

Lovonya DeJean Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

About This School

Contact Information (School Year 2016-17)

| School Contact Information | |
|-----------------------------------|--|
| School Name | Lovonya DeJean Middle School |
| Street | 3400 Macdonald Avenue |
| City, State, Zip | Richmond, CA 94805-4501 |
| Phone Number | (510) 231-1430 |
| Principal | William L. McGee |
| E-mail Address | wmcgee@wccusd.net |
| Web Site | www.wccusd.net/Page/1375 |
| CDS Code | 07-61796-6120885 |

| District Contact Information | |
|-------------------------------------|---|
| District Name | West Contra Costa Unified School District |
| Phone Number | (510) 231-1100 |
| Superintendent | Matthew Duffy |
| E-mail Address | matthew.duffy@wccusd.net |
| Web Site | www.wccusd.net |

School Description and Mission Statement (School Year 2016-17)

Lovonya DeJean Middle School is located in the city of Richmond, CA. Lovonya DeJean Middle School serves the inner-city portion of Richmond, and its feeder elementary schools are Wilson, Nystrom, Coronado, Grant, Lincoln, King and Stege. Lovonya DeJean Middle School is a one-hundred percent, school-wide, full inclusion school. The educational program is based on the traditional six-subject day.

MISSION

Lovonya DeJean Middle School will provide a culturally responsive learning and restorative environment that does not tolerate racism or exclusion, and values beliefs and expectations that manifest powerful learning. We strive to build communication structures that support learning and mobilize stakeholders to create a dynamic learning environment that uses assessment to drive curriculum and measure student progress.

VISION

Lovonya DeJean Middle School will be an academically focused environment, where empathetic stakeholders show resilience, flexibility, cultural competence, high expectations, and love. The community will have a growth mindset and pursue positivism and passion for collaborative learning. Stakeholders will be consistent and committed to high academic achievement.

CORE VALUES

T.R.A.C.K.S

Students at Lovonya DeJean Middle School are encouraged to always follow the T.R.A.C.K.S. When students follow the T.R.A.C.K.S they are Trustworthy, Respectful, Accountable, Confident, Kind, and Safe.

In addition to following the T.R.A.C.K.S. students and staff are encouraged to have a Growth Mindset. Growth Mindset is the idea that if people are able to change their thinking, then they are able to make positive changes in their lives. Having a Growth Mindset is important for students' academic success because when students believe they can succeed in school, they become more open to accepting challenges. It is important for teachers to have a Growth Mindset with their students to encourage them to reach their full potentials.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 7 | 241 |
| Grade 8 | 288 |
| Total Enrollment | 529 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 22.9 |
| American Indian or Alaska Native | 0 |
| Asian | 5.3 |
| Filipino | 0.8 |
| Hispanic or Latino | 67.9 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 2.1 |
| Two or More Races | 0.4 |
| Socioeconomically Disadvantaged | 96.4 |
| English Learners | 39.3 |
| Students with Disabilities | 15.3 |
| Foster Youth | 0.9 |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 24 | 16 | 19 | 19 |
| Without Full Credential | 4 | 8 | 3 | 3 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 2 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 94.6 | 5.4 |
| All Schools in District | 93.7 | 6.3 |
| High-Poverty Schools in District | 93.5 | 6.5 |
| Low-Poverty Schools in District | 97.2 | 2.8 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|---|
| Reading/Language Arts | Prentice Hall, Literature: Timeless Voices (gr 7-8) / 2001 National Geographic, Inside (ELD gr 7-8) / 2014 Houghton Mifflin Harcourt, (Intervention gr 7-8) Read 180 / 2011 | Yes | 0% |
| Mathematics | Prentice Hall, Pre-Algebra CA / 2001 Glencoe McGraw Hill, Math Course 3 (gr 8) / 2014 McDougal Littell, CA Middle School Algebra 1 / 2012 Key Curriculum Press, Discovering Geometry / 2008 | Yes | 0% |
| Science | Pearson/Prentice Hall, Focus on Life Science (gr 7) / 2008 Pearson/Prentice Hall, Focus on Physical Science (gr 8) / 2008 | Yes | 0% |
| History-Social Science | TCI, History Alive (gr 7-8) / 2004 | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

LDMS is a state of the art facility with 34 classrooms/labs. The school building serves as its own fence, completely encircling the perimeter. There are surveillance cameras in the exterior courtyard of the school.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: July 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: July 2016

