

# Lodi High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Lodi High School
<b>Street</b>	3 South Pacific Ave.
<b>City, State, Zip</b>	Lodi, CA 95242
<b>Phone Number</b>	209-331-7695
<b>Principal</b>	Jesus Marron
<b>Email Address</b>	jmarron@lodiUSD.net
<b>School Website</b>	lodihigh.lodiUSD.net
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	39685853934783

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

Lodi High School, serving grades 9-12, is one of four comprehensive high schools in a community of approximately 67,000 people. While the present site was built in 1958, Lodi High School began classes on September 8, 1896, and celebrated its centennial birthday during the 1996-97 school year. The school has also been in the process of a remodel and rebuild over the past several years, with the addition of 66 new classrooms opening this school year.

Lodi High students are challenged by a strong academic curriculum with opportunities in the arts, agriculture, business and computer education, family and consumer education, industrial education, physical education, and speech. A strong CTE

program in vocational and career path training includes key areas such as agriculture, technology, law enforcement, fire science, business, graphic design, industrial arts, medical/dental, as well as other offerings. The work experience program provides school-to-career opportunities. Academies, PLC's (Professional Learning Communities), and AVID (Advancement Via Individualized Determination) provide students with academic and career emphasis. A wide range of co-curriculum experiences supplements the classroom program for students, including 11 (boys and girls) varsity sports and a variety of service, academic, and curriculum-related clubs. Lodi High School places a premium on maintaining a school environment that promotes student self-esteem, connection, and safety. Conflict management provides peer counseling and assistance to students. A full-time school resource officer, in addition to 6 full-time campus supervisors provide a safe climate. Safety, cleanliness, and maintenance of our facilities are high priorities as well.

The staff regularly inspects the campus and requests repairs as needed. Administrators and classified personnel consistently monitor campus activities to provide direction and supervision of our students. The safety of students is the school's first priority, and the progressive discipline policy is strictly enforced. The school passed a mid-cycle accreditation review by the Western Association of Schools and Colleges (WASC) in the spring of 2020. The committee found significant progress being made in most growth areas identified by the school's focus teams.

**Vision/Mission Statement:**

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

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	485
Grade 10	503
Grade 11	517
Grade 12	485
<b>Total Enrollment</b>	<b>1,990</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	50.7
American Indian or Alaska Native	0.4
Asian	4
Black or African American	0.4
Filipino	0.6
Hispanic or Latino	50.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.3
White	38.6
English Learners	11.8
Foster Youth	0.2
Homeless	1.3
Migrant	0.9
Socioeconomically Disadvantaged	60.7
Students with Disabilities	14

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	84.40	78.62	1289.60	83.44	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.90	2.72	64.90	4.20	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.10	5.75	54.90	3.55	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	0.92	52.40	3.39	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	12.80	11.97	83.50	5.41	18854.30	6.86
<b>Total Teaching Positions</b>	107.30	100.00	1545.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	86.10	80.31	1281.60	82.81	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	4.50	4.27	60.60	3.92	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	9.80	9.17	83.10	5.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	1.57	49.60	3.21	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	5.00	4.67	72.50	4.69	15831.90	5.67
<b>Total Teaching Positions</b>	107.20	100.00	1547.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	88.20	80.84	1226.00	81.46	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	4.00	3.67	56.30	3.74	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	7.40	6.80	96.20	6.39	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	1.21	53.40	3.55	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	8.10	7.47	73.00	4.85	14303.80	5.15
<b>Total Teaching Positions</b>	109.10	100.00	1505.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	1.00	1
<b>Misassignments</b>	6.10	8.80	6.4
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	6.10	9.80	7.4

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.90	1.60	1.3
<b>Total Out-of-Field Teachers</b>	0.90	1.60	1.3

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.80	7.3	7.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.80	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	(Grade 9 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		0.0%
	(Grade 9-12 Intensive Intervention) Scholastic Read 180: Next Generation, Scholastic, c.2012 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 4/17/2011		
	(Grade 9-12 Intensive Intervention) Scholastic System 44 Next Gen, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014		
	(Grade 10 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 11 Base Core) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 11 AP Language) The Language of Composition: Reading, Writing, Rhetoric, Bedford, c.2013 Adoption Year: 2016		

