

Valley Robotics Academy

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

2025-26 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	Dave Vujovich
Email Address	dvujovich@lodiussd.net
School Website	https://valleyrobotics.lodiussd.net/
Grade Span	K-12
County-District-School (CDS) Code	39685850139261

2025-26 District Contact Information

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

2025-26 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 in fact our high school students take classes SJDC Monday - Thursday in the afternoon. 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

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	17
Grade 2	13
Grade 3	26
Grade 4	14
Grade 5	22
Grade 6	22
Grade 7	21
Grade 8	33
Grade 9	39
Grade 10	21
Grade 11	24
Grade 12	17
Total Enrollment	278

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.7
Male	63.3
American Indian or Alaska Native	0.4
Asian	20.1
Black or African American	5.4
Filipino	2.5
Hispanic or Latino	33.1
Native Hawaiian or Pacific Islander	2.5
Two or More Races	3.6
White	31.3
English Learners	4
Socioeconomically Disadvantaged	50.7
Students with Disabilities	11.2

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.

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)	14.1	70.52	1281.6	82.81	234405.2	84
Intern Credential Holders Properly Assigned	0.6	3.29	60.6	3.92	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	1.64	83.1	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.3	21.71	49.6	3.21	11953.1	4.28
Unknown/Incomplete/NA	0.5	2.74	72.5	4.69	15831.9	5.67
Total Teaching Positions	20	100	1547.6	100	279044.8	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.

2022-23 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)	11.1	75.9	1226	81.46	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	56.3	3.74	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	5.12	96.2	6.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	16.72	53.4	3.55	11746.9	4.23
Unknown/Incomplete/NA	0.3	2.18	73	4.85	14303.8	5.15
Total Teaching Positions	14.6	100	1505.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	10.4	74.93	1221.9	80.65	230039.4	100
Intern Credential Holders Properly Assigned	0	0	61.5	4.06	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	2.07	127.3	8.4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.8	20.43	40.3	2.66	12112.8	4.34
Unknown/Incomplete/NA	0.3	2.36	63.9	4.22	13705.8	4.91
Total Teaching Positions	14	100	1515.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.30	0.7	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	0.7	0.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	4.30	2.4	2.8
Total Out-of-Field Teachers	4.30	2.4	2.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.1	2.5
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		July 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0.0%
	(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 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	0.0%

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) Understanding Basic Statistics, Cengage, c.2024
Adoption Year: 2024

From most recent adoption: No, Local Board Approval on 1/16/24

(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) Precalculus, CPM, c.2018 PreCalculus with AP Supplement, CPM, c.2024

Adoption Year: 2024

From most recent adoption: No, Local Board Approval on 1/16/24

(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, 2023
Adoption Year: 2024

From most recent adoption: No, Local Board Approval on 1/16/24

(Grade 11-12 AP) AP The Practice of Statistics, Bedford Freeman & Worth Co., c.2020

Adoption Year: 2022

From most recent adoption: No, Local Board Approval on 6/7/2022

(Grade 12) Precalculus, CPM, c.2018

Adoption Year: 2018

	From most recent adoption: No, Local Board Approval on 5/15/18 (Grade 12 AP) Calculus for AP, Cengage 2017 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017	
Science	(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	0.0%

	(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 (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) 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 (Grade 11-12) Hole's Anatomy & Physiology, MacMillan/McGraw, c.2022 Adoption Year 2022 From most recent adoption: No, Local Board Approval on 6/4/2024	
History-Social Science	(Grade K-2 Base Core) CA Studies Weekly Program, Studies Weekly, c.2018 Adoption Year: 2018 From most recent adoption: Yes (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	0.0%

(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 9-12) Voices: An Ethnic Studies Survey, Gibbs Smith Education, c.2024
Adoption Year: 2025
From most recent adoption: No, Local Board Approval on 1/14/2025

(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) Popular Culture: A User's Guide, Wiley & Sons, c.2017 Adoption Year: 2025 From most recent adoption: No, Local Board Approval on 1/14/2025 (Grade 11-12 AP) Myer's Psychology, Bedford Freeman/Worth, c.2024 Adoption Year: 2025 From most recent adoption: No, Local Board Approval on 1/14/2025 (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.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (Grade 12 AP) American Government and Politics Today, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007 (Grade 12 AP) Principles of Economics AP, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007 (Grade 12 AP) Principles of Economics AP, Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007	
Foreign Language	(Grade 7-8 Spanish) Encuentros, Vista Higher Learning, c.2022; Adoption Year: 2022; From most recent adoption: Yes	0.0%

(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
From most recent adoption: No, Local Board Approval on 6/6/2023

(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 9-12 French) Entre Cultures, Level 4, Wayside Publishing, c.2025
Adoption Year: 2025
From most recent adoption: No, Local Board Approval on 1/14/2025

(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

(Grade 9-12 ASL1-2) Signing Naturally Units 1-6, Units 7-12, c.2008
Adoption Year: 2025

	From most recent adoption: No, Local Board Approval on 1/14/2025 (Grade 9-12 Italian) Davvero 1, Wayside Publishing, c.2024 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 1/14/2025 (Grade 11-12 AP French) Perspectives, 1st. Ed., Vista Higher Learning, c2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023	
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 (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	0.0%
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

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,

School Facility Conditions and Planned Improvements

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:

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Valley Robotics Academy on 10/13/2025.

