

SARC 2019-20

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2020-21



Delhi Middle

Address: 16881 West Schendel Ave. Delhi, CA 95315

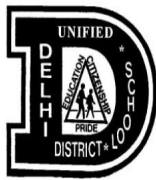
Principal: Mr. Alberto Verduzco, Principal

Phone: (209) 656-2050

Email: averduzco@delhiusd.org

Web Site: www.delhi.k12.ca.us

CDS Code: 24753660131862



Delhi Unified

Superintendent: Adolfo Melara

Phone: (209) 656-2000

Email: amelara@delhiusd.org

Web Site: www.delhi.k12.ca.us



I DATA AND ACCESS

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 at <http://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).

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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Delhi Unified
 Phone Number: (209) 656-2000
 Superintendent: Adolfo Melara
 E-mail Address: amelara@delhiusd.org
 Web Site: www.delhi.k12.ca.us

School Contact Information Most Recent Year

School Name: Delhi Middle
 Street: 16881 West Schendel Ave.
 City, State, Zip: Delhi, CA 95315
 Phone Number: (209) 656-2050
 Principal: Mr. Alberto Verduzco, Principal
 E-mail Address: averduzco@delhiusd.org
 Web Site: www.delhi.k12.ca.us
 County-District-School
 (CDS) Code: 24753660131862

School Description and Mission Statement (School Year 2020-21)

Mission: Delhi Middle School will provide a collaborative learning environment, based on high expectations, accountability and respect, preparing students with 21st Century Skills to become high school ready. Our staff is committed to encouraging and supporting students achievement and excellence in a safe learning environment by developing positive relationships within the school, families, and community.

Delhi Middle School reopened in August of 2015 on the Delhi Educational Park campus. The elementary schools in the district are the feeder schools to the middle school. The current enrollment at our school is 403 students. Our school demographics are as follows: 90% Hispanic and 10% non-Hispanic or multiple ethnicities; 12% are English Learners. Of our total population, 88% are considered low-income students, as determined by the free and reduced-price lunch statistics.

At our school, we are proud of the unique programs we have to offer. We provide a safe environment that encourages academic excellence and social responsibility through Common Core, 21st Century learning curriculum that is supported by our parents, staff, and community. We are committed to educating the whole child in a positive and safe learning environment. To make this mission a reality, our highly qualified staff instruct students with a rigorous curriculum and the belief that all students can learn. Our staff utilizes research-based best practices to keep students engaged and active in their learning.

Delhi Middle School is a professional learning community. Teams of educators focused on learning and results, collaborate on a weekly basis. Analyzing common formative assessment data, discussing instructional strategies, and job-embedded training are a few of the many ways our teams aspire to continuously improve learning. Through character education, we hope to facilitate in each student a lifelong love of learning, strong self-esteem, ethical values, and a respect and appreciation for diversity.

Student Enrollment by Grade Level (School Year 2019-20)

Grade Level	Number of Students
Grade 7	
Grade 8	
Total Enrollment	

Student Enrollment by Student Group (School Year 2019-20)

Student Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Foster Youth	
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	15	12		
Without Full Credential	1	6		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-21)

Year and month in which the data were collected: January 2021

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Reading/Language Arts	7-8 MyPerspectives - Pearson Education, inc. 2017	Yes	0%
Mathematics	7-8 California Go Math - Houghton Mifflin Harcourt 2014	Yes	0%
Science	7 Life Science - Holt Rinehart & Winston 2007 and 8 Science Physical Science Holt Rinehart & Winston 2007	Yes	0%
History-Social Science	7 World History - Holt Rinehart & Winston 2006 and 8 US History - Holt Rinehart & Winston 2006	Yes	0%
Foreign Language	7-8 En Espanol! Uno - McDougal, Littell & Co. 2004	Yes	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Our campus is adequate for the size of our population. The Maintenance Lead at the site, services and maintains the facilities and schedule regular maintenance and custodial services to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning. All site inspections are conducted on a monthly basis by the Lead Maintenance of the site. Site facilities are evaluated using the Facility Inspection Tool (FIT) provided by the State of California Office of Public School Construction (OPSC). The overall ranking of this inspection rated the site in "Good" condition. The most recent evaluation of this site was performed in October 2019.

