

# Plaza Robles Continuation High

## School Accountability Report Card Reported Using Data from the 2019–2020 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).

### 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.



### Enrique Avalos, 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: [eavalos@lodiussd.net](mailto:eavalos@lodiussd.net)*

## About This School

### Contact Information (School Year 2020-21)

| District Contact Information (School Year 2020-21) |  |
|--|--|
| <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 2020-21) |  |
|--|--|
| <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>                                 | Enrique Avalos, Principal                                    |
| <b>Email Address</b>                             | <a href="mailto:eavalos@lodiUSD.net">eavalos@lodiUSD.net</a> |
| <b>County-District-School (CDS) Code</b>         | 39685853930278   |

*Last updated: 1/6/2021*

### School Description and Mission Statement (School Year 2020-21)

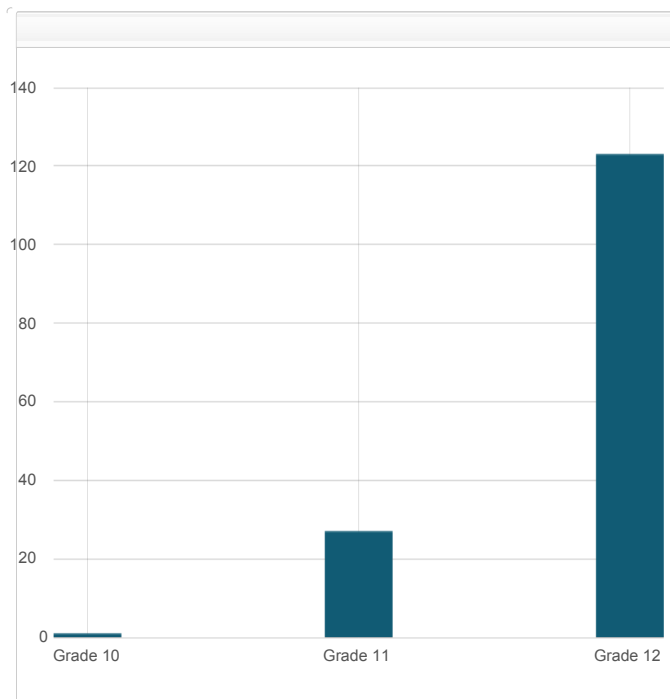
It is the mission of Plaza Robles High School to provide a unique educational setting to assist students in reaching their academic and personal goals. The school promotes respect for cultural diversity and inspires integrity and respect of self and others. The Plaza Robles staff gives students the time 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: 1/20/2021*

## Student Enrollment by Grade Level (School Year 2019–2020)

2019-20 SARC - Plaza Robles Continuation High

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 7          | 1                  |
| Grade 8          | 27                 |
| Grade 9          | 123                |
|                  |                    |
| Total Enrollment | 151                |



Last updated: 1/19/2021

## Student Enrollment by Student Group (School Year 2019–2020)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 23.20 %                     |
| American Indian or Alaska Native    | 0.70 %                      |
| Asian                               | 19.20 %                     |
| Filipino                            | 4.60 %                      |
| Hispanic or Latino                  | 33.80 %                     |
| Native Hawaiian or Pacific Islander | 2.00 %                      |
| White                               | 11.90 %                     |
| Two or More Races                   | 2.00 %                      |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 74.20 %                     |
| English Learners                    | 20.50 %                     |
| Students with Disabilities          | 33.10 %                     |
| Foster Youth                        | 1.30 %                      |
| Homeless                            | 2.00 %                      |