	<p>From most recent adoption: No, Local Board Approval on 1/12/2016</p> <p>(Grade 11-12 Creative Writing) Bedford Introduction to Literature, 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) StudySync, 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) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p>		
<p><b>Mathematics</b></p>	<p>(Grade 9 Intervention) Core Connections Course 3, 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) Core Connections: Integrated Course 1, 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) Core Connections: Integrated Course 2, 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) Core Connections: Integrated Course 3, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 10-12) Understanding Basic Statistics, Cengage, c.2024 Adopted Year: 2024 From most recent adoption: No, Local Board Approval on 1/16/2024</p> <p>(Grade 11-12) Math for Financial Literacy, Goodheart &amp; Wilcox, 2013 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18</p> <p>(Grade 11-12) Personal Financial Literacy, Pearson, 2023 Adoption Year: 2024</p>		<p>0.0%</p>

	<p>From most recent adoption: No, Local Board Approval on 1/16/2024</p> <p>(Grade 11-12 AP) AP The Practice of Statistics, Bedford Freeman &amp; Worth Co., c.2020 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022</p> <p>(Grade 11-12 AP) Precalculus, CPM, c.2018 PreCaluclus with AP Supplement, CPM, c.2024 Adopted Year: 2024 From most recent adoption: No, Local Board Approval on 1/16/24</p> <p>(Grade 12) Precalculus, CPM, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18</p> <p>(Grade 12 AP) Calculus for AP, Cengage 2017 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017</p>		
<b>Science</b>	<p>(Grade 9) Inspire Earth Science, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 9-12) Physics of the Universe, Discovery Ed., c.2019 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 7/7/2020</p> <p>(Grade 9-12) Inquiry Into Life, McGraw Hill., c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 9-12) CA Inspire Chemistry, McGraw Hill., c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 10-12) CA Inspire Biology, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 10-12) Forensic Science: Fundamentals and Investigations 3rd Ed., Cengage, c.2021 Adoption Year: 2022 From Most Recent Adoption: No, Local Board Approval on 6/7/2022</p> <p>(Grade 11-12 AP) Campbell: Biology in Focus 3rd Ed., AP Edition, Pearson/SAVVAS, c.2020 Adoption Year: 2022</p>		0.0%

	<p>From most recent adoption: No, Local Board Approval on 6/7/2022</p> <p>(Grade 11-12) CA Inspire Chemistry, McGraw Hill, c. 2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 11-12 AP) Chang, Chemistry: AP Edition, McGraw Hill, c.2023 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022</p> <p>(Grade 11-12) Holt Environmental Science, Holt, Rinehart &amp; Winston, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008</p> <p>(Grade 11-12 AP) Environmental Science for the AP Course, Bedford, Freeman &amp; Worth, c.2019 Adoption Year: 2021 From most recent adoption: No, Local Board Approval on 6/1/2021</p> <p>(Grade 11-12) CA Inspire Physics, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020</p> <p>(Grade 11-12) Hole's Anatomy &amp; Physiology, MacMillan/McGraw, c.2022 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/4/2024</p> <p>(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</p> <p>(Grade 11-12) Marine Science 2nd Ed., McGraw Hill, c.2019 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022</p> <p>(Grade 12 AP) College Physics for the AP Physics 1 &amp; 2 Courses, BFW, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023</p>		
<b>History-Social Science</b>	<p>(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</p>		0.0%

(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 4/15/2008

(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) Human Geography for the AP Course, BFW, c. 2021  
Adoption Year: 2023  
From most recent adoption: No, Local Board Approval on 6/6/2023

(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 Enhanced AP Edition, Cengage, c.2021  
Adoption Year: 2022  
From most recent adoption: No, Local Board Approval on 6/7/2022

(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) Fabric of a Nation: A Brief History with Skills and Sources, Bedford/ St. Martin /BFW, c.2020  
Adoption Year: 2022  
From most recent adoption: No, Local Board Approval on 6/7/2022

(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

	<p>From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(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</p> <p>(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</p> <p>(Grade 12 AP) Principles of Economics AP (Micro), Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 12 AP) Principles of Economics AP (Macro), Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p>		
<p><b>Foreign Language</b></p>	<p>(Grade 9-12 Spanish) Senderos Level 1-4, Vista Higher Learning, c.2022 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 5/10/2022</p> <p>(Grade 9-12 Spanish for Native Speakers) Galeria 1-2, Vista Higher Learning, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 6/2/2020</p> <p>(Grade 9-12 AP Spanish) Temas, Vista Higher Learning, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 1/17/2023</p> <p>(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</p> <p>(Grade 9-12 Japanese) Adventures in Japanese, Level 1-2, Cheng &amp; Tsui Co., c.2015 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 2/18/2020</p> <p>(Grade 9-12 Japanese) Adventures in Japanese 3, Cheng &amp; Tsui Co., c.2017 Adoption Year: 2020</p>		<p>0.0%</p>

