

Delta Sierra Middle School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	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	https://deltasierra.lodiUSD.net/
Grade Span	7-8
County-District-School (CDS) Code	39685856107114

2025-26 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

2025-26 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.

2025-26 School Description and Mission Statement

School Vision:
The Delta Sierra community believes all students can persevere and be successful through explicit modeling of respectful behaviors and expectations, work cooperatively and support one another.

School Mission:
Delta Sierra stakeholders will, through shared mission, vision, values and goals, establish Professional Learning Communities that are results oriented and committed to data-driven continuous improvement best practices to raise the level of performance for our students in preparation for the demands of high school, and their post secondary college and career pursuits.

School Goals:

- Academic Improvement by providing a challenging standard-based curriculum that prepares students for the Common Core as measured by Smarter Balanced Assessments along with academic support and interventions so that students are prepared for high school, college, careers, and family life.
- Social-Emotional Behavior by offering our students the opportunity to participate in Positive Behavior Intervention Support services,; 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.
- Provide Targeted Assistance Instruction and Support to all subgroups especially Two or More Races

Focus Areas of Instruction Across All Curricular Areas

- Multi-Tiered Systems of Support
- Co-Teaching Instructional Model for teachers to work on: Lesson Design, Instructional Strategies & Engagement
- Maintaining Positive Relationships

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	293
Grade 8	270
Total Enrollment	563

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49
Non-Binary	0.4
American Indian or Alaska Native	0.4
Asian	21.3
Black or African American	16.2
Filipino	4.1
Hispanic or Latino	44.4
Native Hawaiian or Pacific Islander	1.2
Two or More Races	6.7
White	5.7
English Learners	14.6
Foster Youth	1.8
Homeless	0.9
Migrant	0.4
Socioeconomically Disadvantaged	93.1
Students with Disabilities	15.1

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.8	68.76	1281.6	82.81	234405.2	84
Intern Credential Holders Properly Assigned	3.7	11.92	60.6	3.92	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.1	16.14	83.1	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	2.52	49.6	3.21	11953.1	4.28
Unknown/Incomplete/NA	0.2	0.63	72.5	4.69	15831.9	5.67
Total Teaching Positions	31.7	100	1547.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.6	72.44	1226	81.46	231142.4	83.24
Intern Credential Holders Properly Assigned	2.2	7.35	56.3	3.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.7	12.36	96.2	6.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	5.81	53.4	3.55	11746.9	4.23
Unknown/Incomplete/NA	0.5	1.97	73	4.85	14303.8	5.15
Total Teaching Positions	29.9	100	1505.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.4	68.71	1221.9	80.65	230039.4	100
Intern Credential Holders Properly Assigned	1	3.54	61.5	4.06	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.4	19.4	127.3	8.4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.82	40.3	2.66	12112.8	4.34
Unknown/Incomplete/NA	1.2	4.46	63.9	4.22	13705.8	4.91
Total Teaching Positions	28.2	100	1515.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	5.10	2.7	5.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.10	3.7	5.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.80	1.7	1
Total Out-of-Field Teachers	0.80	1.7	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.1	10.2	22.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.9	0	0

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

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

Year and month in which the data were collected		July 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade 7-8 Base Core/EL Support) StudySync, McGraw Hill c. 2017; Adoption Year: 2016; From most recent adoption: Yes (Grade 7-8 Intervention) Scholastic Read 180-Stage B, Scholastic, c.2012; Adoption Year: 2011; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011 (Grade 7-8 Intensive Intervention/EL Support) Scholastic System 44 Next Gen, Scholastic, c.2014; Adoption Year: 2011; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011	0.00 %
Mathematics	(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	0.00 %
Science	(Grade 7-8 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018; Adoption Year: 2019; From most recent adoption: Yes	0.00 %
History-Social Science	(Grade 7 Base Core) Nat Geo World History: Medieval and Early Modern Times, NatGeo/Cengage, c.2018; Adoption Year: 2018;	0.00 %

	From most recent adoption: Yes (Grade 8 Base Core) US History American Stories: Beginnings to WWI, NatGeo/Cengage, c.2018; Adoption Year: 2018; From most recent adoption: Yes	
Foreign Language	(Grade 7-8 Spanish) Encuentros, Vista Higher Learning, c.2022; Adoption Year: 2022; From most recent adoption: Yes	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 7-8) FLASH Curriculum, King County Public Health, c.2019; Adoption Year: 2020; From the most recent adoption: Yes	0.00 %
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements	
AGE OF SCHOOL BUILDINGS: 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. 2023-24 Paving Replacement Project. 2025 North Stockton (Kitchen) HVAC Unit Installation Project. NEW SCHOOL CONSTRUCTION PROJECTS: N/A	

School Facility Conditions and Planned Improvements

Data on school facilities was collected for Delta Sierra on 10/13/2025.

