

Delta Sierra Middle School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Delta Sierra Middle School
Street	2255 Wagner Heights Road
City, State, Zip	Stockton, CA. 95209
Phone Number	209-953-8513
Principal	Mr. Brad Watson
Email Address	bwatson@lodiUSD.net
School Website	
County-District-School (CDS) Code	39685856107114

2021-22 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiUSD.net
District Website Address	www.lodiUSD.net

2021-22 School Overview

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	298
Grade 8	290
Total Enrollment	588

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.5
American Indian or Alaska Native	0.2
Asian	26
Black or African American	19.9
Filipino	5.1
Hispanic or Latino	34.9
Native Hawaiian or Pacific Islander	1.2
Two or More Races	3.4
White	5.4
English Learners	18.2
Foster Youth	1.2
Homeless	0.2
Socioeconomically Disadvantaged	85
Students with Disabilities	18.2

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

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

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)	23.0	71.7	1289.6	83.4	228366.1	83.1
Intern Credential Holders Properly Assigned	4.5	14.0	64.9	4.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	8.1	54.9	3.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	3.9	52.4	3.4	12115.8	4.4
Unknown	0.7	2.3	83.5	5.4	18854.3	6.9
Total Teaching Positions	32.1	100.0	1545.6	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	2.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.6

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.2
Total Out-of-Field Teachers	1.2

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.4
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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

July 2021

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 Mathematics</p>		0.00 %
Mathematics	<p>(Grade 7 Base Core/Intervention) CMP 3 Math Grade 7, Pearson, c.2014; Adoption Year: 2014; From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 8 Base Core/Intervention) CMP 3 Math Grade 8, Pearson, c.2014; Adoption Year: 2014; From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 7-12 SDC) Math 180, Scholastic, c.2014; Adoption Year: 2014; From most recent adoption: No, Local Board Approval on 7/22/2014</p>		0.00 %
Science	<p>(Grade 7 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes</p> <p>(Grade 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>		0.00 %

	(Grade 8 Base Core) US History American Stories: Beginnings to WWI, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes		
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		0.00 %
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 (Grade 7-12) FLASH Curriculum, King County Public Health, c.2019; Adoption Year: 2020; From the most recent adoption: Yes		0.00 %

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 PROJECT S: N/A

MODERNIZATION PROJECT S: 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.

NEW SCHOOL CONSTRUCTION PROJECT S: N/A

Data on school facilities was collected for Delta Sierra on 1/14/2022.

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 January 2022, 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

January 2022

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			

School Facility Conditions and Planned Improvements

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	611	433	70.87	29.13	23.11
Female	300	219	73	27	25.98
Male	310	214	69.03	30.97	20.29
American Indian or Alaska Native	--	--	--	--	--
Asian	154	115	74.68	25.32	28.57
Black or African American	124	84	67.74	32.26	13.41
Filipino	27	23	85.19	14.81	31.82
Hispanic or Latino	215	150	69.77	30.23	23.4
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	35	74.47	25.53	10.34
White	35	20	57.14	42.86	31.58
English Learners	112	90	80.36	19.64	5.88
Foster Youth	--	--	--	--	--
Homeless	14	8	57.14	42.86	--
Military	30	24	80	20	17.39
Socioeconomically Disadvantaged	521	365	70.06	29.94	21.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	119	74	62.18	37.82	6.76

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	611	408	66.78	33.22	9.30
Female	300	199	66.33	33.67	9.47
Male	310	209	67.42	32.58	9.14
American Indian or Alaska Native	--	--	--	--	--
Asian	154	113	73.38	26.62	12.84
Black or African American	124	79	63.71	36.29	6.58
Filipino	27	23	85.19	14.81	4.35
Hispanic or Latino	215	134	62.33	37.67	7.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	35	74.47	25.53	6.45
White	35	20	57.14	42.86	20.00
English Learners	112	78	69.64	30.36	0.00
Foster Youth	--	--	--	--	--
Homeless	14	10	71.43	28.57	--
Military	30	21	70.00	30.00	5.00
Socioeconomically Disadvantaged	521	341	65.45	34.55	9.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	119	72	60.50	39.50	2.78

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	4.02	N/A	21.45	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	296	213	71.96	28.04	4.02
Female	148	108	72.97	27.03	3.92
Male	148	105	70.95	29.05	4.12
American Indian or Alaska Native	--	--	--	--	--
Asian	76	55	72.37	27.63	3.70
Black or African American	53	33	62.26	37.74	3.45
Filipino	12	10	83.33	16.67	--
Hispanic or Latino	107	79	73.83	26.17	4.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	19	76.00	24.00	0.00
White	17	13	76.47	23.53	15.38
English Learners	58	45	77.59	22.41	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	22	16	72.73	27.27	0.00
Socioeconomically Disadvantaged	247	178	72.06	27.94	3.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	23	48.94	51.06	0.00

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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, 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. 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.

