Valley Robotics Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Valley Robotics Academy
Street	13451 North Extension Rd
City, State, Zip	Lodi, CA 95242
Phone Number	209-331-8008
Principal	Stacy Kahn
Email Address	skahn@lodiusd.net
School Website	
County-District-School (CDS) Code	39685850139261

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Valley Robotics Academy values student, parent, and community involvement in how the school is shaped. We work closely with San Joaquin Delta College to develop programs that meet the needs of our community. Valley Robotics Academy is an alternative education setting, where attendance is collected by assignments completed rather than seat time, offering a more flexible schedule for students to take college courses in high school.

Our K-6 program goals are to have students explore careers within our community, such as various careers in agriculture and technology, as well as develop grade-level skills needed for success in middle and high school. Students in 7th and 8th have the goal of developing the 21st century skills to be successful in their college courses and get more exposure to careers in our community's largest industries. High schoolers follow their chosen college and career pathways while meeting the high school requirements, learning about various parts of community industries, partnering with them in internships and work study programs, and graduating with a certification or associates degree in their chosen pathway.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	6
Grade 1	22
Grade 2	17
Grade 3	26
Grade 4	23
Grade 5	13
Grade 6	28
Grade 7	40
Grade 8	33
Grade 9	44
Grade 10	40
Grade 11	56
Grade 12	33
Total Enrollment	381

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
American Indian or Alaska Native	0.8%
Asian	17.6%
Black or African American	6%
Filipino	3.7%
Hispanic or Latino	35.4%
Native Hawaiian or Pacific Islander	2.4%
Two or More Races	2.4%
White	28.3%
English Learners	6.6%
Foster Youth	0.3%
Homeless	0.3%
Socioeconomically Disadvantaged	61.7%
Students with Disabilities	8.9%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.30	39.23	1289.60	83.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	64.90	4.20	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	54.90	3.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.60	60.77	52.40	3.39	12115.80	4.41
Unknown	0.00	0.00	83.50	5.41	18854.30	6.86
Total Teaching Positions	5.90	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.10	70.52	1281.60	82.81	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	3.29	60.60	3.92	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.64	83.10	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.30	21.71	49.60	3.21	11953.10	4.28
Unknown	0.50	2.74	72.50	4.69	15831.90	5.67
Total Teaching Positions	20.00	100.00	1547.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.60	4.30
Total Out-of-Field Teachers	3.60	4.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade K-6 Base Core/EL Support) CA Journeys, Houghton Mifflin Harcourt, c.2017; Adoption Year: 2016 From most recent adoption: Yes (Grade K-6 ELD Support) Rosetta Stone; Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011 (Grade 4-6 Intervention) Scholastic Read 180-Stage A, Scholastic, c.2012; Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014 (Grade 4-6 Intensive) Scholastic System 44 Next Gen, Scholastic, c.2014; Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014 (Grade 7-8 Base Core/EL Support) StudySync, McGraw Hill c. 2017; Adoption Year: 2016 From most recent adoption: Yes (Grade 7-8 Intervention) Scholastic Read 180-Stage B, Scholastic, c.2012; Adoption Year: 2011		0.0%

From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011

(Grade 7-8 Intensive Intervention/EL Support) Scholastic System 44 Next Gen, Scholastic, c.2014;
Adoption Year: 2011
From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011

(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

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

(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

(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

(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

Mathematics	(Grade K-6 Base Core) iReady Classroom Mathematics Program, Curriculum Associates, c.2021; Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 3/1/2022 (Grade 7-8 Base Core/Intervention) iReady Classroom Mathematics Program, Curriculum Associates, c.2021; Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 3/1/2022 (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 (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 (Grade 10-12) Stats in Your World, Pearson, c.2016 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017 (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 (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 (Grade 11-12) Math for Financial Literacy, Goodheart & Wilcox, 2013 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18 (Grade 11-12) Personal Financial Literacy, Pearson, 2014 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/5/16 (Grade 11-12 AP) AP The Practice of Statistics, Bedford, Freeman & Worth Co., c.2015 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 5/6/2014 (Grade 12) Precalculus, CPM, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18	0.0%

	(Grade 12 AP) Calculus for AP, Cengage 2017 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017		
Science	(Grade K-6 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes (Grade 7-8 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes (Grade 9) Inspire Earth Science, McGraw Hill, c.2020 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 4/7/2020 (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 (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 (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 (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 (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 (Grade 11-12 AP) Campbell: Biology in Focus 3rd Ed., AP Edition, Pearson/SAVVAS, c.2020 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022 (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 (Grade 11-12 AP) Chang, Chemistry: AP Edition, McGraw Hill, c.2023 Adoption Year: 2022		0.0%

