Delta Sierra Middle

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 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).

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.
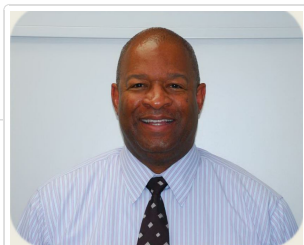
Mr. Brad Watson, Principal

Principal, Delta Sierra Middle

About Our School

With our emphasis on striving for excellence, Delta Sierra provides a challenging curriculum along with academic support and interventions. We also offer our students the opportunity to participate in extra-curricular activities such as sports, music, travel and drama.

Delta Sierra is offering a new and exciting STEM Academy that is designed to challenge the highest performing students on campus. This specialized field of study offers students who are advanced in Science and/or Mathematics, who are recommended by their 6th grade teacher (for incoming seventh graders) or are recommended by their 7th grade science or mathematics teacher (for next year's eighth graders); who complete an application (that includes parent/guardian permission), an interview process, and lastly, who are approved by the school principal, may take any or all combinations of projects in STEM Elective classes in order to maximize their ability to explore the concepts within Science, Technology, Engineering, Mathematics – STEM. Career Labs will focus on:
- Robotics (land and underwater)
- Creating of Android APPS for Mobile Devices
- Mobile Video Production
- Math, Engineering, Science, Achievement (MESA)
- Medical Technology/Forensics
- Career Tech Science
- Engineering

Students in the STEM Academy will have the opportunity to choose how far they want to explore and learn within the parameters of each STEM Elective class. Some projects require using iMac & HP All-in-One computers, Chromebooks to access the Internet, while other projects require the use of a Smartboard. Students will be able to handle other items as: connectors, pins, wheels, shafts, pulleys & belts, sensors, gears, motors, Robot Control Sensors, power sources (batteries and electricity), wireless connectors, remote handheld controllers, gyroscope, cameras for land and underwater use, wireless aerial cameras, time-lapsed photography, and wireless video cameras. Some projects require students to use App Inventor software and an Emulator, while other projects involved video editing, broadcasting over an in school closed circuit TV system.

Contact

Delta Sierra Middle
2255 Wagner Heights Rd.
Stockton, CA 95209-4700

Phone: 209-953-8513
E-mail: bwatson@lodiusd.net

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-1)	
District Name	Lodi Unified
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
E-mail Address	cwasher@lodiusd.net
Web Site	www.lodiusd.net

School Contact Information (School Year 2017-1)	
School Name	Delta Sierra Middle
Street	2255 Wagner Heights Rd.
City, State, Zip	Stockton, Ca, 95209-4700
Phone Number	209-953-8513
Principal	Mr. Brad Watson, Principal
E-mail Address	bwatson@lodiusd.net
County-District-School (CDS) Code	39685856107114

Last updated: 11/30/2017

School Description and Mission Statement (School Year 2017-18)

Delta Sierra Middle School, located in north Stockton, opened in 1988 and was originally built to accommodate 520 students.

STATEMENT OF PURPOSE:
Delta Sierra Middle School students and staff are respectful, responsible, and resilient. Our school celebrates creativity and diverse cultures and 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 dedicated 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 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 extra-curricular activities such as sports, music, travel, and drama.
• Involve parents and community in the education of our children.
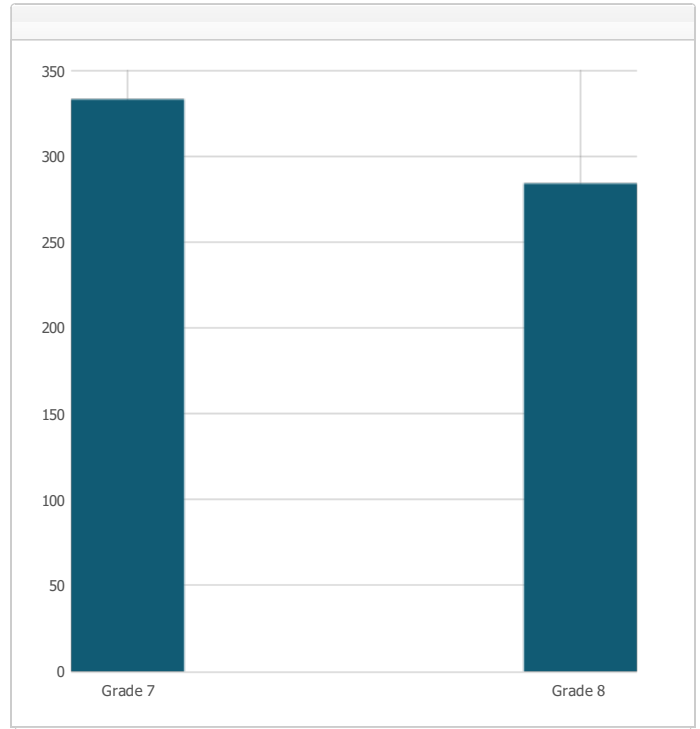• Prepare students for high school, college, careers, and family life.

