

Delta Sierra Middle School

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	Delta Sierra Middle School
Street	2255 Wagner Heights Road
City, State, Zip	Stockton, CA. 95209
Phone Number	209-953-8510
Principal	Brad Watson
Email Address	bwatson@lodiUSD.net
School Website	
County-District-School (CDS) Code	39685856107114

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

Delta Sierra Middle School, located in north Stockton, opened in 1988 and was originally built to accommodate 700 students.

STATEMENT OF PURPOSE:

Delta Sierra Middle School students and staff are respectful, responsible, and resilient. Our school celebrates creativity and diverse cultures. Stakeholders are invested and take pride in our community. At DSMS, students are cared for, feel safe, and have a desire to attend. We continually work towards achieving excellence and we have a collaborative, motivating, and engaging environment dedicated to the success of all students.

School Mission:

The Delta Sierra staff is committed to providing all students the balance of a strong, standards based education with the life skills needed for good citizenship in a safe and positive learning environment.

School Goals:

- Provide a challenging standard-based curriculum that prepares students for the Common Core as measured by Smarter Balanced Assessments along with academic support and interventions.
- Offer our students the opportunity to participate in Science Technology Engineering Mathematics - STEM classes and labs as well as AVID, Performing Arts, and extra-curricular activities such as sports, music, travel, and drama.
- Involve parents and community in the education of our children.
- Prepare students for high school, college, careers, and family life.

Focus Areas of Instruction Across All Curricular Areas

- Multi-Tiered Systems of Support
- Lesson Design, Instructional Strategies & Engagement
- Maintaining Positive Relationships

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	312
Grade 8	283
Total Enrollment	595

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
American Indian or Alaska Native	0.3%
Asian	21.3%
Black or African American	17.6%
Filipino	3%
Hispanic or Latino	43.7%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	4.4%
White	5.9%
English Learners	16.5%
Foster Youth	0.7%
Homeless	1.2%
Socioeconomically Disadvantaged	94.3%
Students with Disabilities	13.8%

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)	23.00	71.68	1289.60	83.44	228366.10	83.12
Intern Credential Holders Properly Assigned	4.50	14.02	64.90	4.20	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	8.10	54.90	3.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	3.89	52.40	3.39	12115.80	4.41
Unknown	0.70	2.27	83.50	5.41	18854.30	6.86
Total Teaching Positions	32.10	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)	21.80	68.76	1281.60	82.81	234405.20	84.00
Intern Credential Holders Properly Assigned	3.70	11.92	60.60	3.92	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.10	16.14	83.10	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.52	49.60	3.21	11953.10	4.28
Unknown	0.20	0.63	72.50	4.69	15831.90	5.67
Total Teaching Positions	31.70	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	2.60	5.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.60	5.10

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	1.20	0.80
Total Out-of-Field Teachers	1.20	0.80

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)	8.4	16.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.9	1.9

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	<p>(Grade 7-8 Base Core/EL Support) StudySync, McGraw Hill c. 2017; Adoption Year: 2016; From most recent adoption: Yes</p> <p>(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</p> <p>(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</p>		0.00 %
Mathematics	<p>(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</p>		0.00 %
Science	<p>(Grade 7-8 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes</p>		0.00 %
History-Social Science	<p>(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</p> <p>(Grade 8 Base Core) US History American Stories: Beginnings to WWI, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes</p>		0.00 %
Foreign Language	<p>(Grade 7-8 Spanish) Encuentros, Vista Higher Learning, c.2022; Adoption Year: 2022; From most recent adoption: Yes</p>		0.00 %
Health	<p>(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</p>		0.00 %

	(Grade 7-8) FLASH Curriculum, King County Public Health, c.2019; Adoption Year: 2020; From the most recent adoption: Yes		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

This school sits on 14 acres and was built in 1987.

MAINTENANCE AND REPAIR:

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

CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. Site 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 Various HVAC, fire alarms, and intercoms were replaced. 2013 Replaced HVAC controls, added new fencing, and replaced various lights. 2014 Re-painted exterior of school, improved bus loading area, and paved playground area. 2015 Added access control and cameras for campus security. 2016 Re-roofed all buildings except science building. 2017 Added more cameras. 2018 Seal-coated some playground & parking lot areas. 2018 Prop 39 Yr 3-5 HVAC replacement project completed. 2023 Paving Project.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Delta Sierra 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 Delta Sierra.