- 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:

2021-22 Opportunities for Parental Involvement

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.

- 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	636	619	199	32.1
Female	312	305	89	29.2
Male	323	313	109	34.8
American Indian or Alaska Native	1	1	1	100.0
Asian	156	153	45	29.4
Black or African American	128	124	60	48.4
Filipino	31	30	5	16.7
Hispanic or Latino	230	224	60	26.8
Native Hawaiian or Pacific Islander	8	7	2	28.6
Two or More Races	22	22	6	27.3
White	35	35	14	40.0
English Learners	124	119	36	30.3
Foster Youth	9	9	2	22.2
Homeless	7	7	3	42.9
Socioeconomically Disadvantaged	549	536	181	33.8
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	123	120	48	40.0

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	18.66	1.42	5.05	0.94	3.47	0.20
Expulsions	1.18	0.00	0.15	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	16.89	4.45	2.45
Expulsions	0.15	0.12	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.42	0.00
Female	0.64	0.00
Male	2.17	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.30	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	0.81	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.25	0.00

2021-22 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 10/02/2019.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24	9	28	2
Mathematics	23	12	16	1
Science	27	2	21	3
Social Science	25	10	16	1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21	21	20	1
Mathematics	21	19	12	
Science	24	4	21	1
Social Science	22	13	16	

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	19.59	26	15	
Mathematics	21.78	17	9	1
Science	26.73	5	14	3
Social Science	21	14	14	

2020-21 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	392

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$11,801.40	\$4,129.70	\$7,671.70	\$62,932.30
District	N/A	N/A	\$8,285.66	\$76,073
Percent Difference - School Site and District	N/A	N/A	-7.7	-18.9
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-9.6	-29.4

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$43,999	\$50,897
Mid-Range Teacher Salary	\$69,903	\$78,461
Highest Teacher Salary	\$97,861	\$104,322
Average Principal Salary (Elementary)	\$124,825	\$131,863
Average Principal Salary (Middle)	\$139,252	\$137,086
Average Principal Salary (High)	\$128,359	\$151,143
Superintendent Salary	\$268,296	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Lodi Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiUSD.net
District Website Address	www.lodiUSD.net

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14808	11876	80.20	19.80	36.42
Female	7156	5694	79.57	20.43	40.83
Male	7646	6177	80.79	19.21	32.37
American Indian or Alaska Native	59	45	76.27	23.73	51.11
Asian	2695	2139	79.37	20.63	42.73
Black or African American	1061	727	68.52	31.48	20.06
Filipino	453	369	81.46	18.54	61.04
Hispanic or Latino	6873	5631	81.93	18.07	29.23
Native Hawaiian or Pacific Islander	111	85	76.58	23.42	39.76
Two or More Races	883	694	78.60	21.40	40.41
White	2673	2186	81.78	18.22	48.27
English Learners	2840	2391	84.19	15.81	7.19
Foster Youth	129	106	82.17	17.83	18.10
Homeless	184	132	71.74	28.26	15.63
Military	882	732	82.99	17.01	38.60
Socioeconomically Disadvantaged	10894	8735	80.18	19.82	30.22
Students Receiving Migrant Education Services	154	135	87.66	12.34	12.69
Students with Disabilities	2137	1581	73.98	26.02	10.28

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14808	11753	79.37	20.63	24.16
Female	7156	5647	78.91	21.09	23.05
Male	7646	6101	79.79	20.21	25.18
American Indian or Alaska Native	59	44	74.58	25.42	31.82
Asian	2695	2147	79.67	20.33	29.69
Black or African American	1061	699	65.88	34.12	12.32
Filipino	453	370	81.68	18.32	46.76
Hispanic or Latino	6873	5569	81.03	18.97	17.00
Native Hawaiian or Pacific Islander	111	79	71.17	28.83	24.05
Two or More Races	883	687	77.80	22.20	26.11
White	2673	2158	80.73		36.27
English Learners	2840	2361	83.13	16.87	4.56
Foster Youth	129	104	80.62	19.38	6.73
Homeless	184	128	69.57	30.43	9.68
Military	882	720	81.63	18.37	26.43
Socioeconomically Disadvantaged	10894	8654	79.44	20.56	18.58
Students Receiving Migrant Education Services	154	137	88.96	11.04	8.03
Students with Disabilities	2137	1550	72.53	27.47	7.74