	From most recent adoption: No, Local Board Approval on 6/7/2022	
	(Grade 11-12) Holt Environmental Science, Holt, Rinehart & Winston, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008	
	(Grade 11-12 AP) Environmental Science for the AP Course, Bedford, Freeman & Worth, c.2019 Adoption Year: 2021 From most recent adoption: No, Local Board Approval on 6/1/2021	
	(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	
	(Grade 11-12) Hole's Anatomy & Physiology, MacMillan/McGraw, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018	
	(Grade 11-12) Astronomy: Journey to the Cosmic Frontier, McGraw Hill, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/6/2008	
	(Grade 11-12) Marine Science 2nd Ed., McGraw Hill, c.2019 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022	
	(Grade 12 AP) College Physics for the AP Physics 1 & 2 Courses, BFW, c. 2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023	
History-Social Science	(Grade K-2 Base Core) CA Studies Weekly Program, Studies Weekly, c.2018; Adoption Year: 2018; From most recent adoption: Yes	0.0%
	(Grade 3-5 Base Core) CA Social Studies IMPACT, McGraw Hill, c.2018; Adoption Year: 2018; From most recent adoption: Yes	
	(Grade 6 Base Core) NatGeo World History: Ancient Civilizations, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes	
	(Grade 7 Base Core) Nat Geo World History: Medieval and Early Modern Times, NatGeo/Cengage, c.2018; Adoption Year: 2018;	

From most recent adoption: Yes

(Grade 8 Base Core) US History American Stories:
Beginnings to WWI, NatGeo/Cengage, c.2018;
Adoption Year: 2018;
From most recent adoption: Yes

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

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

(Grade 9-12 AP) Art Through the Ages: A Global History,
Cengage Learning, c. 2016
Adoption Year: 2015
From most recent adoption: No, Local Board Approval on
5/19/2015

(Grade 10) World History: A Modern World, Pearson/Prentice
Hall, c.2018
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on
5/1/2018

(Grade 10-12 AP) Western Civilization Since 1300 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) The 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 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 12) Economics: Principles in Action, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 12 AP) American Government and Politics Today, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007 (Grade 12 AP) Principles of Economics AP (Micro), Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007 (Grade 12 AP) Principles of Economics AP (Macro), Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007		
Foreign Language	(Grade 7-8 Spanish) Encuentros, Vista Higher Learning, c.2022; Adoption Year: 2022; From most recent adoption: Yes (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 (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 (Grade 9-12 AP Spanish) Temas, Vista Higher Learning, c.2023 Adoption Year: 2023		0.0%

	From most recent adoption: No, Local Board Approval on 1/17/2023	
	(Grade 9-12 AP Spanish Literature) Abriendo Puertas: Ampliando Perspectivas, HMH Co., c.2013 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015	
	(Grade 9-12 Japanese) Adventures in Japanese, Level 1-2, Cheng & Tsui Co., c.2015 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 2/18/2020	
	(Grade 9-12 Japanese) Adventures in Japanese 3, Cheng & Tsui Co., c.2017 Adoption Year: 2020 From most recent adoption: No, Local Board Approval on 2/18/2020	
	(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	
	(Grade 11-12 AP French) Perspectives, 1st. Ed., Vista Higher Learning, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023	
	(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	
	(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	
	(Grade 9-12 AP German) Stationen-Ein Kursbuch Fuer die Mittlestufe, Thomson & Heinle, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008	
Health	(Grade K-5) Too Good for Drugs, Mendez Foundation c.2003; Adoption Year: 2004; From the most recent adoption: No, Local Board Approval on 9/4/2004 (Grade 6) Life Skills, Princeton Health Press, c.2000; Adoption Year: 2004; From most recent adoption: No, Local Board Approval on 6/6/2004	0.0%

	(Grade 7-8) Life Skills, Princeton Health Press, c.2000; Adoption Year: 2004; From the most recent adoption: No, Local Board Approval on 6/6/2004 (Grade 7-12) FLASH Curriculum, King County Public Health, c.2019; Adoption Year: 2020; From the most recent adoption: Yes (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 (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		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:
Unknown

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

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

DEFERRED MAINTENANCE PROJECTS: N/A

MODERNIZATION PROJECTS: 2011 Repaired hardcourt & parking lot areas. 2013 Re-roofing project completed. 2015 Prop 39 lighting & HVAC controls project. 2015 Painted all the portables. 2016 Epoxy walls & floors of girl restrooms. 2016/17 Added access control & cameras added to site. 2020 VRA Extension Road Project. 2020 Building Demolition Project.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Valley Robotics Academy on 11/20/2023.

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 November 2023, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Valley Robotics Academy School.