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

November 2023

School Facility Conditions and Planned Improvements

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)	24	22	39	39	47	46
Mathematics (grades 3-8 and 11)	8	7	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	579	556	96.03	3.97	22.48
Female	285	271	95.09	4.91	26.94
Male	294	285	96.94	3.06	18.25
American Indian or Alaska Native	--	--	--	--	--
Asian	128	123	96.09	3.91	29.27
Black or African American	100	95	95.00	5.00	14.74
Filipino	20	19	95.00	5.00	21.05
Hispanic or Latino	249	241	96.79	3.21	21.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	35	97.22	2.78	25.71
White	36	34	94.44	5.56	29.41
English Learners	84	82	97.62	2.38	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	30	27	90.00	10.00	25.93
Socioeconomically Disadvantaged	549	526	95.81	4.19	23.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	78	93.98	6.02	5.13

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	580	554	95.52	4.48	6.68
Female	286	271	94.76	5.24	6.64
Male	294	283	96.26	3.74	6.71
American Indian or Alaska Native	--	--	--	--	--
Asian	128	121	94.53	5.47	8.26
Black or African American	101	96	95.05	4.95	6.25
Filipino	20	19	95.00	5.00	5.26
Hispanic or Latino	249	240	96.39	3.61	5.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	35	97.22	2.78	11.43
White	36	34	94.44	5.56	5.88
English Learners	84	82	97.62	2.38	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	30	27	90.00	10.00	3.70
Socioeconomically Disadvantaged	550	524	95.27	4.73	6.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	78	93.98	6.02	3.85

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)	8.71	6.27	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	281	258	91.81	8.19	6.59
Female	134	122	91.04	8.96	4.10
Male	147	136	92.52	7.48	8.82
American Indian or Alaska Native	--	--	--	--	--
Asian	61	55	90.16	9.84	9.09
Black or African American	42	36	85.71	14.29	2.78
Filipino	--	--	--	--	--
Hispanic or Latino	125	119	95.20	4.80	5.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	21.43
White	19	17	89.47	10.53	5.88
English Learners	41	40	97.56	2.44	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	17	14	82.35	17.65	0.00
Socioeconomically Disadvantaged	269	246	91.45	8.55	6.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	41	93.18	6.82	2.44

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 7	93%	92%	96%	94%	96%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Title I Parent Involvement:

Purpose: To assist teachers, counselors, administration, and other school staff members, in developing, maintaining, and reinforcing positive relationships with parents in order to increase student achievement. How it Works: Use of Title I Parent Involvement and other appropriate categorical/general funds are provided to help increase parent involvement at IEP, SST, 504, Parent Conferences, English Learning Advisory Committee (ELAC), School Site Council (SSC), Back-to-School Night, Open House, Music/Choir & Fine Arts Program, Lunch-on-the-Lawn, and Parent/Guardian Orientation, and End-of-Year Promotion.

Back to School Night:

Purpose: Offer parents the opportunity to view their students' classrooms, meet their teachers, and learn about grading, classroom expectations, and instructional strategies to be used. Emphasis will be placed on student work, learning, and when homework is due. How it Works: Parents and guardians will be greeted during by administration and teachers in the multi-purpose room. After a brief presentation by the principal, students and families will be dismissed to participate in a mini school day.

Community Reading Nights:

Purpose: To support parents/guardians in the encouragement of their child's literacy skills. This is a fun family activity that promotes increased bonding among students, families and teachers/staff. How it Works: Participants can bring their own reading material such as books, magazines, newspaper, and/or electronic platforms like iPad, Kindle, Laptop computer, or use the school iMac Pro computers.

Open House:

Purpose: To showcase the talent of students and their achievement. Emphasis is placed on student work that has been completed or is in progress. How it Works: Participants will be greeted by administration as they enter the Multipurpose Room for a brief "Welcome Reception" that features light refreshments. Participants are then free to tour the campus as each department will be setting up exhibits.

2023-24 Opportunities for Parental Involvement

SBA Rewards Day & "Lunch on the Lawn":

Purpose: To reward students who worked hard on their state exams. **How it Works:** Students report to first period. From there they are dismissed to participate in the reward activities that they signed up for. Parents/guardians join students for lunch time activity "Lunch on the Lawn" (parents, guardians, family members are invited onto campus to share a meal with their student. Lunch and Refreshments are provided although we do see a large quantity of fast food bags on campus during this event).