## A. Conditions of Learning

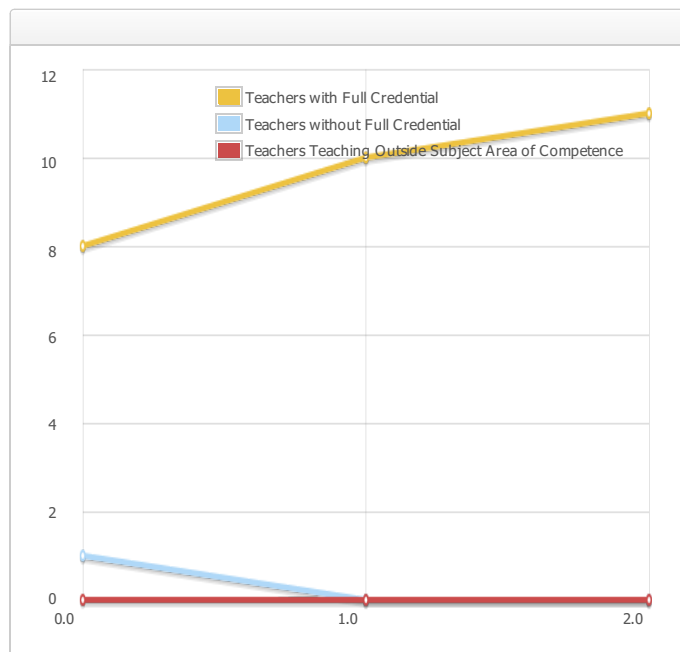
### State Priority: Basic

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

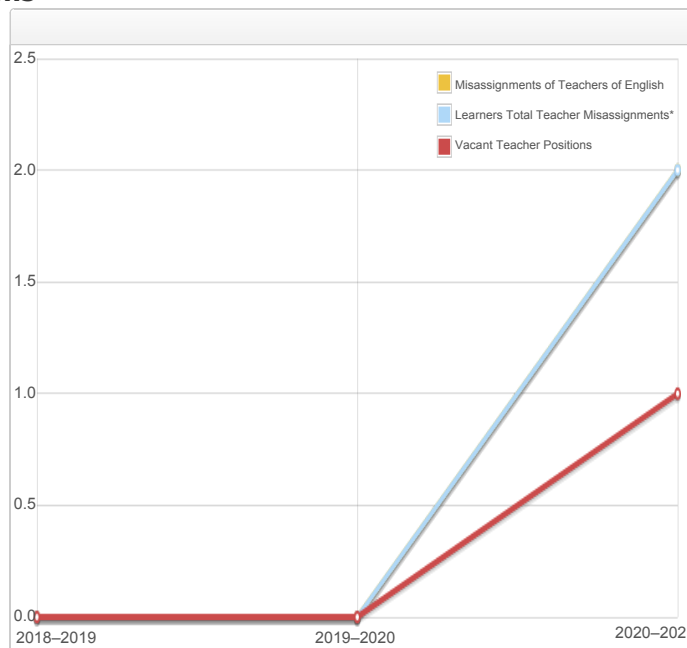
| Teachers  | School<br>2018–2019 | School<br>2019–2020 | School<br>2020–2021 | District<br>2020–2021 |
|---|---------------------|---------------------|---------------------|-----------------------|
| With Full Credential  | 8                   | 10                  | 11                  | 1274                  |
| Without Full Credential   | 1                   | 0                   | 0                   | 72                    |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0                   | 0                   | 0                   | 11                    |



Last updated: 1/5/2021

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018–2019 | 2019–2020 | 2020–2021 |
|--|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0         | 0         | 2         |
| Total Teacher Misassignments*                  | 0         | 0         | 2         |
| Vacant Teacher Positions                       | 0         | 0         | 1         |



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: 1/5/2021

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-21)

Year and month in which the data were collected: July 2020

| 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<br/>Adoption Year: 2016<br/>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<br/>Adoption Year: 2011<br/>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<br/>Adoption Year: 2014<br/>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<br/>Adoption Year: 2016<br/>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<br/>Adoption Year: 2016<br/>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<br/>Adoption Year: 2016<br/>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<br/>Adoption Year: 2007<br/>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<br/>Adoption Year: 2016<br/>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<br/>Adoption Year: 2007<br/>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<br/>Adoption Year: 2014<br/>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<br/>Adoption Year: 2014<br/>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<br/>Adoption Year: 2014<br/>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<br/>Adoption Year: 2017<br/>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<br/>Adoption Year: 2014<br/>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<br/>Adoption Year: 2014<br/>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<br/>Adoption Year: 2014<br/>From most recent adoption: No, Local Board Approval on 5/6/2014</p>   |                            | 0.00 %                                     |