Lodi Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office. As of October 2025, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at 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

October 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

- 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.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	21	27	39	40	47	48
Mathematics (grades 3-8 and 11)	10	15	28	30	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	555	537	96.76	3.24	26.63
Female	279	271	97.13	2.87	31.00
Male	274	264	96.35	3.65	22.35
American Indian or Alaska Native	--	--	--	--	--
Asian	124	119	95.97	4.03	35.29
Black or African American	83	81	97.59	2.41	13.58
Filipino	25	24	96.00	4.00	37.50
Hispanic or Latino	251	243	96.81	3.19	24.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	25.00
White	27	26	96.30	3.70	42.31
English Learners	83	75	90.36	9.64	5.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	16.67
Socioeconomically Disadvantaged	361	351	97.23	2.77	21.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	90	85	94.44	5.56	1.18

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	555	545	98.20	1.80	15.41
Female	279	276	98.92	1.08	13.77
Male	274	267	97.45	2.55	16.85
American Indian or Alaska Native	--	--	--	--	--
Asian	124	120	96.77	3.23	19.17
Black or African American	82	81	98.78	1.22	7.41
Filipino	25	25	100.00	0.00	32.00
Hispanic or Latino	252	249	98.81	1.19	14.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	16.67
White	27	26	96.30	3.70	15.38
English Learners	83	81	97.59	2.41	4.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	5.56
Socioeconomically Disadvantaged	361	355	98.34	1.66	12.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	90	85	94.44	5.56	2.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.78	9.06	24.37	23.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	265	96.36	3.64	9.06
Female	143	139	97.20	2.80	7.91
Male	132	126	95.45	4.55	10.32
American Indian or Alaska Native	--	--	--	--	--
Asian	67	64	95.52	4.48	10.94
Black or African American	43	41	95.35	4.65	2.44
Filipino	13	13	100.00	0.00	7.69
Hispanic or Latino	116	113	97.41	2.59	5.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	37.50
White	15	14	93.33	6.67	21.43
English Learners	34	33	97.06	2.94	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	176	169	96.02	3.98	8.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	43	91.49	8.51	2.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93%	96%	96%	95%	95%

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

2025-26 Opportunities for Parental Involvement

Delta Sierra Middle School administration, parents, teachers, and staff work in collaboration with parent/guardians in the planning of parent involvement activities that may include some of the following in any given school year:

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.

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:

2025-26 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	632	610	248	40.7
Female	323	312	129	41.3
Male	307	296	118	39.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	133	127	40	31.5
Black or African American	99	97	54	55.7
Filipino	25	25	3	12.0
Hispanic or Latino	286	276	119	43.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	43	41	15	36.6
White	37	35	14	40.0
English Learners	100	94	33	35.1
Foster Youth	12	11	7	63.6
Homeless	--	--	--	--
Socioeconomically Disadvantaged	586	568	238	41.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	98	97	56	57.7

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
17.52	16.51	10.13	6.06	5.2	4.58	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.76	1.1	0.63	0.27	0.23	0.08	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.13	0.63
Female	12.69	0.93
Male	7.17	0.33
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.02	0.00
Black or African American	22.22	3.03
Filipino	0.00	0.00
Hispanic or Latino	8.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.63	0.00
White	8.11	2.70
English Learners	4.00	0.00
Foster Youth	33.33	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.92	0.68
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.31	0.00

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

2025-26 School Safety Plan

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor’s pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 1/27/2025.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	10	15	2
Mathematics	26	6	14	2
Science	34	2	10	5
Social Science	26	5	15	2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	12	14	2
Mathematics	38	2	7	6
Science	29	3	10	5
Social Science	27	5	13	4

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	281.5

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20,043.40	\$8,061.10	\$11,982.30	\$81,751.19
District	N/A	N/A	\$11,495.78	\$94,261
Percent Difference - School Site and District	N/A	N/A	4.1	-14.2
State	N/A	N/A	\$11,146.18	\$100,333
Percent Difference - School Site and State	N/A	N/A	7.2	-20.4

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Professional Development

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

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

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