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|---|
| | Good | Fair | Poor | |
| Interior: Interior Surfaces | | | X | Replace ceiling tiles in hall by principal's office, hall in B-building, hall in C-building, hall in D-building Replace rubber base in gym, hall in B-building, hall in C-building, Room D206, Room C203 Repair tears in wall of gym, Room C203 Paint stair handrails in hall of B-building, hall in C-building, hall in D-building Replace floor mats in hall of B-building, hall in C-building, hall in D-building Repair drawer in room D103 Paint is peeling at stairs by library Patch holes and paint boys locker room, girls restroom D108, boys restroom C109 Repair holes and wallpaper in room C201 and room C202 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | | | X | Repair light fixture(s) in hall in B-building, Room F104, Room F102, Room F107 Repair electric exit signs in hall of D-building Replace exterior plug cover of Room A110, Industrial Tech room, music room |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Low pressure at drinking fountain in hall in D-building, hall in B-building, MPR Loose toilet in girls restroom D108, boys restroom C109, girls restroom B108 Missing sink button in girls gym restroom F105 |
| Safety: Fire Safety, Hazardous Materials | X | | | Repair electric exit sign in gym |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Music building loose door cylinder Room C102 and F104 repair door handle |

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016

| Overall Rating | 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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|--------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 12 | 8 | 33 | 35 | 44 | 48 |
| Mathematics | 5 | 5 | 23 | 25 | 34 | 36 |

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 7 | 245 | 237 | 96.7 | 8.4 |
| | 8 | 303 | 278 | 91.8 | 7.5 |
| Male | 7 | 126 | 121 | 96.0 | 5.1 |
| | 8 | 155 | 141 | 91.0 | 5.7 |
| Female | 7 | 119 | 116 | 97.5 | 11.9 |
| | 8 | 148 | 137 | 92.6 | 9.4 |
| Black or African American | 7 | 50 | 47 | 94.0 | |
| | 8 | 77 | 67 | 87.0 | 10.7 |
| Asian | 7 | 13 | 12 | 92.3 | 8.3 |
| | 8 | 14 | 13 | 92.9 | 16.7 |
| Filipino | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Hispanic or Latino | 7 | 170 | 167 | 98.2 | 8.9 |
| | 8 | 198 | 184 | 92.9 | 6.1 |
| Native Hawaiian or Pacific Islander | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| White | 7 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 8 | -- | -- | -- | -- |
| Two or More Races | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 7 | 225 | 218 | 96.9 | 7.7 |
| | 8 | 280 | 257 | 91.8 | 7.7 |
| English Learners | 7 | 107 | 102 | 95.3 | |
| | 8 | 109 | 98 | 89.9 | 1.1 |
| Students with Disabilities | 7 | 42 | 38 | 90.5 | 2.7 |
| | 8 | 41 | 37 | 90.2 | 11.8 |
| Foster Youth | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 7 | 245 | 235 | 95.9 | 6.1 |
| | 8 | 303 | 286 | 94.4 | 4.9 |
| Male | 7 | 126 | 120 | 95.2 | 8.0 |
| | 8 | 155 | 147 | 94.8 | 7.3 |
| Female | 7 | 119 | 115 | 96.6 | 4.0 |
| | 8 | 148 | 139 | 93.9 | 2.5 |
| Black or African American | 7 | 50 | 46 | 92.0 | 2.4 |
| | 8 | 77 | 71 | 92.2 | 5.2 |
| Asian | 7 | 13 | 12 | 92.3 | 16.7 |
| | 8 | 14 | 14 | 100.0 | 25.0 |
| Filipino | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Hispanic or Latino | 7 | 170 | 166 | 97.7 | 4.7 |
| | 8 | 198 | 190 | 96.0 | 3.7 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Native Hawaiian or Pacific Islander | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| White | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Two or More Races | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 7 | 225 | 216 | 96.0 | 5.1 |
| | 8 | 280 | 265 | 94.6 | 4.5 |
| English Learners | 7 | 107 | 101 | 94.4 | 1.1 |
| | 8 | 109 | 100 | 91.7 | |
| Students with Disabilities | 7 | 42 | 38 | 90.5 | |
| | 8 | 41 | 38 | 92.7 | 2.9 |
| Foster Youth | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 60 | 49 | 14 | 48 | 46 | 40 | 60 | 56 | 54 |