Focus Areas of Instruction Across All Curricular Areas:
• Lesson Design
• Instructional Strategies & Engagement
• Maintaining Positive Relationships

Last updated: 11/30/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	333
Grade 8	284
Total Enrollment	617

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	22.7 %
American Indian or Alaska Native	1.0 %
Asian	24.5 %
Filipino	5.3 %
Hispanic or Latino	33.9 %
Native Hawaiian or Pacific Islander	2.1 %
White	6.5 %
Two or More Races	2.1 %
Other	1.9 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.0 %
English Learners	18.3 %
Students with Disabilities	14.3 %
Foster Youth	0.6 %

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	24	18	1222
Without Full Credential	3	4	3	85
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	2	8
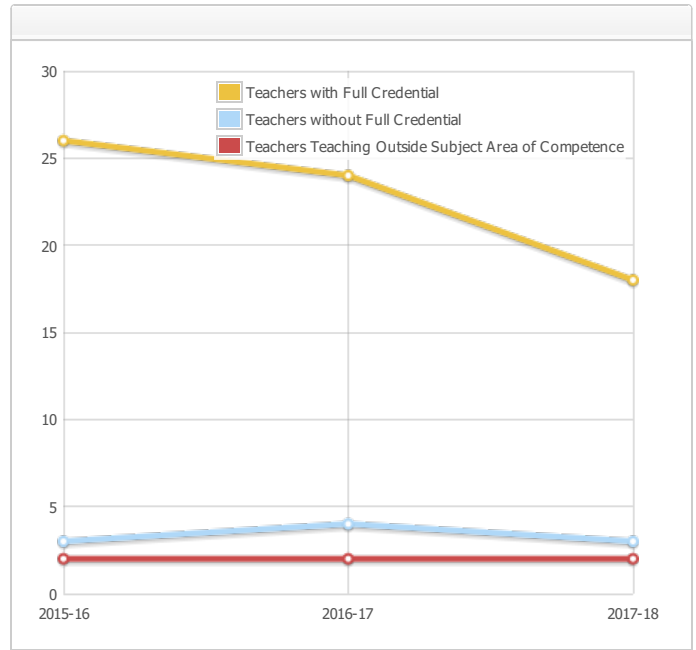
Last updated: 12/2/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	6
Total Teacher Misassignments*	3	2	8
Vacant Teacher Positions	3	0	5
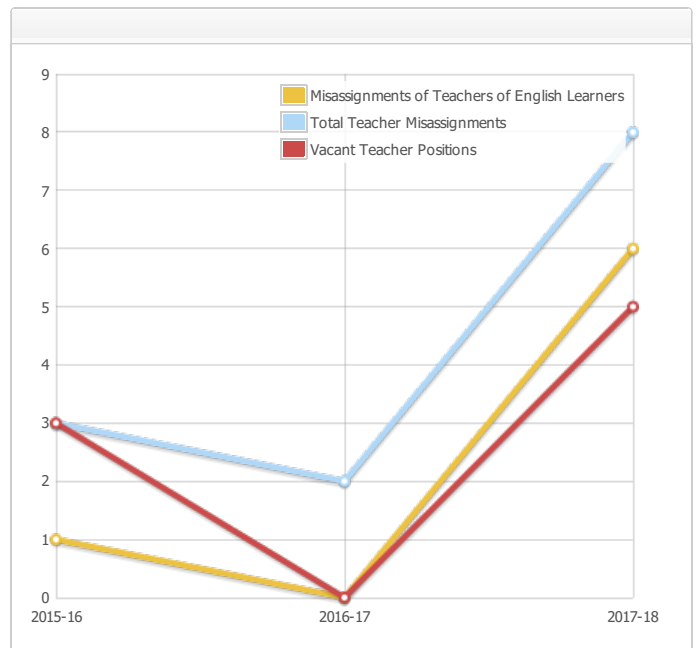
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 7/22/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: July 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade 7-8 Base Core) **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 7-8 ELD Support) **Scholastic English 3D**, Scholastic, c.2014 Adoption Year: 2014; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 7/22/2014		0.0 %
Mathematics	(Grade 7 Base Core) **CMP 3 Math Grade 7**, Pearson, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014 (Grade 8 Base Core) **CMP 3 Math Grade 8**, Pearson, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014 (Grade 7-8 Strategic Intervention) **Math 180**, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014		0.0 %
Science	(Grade 7 Base Core) **CA Science: Focus on Life Science**, Pearson/Prentice Hall, c.2008 Adoption Year: 2008; From most recent adoption: Yes (Grade 8 Base Core) **CA Science: Focus on Physical Science**, Pearson/Prentice Hall, c.2008 Adoption Year: 2008; From most recent adoption: Yes		0.0 %
History-Social Science	(Grade 7 Base Core) **History Alive! The Medieval World and Beyond**, TCI, c.2004 Adoption Year: 2006; From most recent adoption: Yes (Grade 8 Base Core) **History Alive! The US through Industrialism**, TCI, c.2004 Adoption Year: 2006; From most recent adoption: Yes		0.0 %
Foreign Language	(Grade 7-8 Spanish) **Que Chevere! Level 1**, EMC Publishing, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015		0.0 %
Health	(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		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/27/2017