| Subject | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|--|----------------------------|--|
|         | <p>(Grade 12) <b>Precalculus</b>, CPM, c.2018<br/>Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 5/15/18</p> <p>(Grade 12 AP) <b>Calculus for AP</b>, Cengage 2017<br/>Adoption Year: 2017<br/>From most recent adoption: No, Local Board Approval on 6/6/2017</p> <p>(Grade 11-12) <b>Math for Financial Literacy</b>, Goodheart &amp; Wilcox, 2013<br/>Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 5/15/18</p> <p>(Grade 11-12) <b>Personal Financial Literacy</b>, Pearson, 2014<br/>Adoption Year: 2016<br/>From most recent adoption: No, Local Board Approval on 4/5/16</p>   |                            |  |
| Science | <p>(Grade 9) <b>Inspire Earth Science</b>, McGraw Hill, c.2020<br/>Adoption Year: 2020<br/>From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 9-12) <b>Physics of the Universe</b>, Discovery Ed., c.2019<br/>Adoption Year: 2020<br/>From most recent adoption: No, Local Board Approval on 7/7/2020</p> <p>(Grade 9-12) <b>Inquiry Into Life, McGraw Hill.</b>, c.2020<br/>Adoption Year: 2020<br/>From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 9-12) <b>CA Inspire Chemistry</b>, McGraw Hill., c.2020<br/>Adoption Year: 2020<br/>From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 10-12) <b>CA Inspire Biology</b>, McGraw Hill, c.2020<br/>Adoption Year: 2020<br/>From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 11-12 AP) <b>Biology in Focus</b>, Pearson, c.2017<br/>Adoption Year: 2016<br/>From most recent adoption: No, Local Board Approval on 5/17/2016</p> <p>(Grade 11-12) <b>CA Inspire Chemistry</b>, McGraw Hill, c. 2020<br/>Adoption Year: 2020<br/>From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 11-12 AP) <b>Chemistry &amp; Chemical Reactivity</b>, Cengage Learning, c.2015<br/>Adoption Year: 2016<br/>From most recent adoption: No, Local Board Approval on 5/17/2016</p> <p>(Grade 11-12) <b>Holt Environmental Science</b>, Holt, Rinehart &amp; Winston, c.2008<br/>Adoption Year: 2008<br/>From most recent adoption: No, Local Board Approval on 5/6/2008</p> <p>(Grade 11-12 AP) <b>Living in the Environment</b>, 18th ed., Cengage, c.2015<br/>Adoption Year: 2016<br/>From most recent adoption: No, Local Board Approval on 5/17/2016</p> <p>(Grade 11-12) <b>CA Inspire Physics</b>, McGraw Hill, c.2020<br/>Adoption Year: 2020<br/>From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 11-12) <b>Hole's Anatomy &amp; Physiology</b>, MacMillan/McGraw, c.2019<br/>Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11-12) <b>Astronomy: Journey to the Cosmic Frontier</b>, McGraw Hill, c.2008<br/>Adoption Year: 2008<br/>From most recent adoption: No, Local Board Approval on 5/6/2008</p> <p>(Grade 11-12) <b>Life on an Ocean Planet</b>, Current Publishing, c.2006<br/>Adoption Year: 2008<br/>From most recent adoption: No, Local Board Approval on 5/6/2008</p> <p>(Grade 12 AP) <b>College Physics, 10th Ed.</b>, Cengage Learning, c.2015<br/>Adoption Year: 2016<br/>From most recent adoption: No, Local Board Approval on 5/17/2016</p> |                            | 0.00 %                                     |