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 2025, 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
- 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 2025

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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 Assessments 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.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	47	42	39	40	47	48
Mathematics (grades 3-8 and 11)	30	30	28	30	35	37

2024-25 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
All Students	153	143	93.46	6.54	41.96
Female	62	62	100.00	0.00	38.71
Male	91	81	89.01	10.99	44.44
American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	92.86	7.14	42.31
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	51	98.08	1.92	35.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	43	41	95.35	4.65	43.90
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	53	50	94.34	5.66	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	13	86.67	13.33	46.15

2024-25 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
All Students	153	142	92.81	7.19	29.58
Female	62	61	98.39	1.61	29.51
Male	91	81	89.01	10.99	29.63
American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	92.86	7.14	38.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	51	98.08	1.92	23.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	43	40	93.02	6.98	37.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	53	50	94.34	5.66	22.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	13	86.67	13.33	15.38

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	34.55	35.37	24.37	23.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	82	86.32	13.68	35.37
Female	24	22	91.67	8.33	27.27
Male	71	60	84.51	15.49	38.33
American Indian or Alaska Native	--	--	--	--	--
Asian	15	13	86.67	13.33	23.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	26	86.67	13.33	34.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	29	93.55	6.45	51.72
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	29	90.63	9.37	24.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

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2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.02
Graduates Who Completed All Courses Required for UC/CSU Admission	25

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.

2024-25 California Physical Fitness Test Participation Rates

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 5	90%	90%	90%	90%	90%
Grade 7	95%	95%	95%	95%	95%
Grade 9	64%	67%	69%	67%	69%

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.

2025-26 Opportunities for Parental Involvement

Valley Robotics Academy welcomes both our parents and community. Our community offers a wealth of knowledge that is 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 weekly on Sunday at 6 PM and by grade level(s) via ClassDojo as needed.

Parents who wish to participate in Valley Robotics Academy's leadership teams, school committees, school activities, or volunteer may contact the office 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 - Fall Festival, Class Awards, STEAM Night, Robotics Competitions, family picnic days and cultural celebrations.

The parent club sponsors events for children and families, conducts fundraisers to support student trips and events,

2025-26 Opportunities for Parental Involvement

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.3	0	0	7	5.5	4.3	8.2	8.9	8
Graduation Rate	83.3	100	100	87.3	90.3	91.2	86.2	86.4	87.5

2024-25 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	20	20	100.0
Female	--	--	--
Male	14	14	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	13	13	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	290	283	15	5.3
Female	105	102	5	4.9
Male	185	181	10	5.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	60	57	2	3.5
Black or African American	15	15	2	13.3
Filipino	--	--	--	--
Hispanic or Latino	95	93	5	5.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	0	0.0
White	90	88	5	5.7
English Learners	12	12	1	8.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	152	146	5	3.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	34	34	2	5.9

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.22	0.33	0	6.06	5.2	4.58	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.27	0.23	0.08	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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.

2025-26 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 9/16/2024.

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.

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

2023-24 Elementary 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 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	14	2	0	0
1	19	2	0	0
2	21	0	2	0
3	0	0	0	0
4	16	2	0	0
5	16	2	0	0
6	10	2	0	0
Other	18	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	9	2		
1	17	2		
2	13	2		
3	26		2	
4	14	2		
5	22		2	
6	22		2	

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

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	23	2	2	
Mathematics	19	2		
Science	19	2	1	
Social Science	20	3	3	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	4	1	
Mathematics	18	4		
Science	21	1		
Social Science	20	5		

2024-25 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	556

2024-25 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$17,129.50	\$6,274.40	\$10,855.10	\$87,650.95
District	N/A	N/A	\$11,495.78	\$94,261
Percent Difference - School Site and District	N/A	N/A	-5.7	-7.3
State	N/A	N/A	\$11,146.18	\$100,333
Percent Difference - School Site and State	N/A	N/A	-2.6	-13.5

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$64,739	\$60,863
Mid-Range Teacher Salary	\$84,857	\$93,575
Highest Teacher Salary	\$120,665	\$125,548
Average Principal Salary (Elementary)	\$146,889	\$157,645
Average Principal Salary (Middle)	\$177,453	\$165,341
Average Principal Salary (High)	\$186,110	\$182,580
Superintendent Salary	\$302,000	\$357,064
Percent of Budget for Teacher Salaries	29.88%	30.36%
Percent of Budget for Administrative Salaries	4.66%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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

There are five total days. Historically, two are set aside for district directed site development, 1.5 for site directed Professional Development and 1.5 for teachers to work in classrooms and prepare for the school year.

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

Professional Development	Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement		3	5	5