	<p>From most recent adoption: No, Local Board Approval on 2/18/2020</p> <p>(Grade 9-12 French) Entre Cultures, Level 1-3, Wayside Publishing, c.2020 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 5/10/2022</p> <p>(Grade 9-12 Italian) Avanti 1-3, 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) Portfolio Deutsch Neu, Level 1-3, Klett Publishing, c.2019 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 5/10/2022</p> <p>(Grade 9-12 AP German) Stationen-Ein Kursbuch Fuer die Mittlestufe, Thomson &amp; Heinle, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008</p> <p>(Grade 11-12 AP French) Prespectives, 1st Ed., Vista Higher Learning, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023</p>		
<b>Health</b>	<p>(Grade 9-10) Project Toward No Drug Abuse, USC, c.2004 Adoption Year: 2005 From the most recent adoption: No, Local Board Approval on 6/7/2005</p> <p>(Grade 9-12) Glencoe Health, Glencoe/McGraw, c.2018 Adoption Year: 2018 From the most recent adoption: No, Local Board Approval on 5/15/2018</p> <p>(Grade 9-12) FLASH Curriculum, King County Public Health, c.2019 Adoption Year: 2020 From the most recent adoption: Yes</p>		0.0%
<b>Visual and Performing Arts</b>	N/A		0

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

## School Facility Conditions and Planned Improvements

### AGE OF SCHOOL BUILDINGS:

Year built 1956.

### MAINTENANCE AND REPAIR:

The Lodi High School facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### DEFERRED MAINTENANCE PROJECTS:

New fencing for security. 2012 Replaced various HVAC units & and completed Photovoltaic Project.

### MODERNIZATION PROJECTS:

2011 Various HVAC units were replaced. 2012 Replace various roofs and handicap wheelchair lift. 2013 Kitchen, staff lunch room, and restroom were renovated. 2014-15 Added new chain link fence for security and painted staff lounge. 2016 Portable restroom epoxy floors & walls, and football & soccer field were renovated. Asphalt staff rear parking lot areas were repaired. Parking Lot/Playground Safety Project. 2017 Renovated football & soccer turf field, added soccer field lighting, replaced south gym score board, poured additional concrete to track area, and repaired roofing on gym building. 2018 Added emergency security fence. 2022 Installed Pelican Controls. 2023 Soffit demo project. 2024 Fire Alarm Upgrade Project. 2024 Aquatics Project. 2024 Paving Project.

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

Data on school facilities was collected for Lodi High on 10/02/2024.

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 2024, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Lodi High.

These needs include:

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

### Year and month of the most recent FIT report

October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Various HVAC units need replacing. Report shows pending status.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	55	49	39	39	46	47
<b>Mathematics</b> (grades 3-8 and 11)	28	25	28	28	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	483	474	98.14	1.86	49.16
<b>Female</b>	220	216	98.18	1.82	58.33
<b>Male</b>	262	257	98.09	1.91	41.25
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	16	94.12	5.88	56.25
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	231	228	98.70	1.30	43.86
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	35	100.00	0.00	51.43
<b>White</b>	194	189	97.42	2.58	53.97
<b>English Learners</b>	52	51	98.08	1.92	3.92
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	15	15	100.00	0.00	46.67
<b>Socioeconomically Disadvantaged</b>	274	266	97.08	2.92	45.49
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	79	75	94.94	5.06	17.33

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	483	474	98.14	1.86	24.68
<b>Female</b>	220	216	98.18	1.82	27.78
<b>Male</b>	262	257	98.09	1.91	22.18
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	16	94.12	5.88	37.50
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	231	228	98.70	1.30	18.42
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	35	100.00	0.00	37.14
<b>White</b>	194	189	97.42	2.58	29.10
<b>English Learners</b>	52	51	98.08	1.92	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	15	15	100.00	0.00	13.33
<b>Socioeconomically Disadvantaged</b>	274	266	97.08	2.92	17.29
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	79	75	94.94	5.06	5.33

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	31.34	31.39	23.40	24.37	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	987	973	98.58	1.42	31.04
<b>Female</b>	466	460	98.71	1.29	32.39
<b>Male</b>	518	510	98.46	1.54	29.80
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	39	38	97.44	2.56	36.84
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	482	477	98.96	1.04	24.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	65	64	98.46	1.54	40.63
<b>White</b>	390	383	98.21	1.79	37.34
<b>English Learners</b>	100	99	99.00	1.00	1.01
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	16	100.00	0.00	18.75
<b>Military</b>	25	25	100.00	0.00	28.00
<b>Socioeconomically Disadvantaged</b>	472	462	97.88	2.12	22.29
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	149	145	97.32	2.68	8.28