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.
NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Delta Sierra on 10-13-17.

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 2017, 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

Last updated: 12/10/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	ERP - Seal coat repairs needed on playground and parking lots.

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good

Last updated: 12/10/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	22%	29%	41%	43%	48%	48%
Mathematics (grades 3-8 and 11)	12%	12%	31%	33%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/17/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	624	606	97.12%	28.76%
Male	323	313	96.90%	24.92%
Female	301	293	97.34%	32.88%
Black or African American	133	129	96.99%	20.16%
American Indian or Alaska Native	--	--	--	--
Asian	153	150	98.04%	35.33%
Filipino	37	37	100.00%	35.14%
Hispanic or Latino	217	208	95.85%	24.64%
Native Hawaiian or Pacific Islander			100.00%	36.36%
White	41	39	95.12%	48.72%
Two or More Races	14	14	100.00%	21.43%
Socioeconomically Disadvantaged	566	549	97.00%	27.01%
English Learners	171	165	96.49%	17.58%
Students with Disabilities	92	89	96.74%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

Last updated: 12/17/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	624	600	96.15%	11.67%
Male	323	310	95.98%	14.84%
Female	301	290	96.35%	--
Black or African American	132	128	96.97%	--
American Indian or Alaska Native	--	--	--	--
Asian	153	148	96.73%	18.24%
Filipino	37	37	100.00%	18.92%
Hispanic or Latino	218	204	93.58%	--
Native Hawaiian or Pacific Islander			100.00%	--
White	41	40	97.56%	25.00%
Two or More Races	14	14	100.00%	--
Socioeconomically Disadvantaged	566	543	95.94%	--
English Learners	171	164	95.91%	--
Students with Disabilities	92	88	95.65%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

Last updated: 12/17/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

| | Percentage of Students Scoring at Proficient or Advanced | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	28.0%	34.0%	51.0%	50.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/17/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

| | Percentage of Students Meeting Fitness Standards | | |
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	22.8%	29.2%	28.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/17/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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, IST, 504, Parent Conferences, ELAC, 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. Dinner will be served. 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.

CST 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 McDonald's 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 enjoy a meal 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.

Course Selection Seminars:
Purpose: To provide students the opportunity, under their parent/guardians' guidance, in selecting courses for the 2014-2015 school year.
How it Works: Current 6th graders who will be incoming 7th graders from Creekside, Oakwood, Wagner-Holt, Parklane, and Sutherland elementary schools will be assigned a day in March/April to come to Delta Sierra Middle School between 5:00 p.m. and 7:00 p.m. Dinner will be served. After a brief presentation, the school counselor will review core and elective classes with students and guide them, along with their parents/guardians, in making the appropriate selections. Additional teachers and staff will be on hand to assist as well as provide interpretation in various languages. Current 7th graders who will be 8th graders the next school year will meet with the school counselor a day in March/April to review core and elective classes.

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.

