	3.85%	40.00%
Black or African American	14	12	85.71%	14.29%	25.00%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	25	25	100.00%	0.00%	32.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	57	53	92.98%	7.02%	26.42%
English Learners	13	11	84.62%	15.38%	0.00%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/7/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	63	94.03%	5.97%	0.00%
Male	41	38	92.68%	7.32%	0.00%
Female	26	25	96.15%	3.85%	0.00%
Black or African American	14	12	85.71%	14.29%	0.00%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	25	25	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	57	53	92.98%	7.02%	0.00%
English Learners	13	11	84.62%	15.38%	0.00%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/7/2020*

**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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/3/2020*

**Career Technical Education (CTE) Programs (School Year 2018—19)**

Programs and courses offered at Plaza are designed to improve student achievement and success, while continuing to place specific emphasis on the standards-based curriculum. Plaza Robles High students are offered the opportunity to participate in the Microsoft Office Certification course on this campus which is a CTE course designed with career and college preparation in mind.

*Last updated: 1/2/2020*

**Career Technical Education (CTE) Participation (School Year 2018—19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	20
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40.00%

*Last updated: 1/3/2020*

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	77.27%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

*Last updated: 1/3/2020*

## 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 2018—19)

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	--	--	--

Note: 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.

*Last updated: 1/21/2020*

## 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 2019—20)

Parents who wish to participate in Plaza Robles High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Yuri Penermon at (209) 953-8068.

Parents are always welcome at Plaza Robles High School. Parents have multiple opportunities to take an active part in their child's education. English Language Learners Advisory Committee (ELAC), and the School Site Council (SSC) are two school based parent involvement committees that are currently in operation. In addition to the ELAC and SSC Plaza Robles Administration and Counseling Staff are always available to meet with parents and students to provide information and support in helping students be successful. The meetings are informal and designed to give the parents and guardians of our students the opportunity to ask questions and learn about Plaza Robles and how we can work together for the success of their student.

*Last updated: 12/23/2019*

# State Priority: Pupil Engagement

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

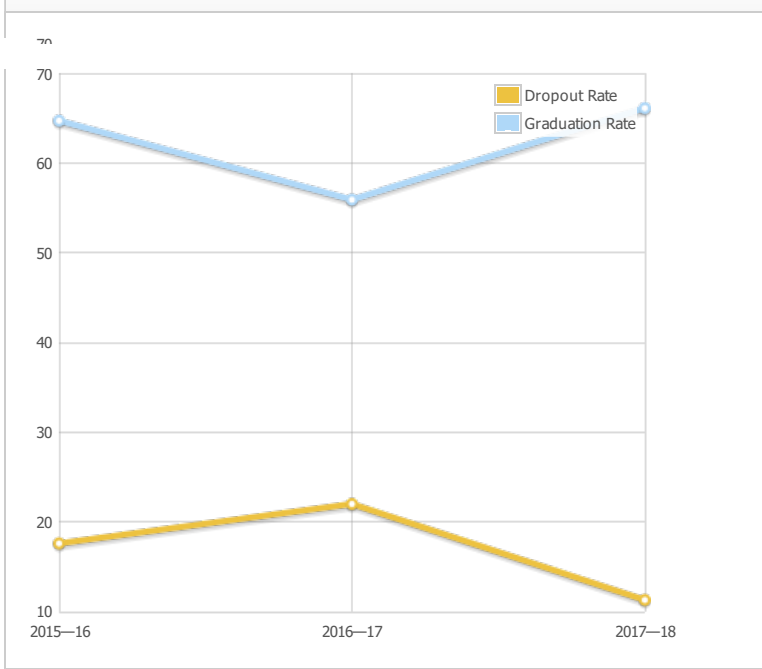
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	17.60%	9.40%	9.70%
Graduation Rate	64.70%	84.90%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	22.00%	11.30%	9.00%	8.50%	9.10%	9.60%
Graduation Rate	55.90%	66.10%	84.10%	85.60%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/26/2019

# 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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	9.90%	10.60%	10.70%	5.10%	4.60%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.50%	0.00%	0.00%	0.20%	0.10%	0.20%	0.10%	0.10%	0.10%

*Last updated: 12/27/2019*

## School Safety Plan (School Year 2019—20)

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 12/15/2017.