These needs include:
- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage

School Facility Conditions and Planned Improvements

- 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	November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	57	39	39	47	46
Mathematics (grades 3-8 and 11)	31	23	27	28	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	200	161	80.50	19.50	57.14
Female	88	68	77.27	22.73	63.24
Male	112	93	83.04	16.96	52.69
American Indian or Alaska Native	--	--	--	--	--
Asian	33	30	90.91	9.09	70.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	51	76.12	23.88	47.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	58	81.69	18.31	60.34
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	62	78.48	21.52	48.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	14	70.00	30.00	28.57

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	200	160	80.00	20.00	23.13
Female	88	67	76.14	23.86	13.43
Male	112	93	83.04	16.96	30.11
American Indian or Alaska Native	--	--	--	--	--
Asian	33	30	90.91	9.09	16.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	50	74.63	25.37	10.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	58	81.69	18.31	39.66
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	62	78.48	21.52	14.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	14	70.00	30.00	14.29

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	38.46	39.02	22.47	23.40	29.47	30.29

2022-23 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
All Students	109	82	75.23	24.77	39.02
Female	49	34	69.39	30.61	29.41
Male	60	48	80.00	20.00	45.83
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	23.53
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	32	76.19	23.81	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	22	66.67	33.33	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	32	74.42	25.58	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	8	72.73	27.27	--

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	48.55
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	62%	62%	62%	62%	62%
Grade 7	94%	94%	94%	94%	94%
Grade 9	76%	76%	76%	76%	76%

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.

2023-24 Opportunities for Parental Involvement

Valley Robotics Academy welcomes both our parents and community. Our community offers a wealth of knowledge that would be vital to our school. Parents are encouraged to call the school when they have concerns about their students, grades, attendance, discipline or other school activities. Parents are made aware of upcoming events via school correspondence and Connect Ed.

Parents who wish to participate in Valley Robotics Academy's leadership teams, school committees, school activities, or volunteer may contact Principal Dr. Stacy Kahn at (209)331-8008. Valley Robotics parents are informed about events through our school's Blackboard parent link messaging system that sends texts, emails, and phone calls out to families. Valley Robotics encourages all parents to participate in activities throughout the school year.

The parent club sponsors events for children and families, conducts fundraisers to support student trips and events, collaborates with school staff to provide engagement and enjoyment for students, and more.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate			3.3	6.1	7.1	7	8.9	7.8	8.2
Graduation Rate			83.3	87.6	89	87.3	84.2	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	30	25	83.3
Female	14	11	78.6
Male	16	14	87.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	17	14	82.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	450	423	122	28.8
Female	220	207	75	36.2
Male	230	216	47	21.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	81	75	18	24.0
Black or African American	24	23	6	26.1
Filipino	18	16	4	25.0
Hispanic or Latino	158	149	47	31.5
Native Hawaiian or Pacific Islander	10	9	3	33.3
Two or More Races	13	10	3	30.0
White	130	125	34	27.2
English Learners	31	29	12	41.4
Foster Youth	2	2	1	50.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	284	267	91	34.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	43	41	13	31.7

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.55	0.54	0.22	0.94	5.83	6.06	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.26	0.27	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.22	0
Female	0	0
Male	0.43	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.77	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.35	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 02/02/2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	11	3	1	
2	15	2	2	
3	13	3		1
4	21	2		1
5	17	2		
6	15	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	1	0	0
1	9	3	0	0
2	6	1	0	0
3	34	1	0	1
4	31	1	0	1
5	17	1	1	0
6	39	1	0	1
Other	15	1	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	47			2
Mathematics	9	5		1
Science	47			2
Social Science	41			1

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	6	1	
Mathematics	8	7		
Science	17	3		
Social Science	12	2	1	

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	15	6	3	0
Mathematics	13	2	0	0
Science	16	5	1	0
Social Science	14	5	0	0

2022-23 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	254

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$20,465.30	$11,265.70	$9,199.60	$63,959.30
District	N/A	N/A	$9,477.38	$78,767
Percent Difference - School Site and District	N/A	N/A	-3.0	-20.7
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	19.0	-31.5

Fiscal Year 2022-23 Types of Services Funded

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

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,433	$55,550
Mid-Range Teacher Salary	$72,182	$80,703
Highest Teacher Salary	$101,051	$109,418
Average Principal Salary (Elementary)	$132,043	$137,703
Average Principal Salary (Middle)	$155,713	$143,760
Average Principal Salary (High)	$161,758	$159,021
Superintendent Salary	$291,088	$319,443
Percent of Budget for Teacher Salaries	30.61%	30.35%
Percent of Budget for Administrative Salaries	4.55%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3