If you are interested in volunteering and/or joining Delta Sierra Middle's PTSA please contact Brad Watson for more information at (209) 953-8510.
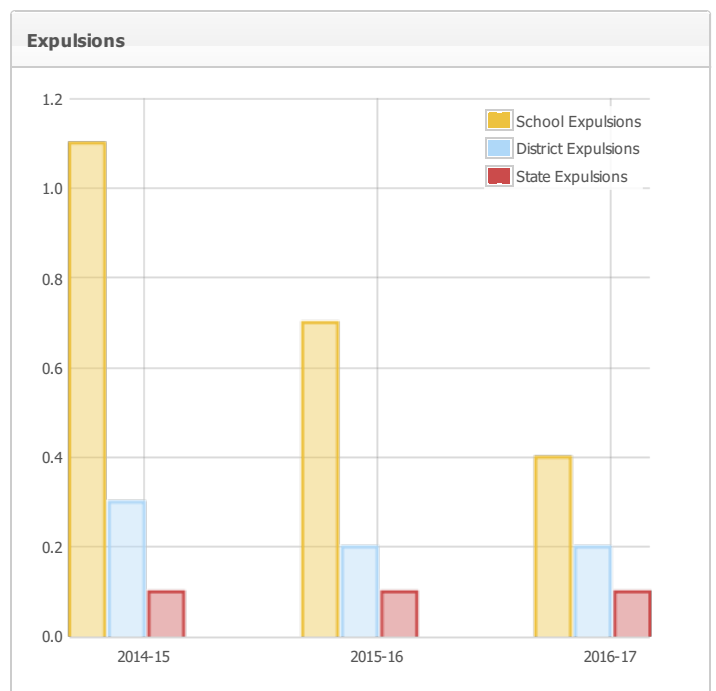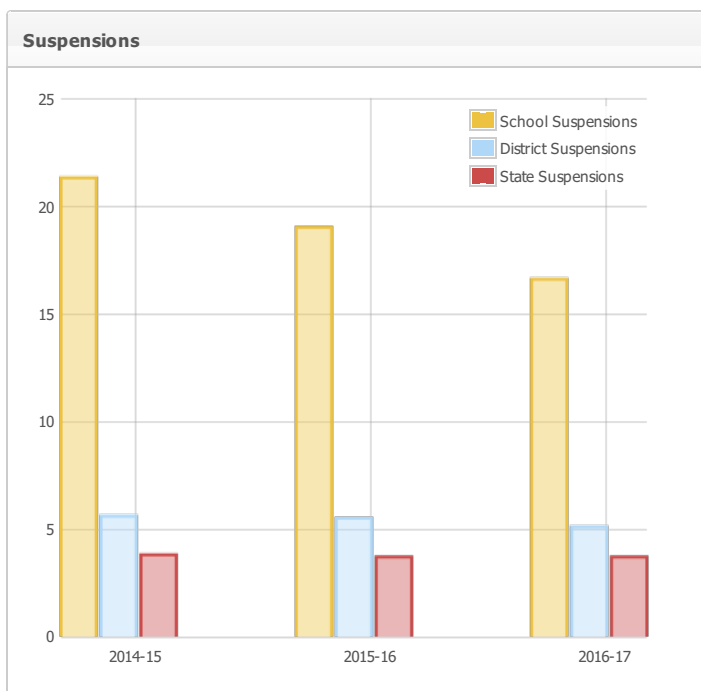
Last updated: 11/30/2017

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	21.3%	19.0%	16.6%	5.6%	5.5%	5.1%	3.8%	3.7%	3.7%
Expulsions	1.1%	0.7%	0.4%	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%

Suspensions

Expulsions

Last updated: 12/17/2017

School Safety Plan (School Year 2017-18)

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 2/16/17.

Last updated: 12/12/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	67.9%

Last updated: 12/17/2017

Average Class Size and Class Size Distribution (Secondary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	18.0	31	10	0	20.0	25	16	0	23.0	16	20	1
Mathematics	21.0	17	10	0	21.0	10	18	0	25.0	6	15	4
Science	20.0	12	15	0	22.0	14	14	0	25.0	9	15	2
Social Science	17.0	23	10	0	21.0	18	10	0	27.0	4	17	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/17/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	440.7
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.1	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11702.0	$3959.0	$7743.0	$64193.8
District	N/A	N/A	$7521.0	$70254.0
Percent Difference – School Site and District	N/A	N/A	2.9%	-9.0%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	16.3%	-21.0%

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

Last updated: 12/13/2017

Types of Services Funded (Fiscal Year 2016-17)

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either categorical or other sources. Services vary by school and may include:
- After School Programs
- AVID Programs
- Special Education
- Counseling Services (Academic and Career)
- Extended Day/Year/Summer School
- Supplemental instructional materials
- Enrichment Programs
- Access to Technology
- Social Services
- Athletic Programs
- Program for English Learners