*Last updated: 1/9/2020*



## 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	10.00	21		
Mathematics	7.00	13		
Science	6.00	12		
Social Science	9.00	22	1	

\* 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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	11.00	24	1	
Mathematics	12.00	8		
Science	6.00	9		
Social Science	10.00	22		

\* 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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	9.00	19	2	
Mathematics	11.00	8		
Science	7.00	11		
Social Science	8.00	26	1	

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

*Last updated: 12/27/2019*

### Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	154.00

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 12/27/2019*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	0.22
Social Worker	0.00
Nurse	0.05
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.09

\*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: 1/21/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14905.50	\$3623.10	\$11282.40	\$71593.80
District	N/A	N/A	\$7675.10	\$73304.00
Percent Difference – School Site and District	N/A	N/A	38.10%	-2.40%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	40.20%	-14.00%

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

*Last updated: 1/9/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

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

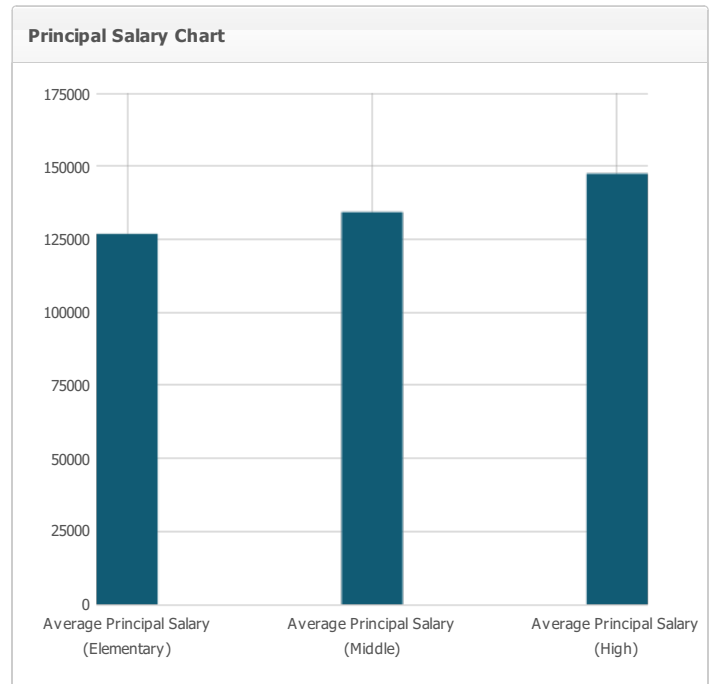
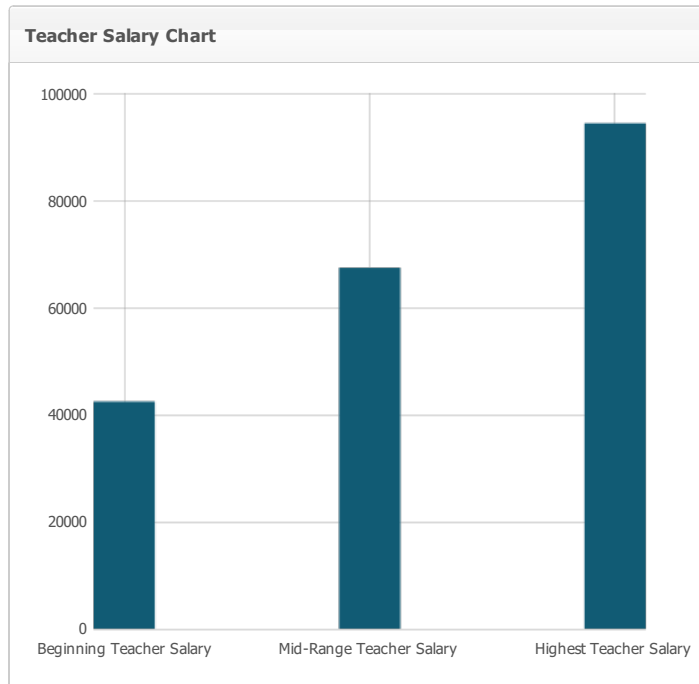
Check with the school principal to get more information about the services that are specific to the school.

*Last updated: 12/27/2019*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,429	\$48,612
Mid-Range Teacher Salary	\$67,409	\$74,676
Highest Teacher Salary	\$94,369	\$99,791
Average Principal Salary (Elementary)	\$126,817	\$125,830
Average Principal Salary (Middle)	\$134,286	\$131,167
Average Principal Salary (High)	\$147,458	\$144,822
Superintendent Salary	\$258,723	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/9/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

*Last updated: 12/27/2019*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

*Last updated: 12/27/2019*