We will be up grading all the walk way pole lights with LED Lights in December and January.
We will also be expanding some of the walk ways between building for student traffic with concrete paths

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The Overall Rating

Year and month of the most recent FIT report: January 2021

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
English Language Arts/ Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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.

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-20)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Male					
Female					
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-20)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Male					
Female					
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2019-20 school year. However, these data are not available for inclusion in the 2019-20 SARC posting due February 1, 2021. These data will be included in the 2020–21 SARC posting due February 1, 2022.

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 2019-20)

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
5			
7			
9			

NOTE: 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.

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 school site

Opportunities for Parental Involvement - (School Year 2020-21)

Delhi Middle School has developed a written Title I Parental Involvement Policy with input from Title I parents. This policy has been reviewed by the School Site Council and will benefit Delhi Middle School by providing parents with valuable information and allowing them to participate in educational and extracurricular programs.

Delhi Middle School does the following: Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program: The school provides information to parents of Title I students of Title I requirements and their rights to be involved in the Title I program at a general session held at the beginning of the year. These rights are also available on the school website.

In addition to the annual information meeting on Back to School Night, presentations are also scheduled through the English Language Advisory Committee (ELAC), School Site Council (SSC), and at the first Report Card Night normally schedule in October. Delhi Middle School involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of its program through School Site Council and ELAC's regularly scheduled meetings where the focus is on student needs and academic achievement.

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		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Suspensions									
Expulsions									

School Safety Plan (School Year 2020-21)

DMS and Delhi Unified School District (DUSD) have placed a great emphasis on campus safety and security. Safety drills are conducted regularly for Lockout, Lockdown, Evacuation, and Shelter. Visitors must check in at the front desk and receive proper authorization to be on campus.

Staff members supervise students at all times. The Comprehensive Safety Plan is revised by staff each year to address specific campus needs in order to ensure a safe and orderly learning environment. Components of the Safety Plan include the following: There is also a Student Handbook that outlines policies for sexual harassment, suspension and expulsion, and dress code. The Comprehensive Safety Plan was reviewed and approved by the Board of Trustees on June 11, 2019.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2018-19 Number of Classes*		
		1-22	23-32	33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2019-20 Number of Classes*		
		1-22	23-32	33+
English				
Mathematics				
Science				
Social Science				

* 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.

Ratio of Academic Counselors to Pupils (School Year 2019-20)

Title	Ratio
Academic Counselors*	

* 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.

Student Support Services Staff (School Year 2019-20)

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2019-20)

State and federal funds are used to provide supplemental support to students in areas such as summer school, tutoring, child nutrition, targeted intervention programs for students with special needs and English language learners. The school site council has adopted goals, action plans, and expenditures to raise the academic performance of student groups not meeting state standards. The following services are provided from some of the categorical funding sources:

- Title I: Summer school, professional development, tutoring, support of the Single Plan for Student Achievement, services to English language learners;
- Title III: services to English language learners coordinated at a district wide level;
- Special Education (federal and state sources): services to students with special needs;
- National School Lunch and Breakfast Program: provide nutritious meals to students; and
- Lottery for textbooks, field trips, equipment replacement, and other one-time expenditures.

The Local Control Funding Formula (LCFF) is the school's main revenue source and provides 82% of district general fund revenues. LEAs receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students than under the previous categorical grant system. The LCFF is based on student counts and demographics. LCFF is calculated using grade span ADA that have differing grade span funding rates, plus supplemental and concentration grants that provide additional funding for the demographic student populations of low-income, ELS, foster youth and homeless youth. The LCFF funds regular education teachers along with instructional aides, site administrative support, custodial, maintenance, grounds, student transportation, and activities detailed in the 3-year Local Control Accountability Plan (LCAP).

Teacher and Administrative Salaries (Fiscal Year 2018-19)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Professional Development

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