## 2023-24 Career Technical Education Programs

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

All LUSD CTE classes are required to meet the economic demands of the local economy and are designed to provide students with the academic, technical and employability skills and knowledge to pursue postsecondary training, higher education, and viable careers. District CTE programs are evaluated regularly, based on the 12 Elements of High Quality CTE Program's criteria. All programs/CTE pathways are required to hold at least one advisory committee meeting per year with local business partners to provide expert advice and collaborative input to continue providing updated training skills and knowledge. In addition, the district conducts an annual Follow-up study to provide data regarding effectiveness of desired outcomes.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	971
	63.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	95.08
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	29.84

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94%	95%	96%	95%	96%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2024-25 Opportunities for Parental Involvement

Parents who wish to participate in Lodi High School's leadership teams, school committees, school activities, or volunteer opportunities may contact Principal Dr. Jesus Marron at (209) 331-7695.

Parents are encouraged to call the school when they have concerns about their student's grades, attendance, discipline, or

## 2024-25 Opportunities for Parental Involvement

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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	6.3	3.4	5.1	7.1	7.0	5.5	7.8	8.2	8.9
<b>Graduation Rate</b>	91.1	92.5	92.2	89.0	87.3	90.3	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	486	448	92.2
<b>Female</b>	247	241	97.6
<b>Male</b>	237	206	86.9
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	21	17	81.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	239	223	93.3
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	14	12	85.7
<b>White</b>	193	179	92.7
<b>English Learners</b>	67	52	77.6
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	14	11	78.6
<b>Socioeconomically Disadvantaged</b>	344	312	90.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	69	56	81.2

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

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2106	2059	436	21.2
Female	1016	998	221	22.1
Male	1083	1054	214	20.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	85	82	15	18.3
Black or African American	13	--	--	--
Filipino	12	12	2	16.7
Hispanic or Latino	1067	1044	247	23.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	48	14	29.2
White	803	786	135	17.2
English Learners	257	247	75	30.4
Foster Youth	12	--	--	--
Homeless	33	31	15	48.4
Socioeconomically Disadvantaged	1310	1276	327	25.6
Students Receiving Migrant Education Services	21	20	5	25.0
Students with Disabilities	309	294	85	28.9

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

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	6.80	8.86	5.41	5.83	6.06	5.20	3.17	3.60	3.28
Expulsions	0.09	0.96	0.24	0.26	0.27	0.23	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.41	0.24
Female	3.64	0.10
Male	7.11	0.37
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	10.59	0.00
Black or African American	15.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.44	0.28
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.12	0.00
White	4.98	0.25
English Learners	7.78	0.00
Foster Youth	16.67	0.00
Homeless	3.03	3.03
Socioeconomically Disadvantaged	7.25	0.38
Students Receiving Migrant Education Services	4.76	0.00
Students with Disabilities	12.30	0.97

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

## 2024-25 School Safety Plan

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 01/22/2024.

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

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	125	15	5
Mathematics	25	15	64	
Science	26	12	47	
Social Science	18	84	23	4

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	102	29	1
Mathematics	24	19	54	3
Science	24	18	40	
Social Science	16	99	19	1

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	70	52	
Mathematics	23	28	50	1
Science	21	24	34	
Social Science	18	59	40	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	398

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,461.40	\$6,067.20	\$11,394.20	\$88,458.64
District	N/A	N/A	\$10,654.62	\$88,707
Percent Difference - School Site and District	N/A	N/A	6.7	-0.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	5.6	-6.7

## Fiscal Year 2023-24 Types of Services Funded

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

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

## Fiscal Year 2023-24 Types of Services Funded

- Program for English Learners
- Distance Learning Resources
- Online and in-person tutoring

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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,868	\$56,573
<b>Mid-Range Teacher Salary</b>	\$80,817	\$87,186
<b>Highest Teacher Salary</b>	\$113,140	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$141,855	\$148,486
<b>Average Principal Salary (Middle)</b>	\$166,928	\$154,835
<b>Average Principal Salary (High)</b>	\$152,492	\$170,008
<b>Superintendent Salary</b>	\$310,183	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	32%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	21.3
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	6
<b>Fine and Performing Arts</b>	3
<b>Foreign Language</b>	2
<b>Mathematics</b>	5
<b>Science</b>	4
<b>Social Science</b>	16
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	36

## Professional Development

Five days of professional development are provided. Two days are district-wide days constructed to meet the needs of each teacher by subject areas and grade levels. One day is site-based and constructed to meet the needs of the school site. Three days are provided to onboard new certificated staff to the district and focus on orienting them to district technology and curriculum.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	3	5