Art Showcase:

Purpose: To showcase the art projects of the students from various clubs and after school programs. **How it Works:** Throughout the school year students who participate in the art and photography programs in the after school program put together projects and art pieces. Parents are invited to come with their students and check out the projects that have been put on display. Student performances and videos are also on display.

School Site Council:

Purpose: To provide parents an opportunity to nominate and vote on a parent to represent them during school site council meetings. The focus of the council is to develop and monitor the school plan. That includes utilizing appropriate funds to support student achievement and parent involvement. **How it Works:** The School Site Council establishes a calendar in order to meet every four to six weeks. Meetings are generally 1 hour long and meeting agendas are posted for public review 72 hours in advance. Parents along with educators discuss student academics, funding, and program evaluation.

English Learners' Advisory Committee:

Purpose: The parents/guardians of students who are learning English at Delta Sierra Middle School are invited to participate on the committee. Participants work together to support students academically. **How it Works:** 5 meetings are held each year with parents and guardians so that they can have input into the site plan and monitor the students in the English Language Development program.

Parents In Action:

Purpose: Parents/Guardians who have ideas, areas of interest, and/or suggestions for Delta Sierra Middle School are encouraged to share these with appropriate personnel on campus.

How it Works: Participation in any of the above named programs and/or volunteerism of the time that is shared in providing support in classrooms, chaperoning school and student activities such as dances, field trips, fundraising efforts, as well as providing a presence during school lunch time activities is much appreciated. Parents are also encouraged to participate in a phone tree to communicate with other parents.

Selected members representing parents/guardians will form the nucleus of the PTSA. PTSA:

Purpose: Offer parents/guardians the chance to work with teachers and students on fundraising in order to fund activities for students, teachers, and the community. **How it Works:** Meetings will be held once a quarter to focus on the charter and ongoing fundraising activities for the advancement of Delta Sierra Middle School.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	662	638	309	48.4
Female	330	315	148	47.0
Male	332	323	161	49.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	138	133	57	42.9
Black or African American	122	117	65	55.6
Filipino	22	20	6	30.0
Hispanic or Latino	288	278	140	50.4
Native Hawaiian or Pacific Islander	9	9	5	55.6
Two or More Races	27	27	14	51.9
White	41	39	16	41.0
English Learners	111	110	51	46.4
Foster Youth	8	7	2	28.6
Homeless	10	8	7	87.5
Socioeconomically Disadvantaged	626	605	292	48.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	89	51	57.3

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	1.42	19.36	17.52	0.94	5.83	6.06	0.20	3.17	3.60
Expulsions	0.00	1.98	0.76	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	17.52	0.76
Female	13.64	1.21
Male	21.39	0.3
Non-Binary		
American Indian or Alaska Native	0	0
Asian	12.32	0
Black or African American	30.33	2.46
Filipino	9.09	0
Hispanic or Latino	14.24	0.35
Native Hawaiian or Pacific Islander	0	0
Two or More Races	18.52	0
White	21.95	2.44
English Learners	15.32	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	17.89	0.8
Students Receiving Migrant Education Services	0	0
Students with Disabilities	32.98	1.06

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 12/12/2022.

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	20	26	15	
Mathematics	22	17	9	1
Science	27	5	14	3
Social Science	21	14	14	

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	19	21	18	1
Mathematics	21	14	13	
Science	25	3	20	
Social Science	21	20	8	

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	20	17	19	3
Mathematics	23	10	16	0
Science	21	12	13	3
Social Science	20	19	8	3

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	297.5

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
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	\$16,703.30	\$6,680.90	\$10,022.40	\$69,886.19
District	N/A	N/A	\$9,477.38	\$78,767
Percent Difference - School Site and District	N/A	N/A	5.6	-11.9
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	27.4	-22.8

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%

Professional Development

Delta Sierra utilizes a framework of professional development that is embedded monthly as part of a 4 meeting cycle consisting of: Faculty/Staff Meeting, Common Planning Time, Interdisciplinary Teams, and Department Meetings. Each meeting format is designed to support, guide, and provide reflection and new insights for teachers, counselors, classified staff, and administration. A minimum of 4 hours each month are focused on professional development, which is in addition to the 2 Pre-Service District Professional Development days to start each school year.

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