| Subject                | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| History-Social Science | <p>(Grade 9) <b>World Geography: My World Interactive</b>, Pearson/Prentice Hall, c. 2019<br/>Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 9-12 AP) <b>The Cultural Landscape: An Introduction to Human Geography</b>, Pearson/Prentice Hall, c.2008<br/>Adoption Year: 2008<br/>From most recent adoption: No, Local Board Approval on 4/15/2008</p> <p>(Grade 9-12 AP) <b>World Civilizations: The Global Experience</b>, Pearson, c.2017 Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 3/27/2018</p> <p>(Grade 9-12 AP) <b>Art Through the Ages: A Global History</b>, Cengage Learning, c. 2016<br/>Adoption Year: 2015<br/>From most recent adoption: No, Local Board Approval on 5/19/2015</p> <p>(Grade 10) <b>World History: A Modern World</b>, Pearson/Prentice Hall, c.2018<br/>Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 10-12 AP) <b>Western Civilization Since 1300</b>, Cengage Learning, c.2015<br/>Adoption Year: 2016<br/>From most recent adoption: No, Local Board Approval on 1/12/2016</p> <p>(Grade 11) <b>United States History: the Twentieth Century</b>, Pearson/Prentice Hall, c.2019<br/>Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11 AP) <b>The American Pageant</b>, Cengage, c.2015<br/>Adoption Year: 2014<br/>From most recent adoption: No, Local Board Approval on 5/6/2014</p> <p>(Grade 11-12) <b>Sociology &amp; You</b>, Glencoe, c.2014<br/>Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11-12) <b>Understanding Psychology</b>, McGraw Hill, c.2014<br/>Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11-12 AP) <b>Myer's Psychology</b>, Bedford Freeman/Worth, c.2019<br/>Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 12) <b>Magruder's American Government</b>, Pearson/Prentice Hall, c.2018<br/>Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 12) <b>Economics: Principles in Action</b>, Pearson/Prentice Hall, c.2018<br/>Adoption Year: 2018<br/>From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 12 AP) <b>American Government and Politics Today</b>, Thomson Learning, c.2007<br/>Adoption Year: 2007<br/>From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 12 AP) <b>Principles of Economics AP</b>, Thomson Learning, c.2007<br/>Adoption Year: 2007<br/>From most recent adoption: No, Local Board Approval on 4/17/2007</p> |                            | 0.00 %                                     |
| Foreign Language       | <p>(Grade 9-12 Spanish) <b>Que Chevere! Level 1-4</b>, EMC Publishing, c.2016<br/>Adoption Year: 2015<br/>From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 9-12 Spanish for Native Speakers) <b>Galeria 1-2</b>, Vista Higher Learning, c.2020<br/>Adoption Year: 2020<br/>From most recent adoption: No, Local Board Approval on 6/2/2020</p> <p>(Grade 9-12 AP Spanish) <b>Temas</b>, Vista Higher Learning, c.2014<br/>Adoption Year: 2015<br/>From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 9-12 AP Spanish Literature) <b>Abriendo Puertas: Ampliando Perspectivas</b>, HMH Co., c.2013<br/>Adoption Year: 2015<br/>From most recent adoption: No, Local Board Approval on 6/2/2015</p>   |                            | 0.00 %                                     |

| Subject                         | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|----------------------------|--|
|                                 | <p>(Grade 9-12 Japanese)<br/> <b>Adventures in Japanese 1</b>, Cheng &amp; Tsui Co., c.2015 <b>Adventures in Japanese 2</b>, Cheng &amp; Tsui Co., c.2015<br/> Adoption Year: 2020<br/> From most recent adoption: No, Local Board Approval on 2/18/2020</p> <p>(Grade 9-12 Japanese) <b>Adventures in Japanese 3</b>, Cheng &amp; Tsui Co., c.2017<br/> Adoption Year: 2020<br/> From most recent adoption: No, Local Board Approval on 2/18/2020</p> <p>(Grade 9-12 French) <b>T'es Branche? Level 1-4</b>, EMC Publishing, c.2014<br/> Adoption Year: 2015<br/> 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<br/> Adoption Year: 2015<br/> 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<br/> Adoption Year: 2017<br/> From most recent adoption: No, Local Board Approval on 3/7/2017</p> <p>(Grade 9-12 German)<br/> <b>Komm Mit! 1</b>, Holt, Rinehart &amp; Winston, c.2006<br/> <b>Komm Mit! 2</b>, Holt, Rinehart &amp; Winston, c.2006<br/> <b>Komm Mit! 3</b>, Holt, Rinehart &amp; Winston, c.2006<br/> Adoption Year: 2008<br/> 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<br/> Adoption Year: 2008<br/> 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<br/> Adoption Year: 2005<br/> 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<br/> Adoption Year: 2018<br/> From the most recent adoption: No, Local Board Approval on 5/15/2018</p> <p>(Grade 7-12) <b>FLASH Curriculum</b>, King County Public Health, c.2019<br/> Adoption Year: 2020<br/> From the most recent adoption: Yes</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: 1/24/2021



## 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 PROJECT S: N/A

MODERNIZATION PROJECT S: 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 PROJECT S: N/A

Data on school facilities was collected for Plaza Robles High on 10/8/2020.