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

Last updated: 12/13/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,781	$47,808
Mid-Range Teacher Salary	$64,791	$73,555
Highest Teacher Salary	$88,064	$95,850
Average Principal Salary (Elementary)	$117,196	$120,448
Average Principal Salary (Middle)	$128,029	$125,592
Average Principal Salary (High)	$128,461	$138,175
Superintendent Salary	$248,676	$264,457
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
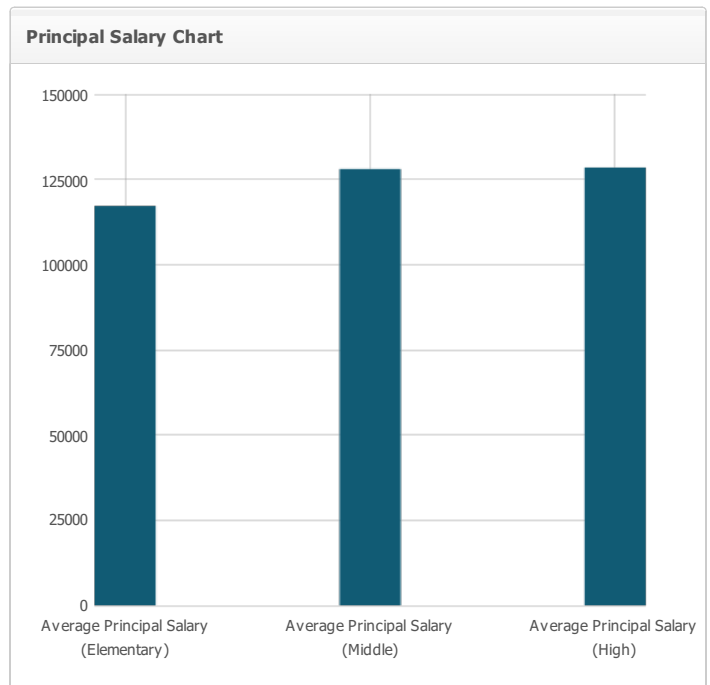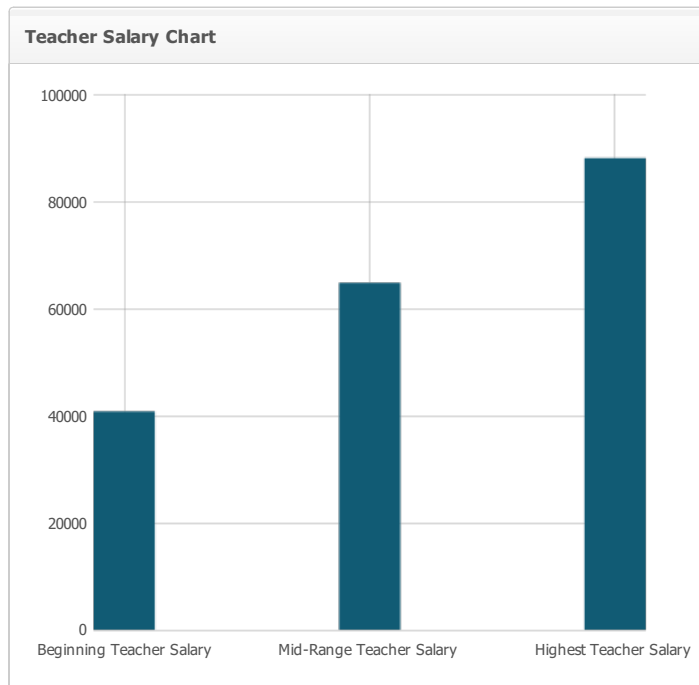
Last updated: 12/13/2017

Professional Development

Lodi Unified School District is committed to supporting school district staff through quality professional development. Teachers receive professional development each year. A variety of data is used to determine the focus of staff development in Lodi Unified School District. Data from state assessments, district assessments and teacher surveys assist us in identifying areas of concentration. Our current focus is on common core in mathematics and English language arts, social science, core practices, assessment, and technology. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom. We provide several programs and a variety of strategies to allow staff full access to training.

Teacher Induction Program (TIP) is available to newly credentialed teachers through the district. Teachers participate for two years in workshops, trainings and work closely with an assigned mentor teacher. Non-instructional personnel are offered training in technology, budget, and job specific content. Many Paraprofessionals take advantage of district offered training. Instructional coaches are available to work with staffs on-site in their classrooms as well as through district sponsored events.

Last updated: 11/28/2017