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 2020, 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: 1/12/2021

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2020

| 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 2020

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/6/2021

## 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<br>2018–2019 | School<br>2019–2020 | District<br>2018–2019 | District<br>2019–2020 | State<br>2018–2019 | State<br>2019–2020 |
|--|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 25.0%               | N/A                 | 45.0%                 | N/A                   | 50%                | N/A                |
| Mathematics (grades 3-8 and 11)                      | 0.0%                | N/A                 | 34.0%                 | N/A                   | 39%                | N/A                |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year. 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: 1/18/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Male  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Female  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Black or African American                     | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| American Indian or Alaska Native              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Asian   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Filipino                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Hispanic or Latino                            | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Native Hawaiian or Pacific Islander           | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| White   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Two or More Races                             | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Socioeconomically Disadvantaged               | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| English Learners                              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Students with Disabilities                    | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Students Receiving Migrant Education Services | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Foster Youth                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Homeless                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/18/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/18/2021*

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

| <b>Subject</b>                         | <b>School<br/>2018–2019</b> | <b>School<br/>2019–2020</b> | <b>District<br/>2018–2019</b> | <b>District<br/>2019–2020</b> | <b>State<br/>2018–2019</b> | <b>State<br/>2019–2020</b> |
|--|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Science (grades 5, 8, and high school) | 3                           | N/A                         | 25                            | N/A                           | 30                         | N/A                        |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/21/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Male  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Female  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Black or African American                     | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| American Indian or Alaska Native              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Asian   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Filipino                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Hispanic or Latino                            | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Native Hawaiian or Pacific Islander           | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| White   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Two or More Races                             | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Socioeconomically Disadvantaged               | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| English Learners                              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Students with Disabilities                    | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Students Receiving Migrant Education Services | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Foster Youth                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Homeless                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/18/2021*

**Career Technical Education (CTE) Programs (School Year 2019–2020)**

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: 1/18/2021*

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 24                        |
| 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 | 100.00%                   |

*Last updated: 1/23/2021*

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission          | 70.86%  |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00%   |

*Last updated: 1/23/2021*

## 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 2019–2020)

| 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           | N/A  | N/A  | N/A   |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated:  
1/18/2021*

## 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 2020–2021)

Parents who wish to participate in Plaza Robles High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Enrique Avalos 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: 1/26/2021*

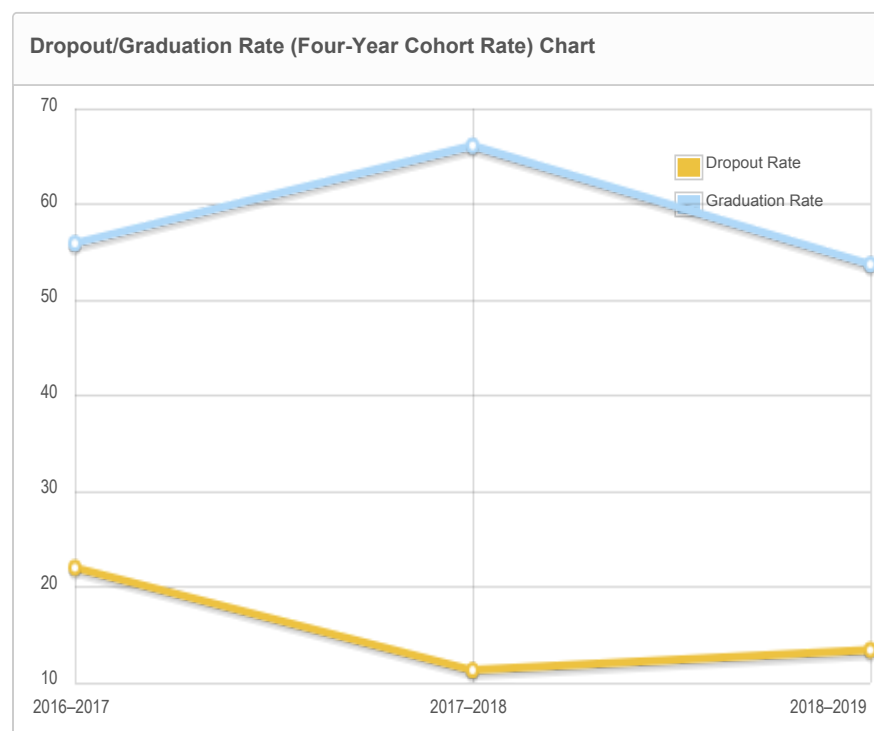
## State Priority: Pupil Engagement

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<br>2016–2017 | School<br>2017–2018 | School<br>2018–2019 | District<br>2016–2017 | District<br>2017–2018 | District<br>2018–2019 | State<br>2016–2017 | State<br>2017–2018 | State<br>2018–2019 |
|-----------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|-----------------------|--------------------|--------------------|--------------------|
| Dropout Rate    | 22.00%              | 11.30%              | 13.40%              | 9.00%                 | 8.50%                 | 5.30%                 | 9.10%              | 9.60%              | 9.00%              |
| Graduation Rate | 55.90%              | 66.10%              | 53.70%              | 84.10%                | 85.60%                | 89.40%                | 82.70%             | 83.00%             | 84.50%             |



Last updated: 1/23/2021



# 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

(data collected between July through June, each full school year respectively)

| Rate        | School<br>2017–2018 | School<br>2018–2019 | District<br>2017–2018 | District<br>2018–2019 | State<br>2017–2018 | State<br>2018–2019 |
|-------------|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Suspensions | 10.60%              | 10.70%              | 4.60%                 | 5.00%                 | 3.50%              | 3.50%              |
| Expulsions  | 0.00%               | 0.00%               | 0.10%                 | 0.20%                 | 0.10%              | 0.10%              |

## Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School<br>2019–2020 | District<br>2019–2020 | State<br>2019–2020 |
|-------------|---------------------|-----------------------|--------------------|
| Suspensions | 4.64%               | 4.86%                 | 2.50%              |
| Expulsions  | —                   | 0.14%                 | 0.10%              |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/22/2021*

## School Safety Plan (School Year 2020–2021)

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 01/22/2020.

*Last updated: 1/21/2021*

## 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 2017–2018)

| Subject        | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>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 2018–2019)

| Subject        | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

| Subject        | Average Class Size | Number of Classes *<br>1-22 | Number of Classes *<br>23-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 8.00               | 23                          | 1                            |                            |
| Mathematics    | 12.00              | 7                           | 2                            |                            |
| Science        | 4.00               | 10                          |                              |                            |
| Social Science | 7.00               | 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: 1/23/2021

### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| Title                         | Ratio** |
|-------------------------------|---------|
| Pupils to Academic Counselor* | 151.0   |

\*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: 1/19/2021

**Student Support Services Staff (School Year 2019–2020)**

| <b>Title</b>  | <b>Number of FTE* Assigned to School</b> |
|---|--|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00                                     |
| Library Media Teacher (Librarian)                             | 0.00                                     |
| Library Media Services Staff (Paraprofessional)               | 0.25                                     |
| Psychologist  | 0.25                                     |
| Social Worker   | 0.00                                     |
| Nurse   | 0.05                                     |
| Speech/Language/Hearing Specialist                            | 0.00                                     |
| Resource Specialist (non-teaching)                            | 0.50                                     |
| 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: 1/24/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

| <b>Level</b>                                  | <b>Total Expenditures Per Pupil</b> | <b>Expenditures Per Pupil (Restricted)</b> | <b>Expenditures Per Pupil (Unrestricted)</b> | <b>Average Teacher Salary</b> |
|---|-------------------------------------|--|--|-------------------------------|
| School Site                                   | \$15282.10                          | \$4757.10                                  | \$10525.00                                   | \$71022.30                    |
| District                                      | N/A                                 | N/A  | \$8143.10                                    | \$75702.00                    |
| Percent Difference – School Site and District | N/A                                 | N/A  | 25.50%                                       | -6.40%                        |
| State   | N/A                                 | N/A  | \$7750.12                                    | \$83052.00                    |
| Percent Difference – School Site and State    | N/A                                 | N/A  | 30.40%                                       | -15.60%                       |

*Last updated: 1/20/2021*

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

**Types of Services Funded (Fiscal Year 2019–2020)**

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

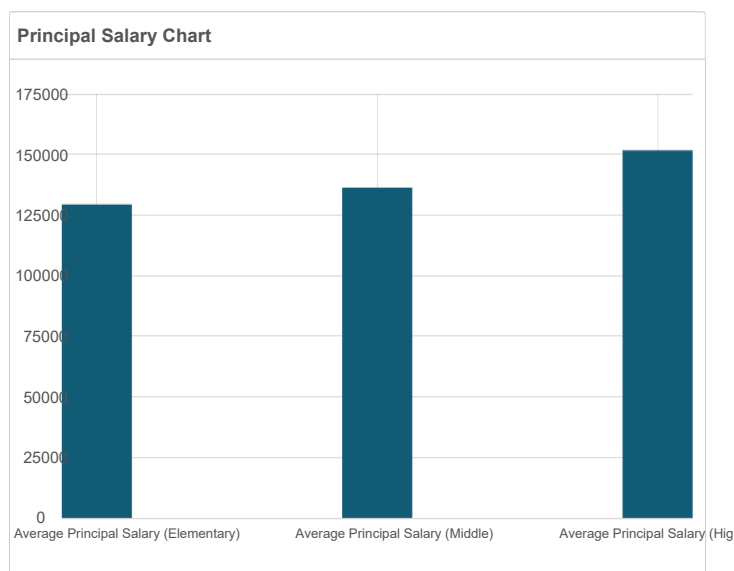
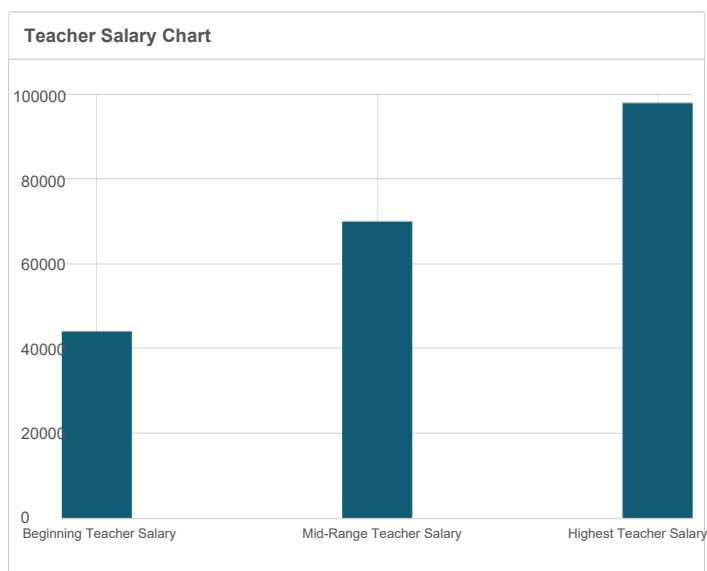
Check with the school principal to get more information about the services that are specific to the school.

*Last updated: 1/5/2021*

## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,999        | \$50,029                                     |
| Mid-Range Teacher Salary                      | \$69,903        | \$77,680                                     |
| Highest Teacher Salary                        | \$97,861        | \$102,143                                    |
| Average Principal Salary (Elementary)         | \$129,353       | \$128,526                                    |
| Average Principal Salary (Middle)             | \$136,291       | \$133,574                                    |
| Average Principal Salary (High)               | \$151,703       | \$147,006                                    |
| Superintendent Salary                         | \$268,296       | \$284,736                                    |
| Percent of Budget for Teacher Salaries        | 31.00%          | 33.00%                                       |
| Percent of Budget for Administrative Salaries | 4.00%           | 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: 1/21/2021

## Professional Development

| Measure   | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2         | 2         | 2         |