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

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 304 | 263 | 86.5 | 14.1 |
| Male | 156 | 136 | 87.2 | 19.1 |
| Female | 148 | 127 | 85.8 | 8.7 |
| Black or African American | 77 | 67 | 87.0 | 7.5 |
| Asian | 14 | 12 | 85.7 | 33.3 |
| Hispanic or Latino | 199 | 173 | 86.9 | 15.6 |
| Socioeconomically Disadvantaged | 281 | 249 | 88.6 | 12.9 |
| English Learners | 109 | 87 | 79.8 | 5.8 |
| Students with Disabilities | 41 | 35 | 85.4 | 22.9 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 14.6 | 12.1 | 4.5 |

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The Parent Liaison/School Community Outreach Worker is an essential link between school and parents. Responsibilities include interpretation of school and District policies as they relate to parents and community, co-organizing parent groups and activities, mentoring students, participation on the SST and SSC, and act as a parent and student advocate.

Parent Center: This room is dedicated to the parents of LDMS for meetings and activities that are sponsored by the parents. They can use the room during school hours to discuss any school concerns or issues.

Name: Richard Foster, School Community Outreach Worker

Phone: 510-231-1430 ext. 25004

Email: richard.foster@wccusd.net

School Site Council: The SSC is comprised of elected peer members (e.g., teachers, classified employees, parents and students). The primary role of the SSC is to develop the Single Site Plan for Student Achievement, monitor professional development activities, student progress and monitor funding and other resources. Contact Person: William McGee, Principal; Phone Number (510) 231-1430 ext. 11553

English Language Advisory Committee: The committee is comprised of administrators, teachers, and parents. The primary role of the ELAC is to assist parents with the EL program goals, and requirements to exit the EL program. Contact Person - Fernando Ramirez, Parent Liaison, Phone Number (510) 231-1430 ext. 25090

Opportunities for Parental Involvement

- Academic family nights: Various school-oriented activities that parents can be involved in that cover subjects such as Math, Science, English, and History
- Awards Nights: Honoring students who improve and achieve academic and behavior levels.
- Coffee and treats for parents in our parent center
- Home visits
- Parent visits to classrooms
- Student Success Team (SST) meetings
- Translation services
- Volunteer training

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 19.5 | 30.2 | 22.6 | 6.6 | 6.2 | 6.3 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety Date of Last Review/Update September 6, 2016. Date Last Discussed with Staff September 7, 2016

Every staff member receives a hard copy of the revised Safety Plan at the beginning of the school year and the plan is reviewed by all staff members at the beginning of every school year. Other drills, such as natural disaster, shelter in place, fire, etc. are conducted periodically. LDMS has three campus supervisors providing security. The design of the new campus allows for a safe and secure environment in the event of an emergency. The safety/security team meets at minimum one time a month. All LDMS staff and students are required to wear LDMS identification cards with lanyards. Training is provided for all applicable staff on use of radio transmitters (walkie-talkies). A School Resource Officer from the Richmond Police Department is assigned to LDMS four days a week. Restorative Practices have been continued for the 2016-2017 school year with the use of the On Campus Restoration (OCR) room. Faculty and staff have been trained in practices.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2005-2006 | 2004-2005 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 20 |
| Percent of Schools Currently in Program Improvement | N/A | 71.4 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 29 | 5 | 13 | 16 | 29 | 2 | 16 | 9 | 25 | 9 | 12 | 6 |
| Mathematics | 28 | 4 | 12 | 8 | 31 | 3 | 8 | 9 | 27 | 3 | 10 | 6 |
| Science | 34 | | 7 | 11 | 35 | 1 | 4 | 14 | 29 | 5 | 9 | 6 |
| Social Science | 31 | | 10 | 9 | 32 | 1 | 13 | 6 | 30 | 3 | 6 | 8 |

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 2 | 231.50 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 1 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | .15 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | .30 | N/A |
| Resource Specialist | 2.00 | N/A |
| Other | 0 | N/A |

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 7150.82 | 3087.69 | 4063.12 | 48991.81 |
| District | N/A | N/A | 6412.40 | 65071.41 |
| Percent Difference: School Site and District | N/A | N/A | -36.6 | -24.7 |
| State | N/A | N/A | \$5,677 | \$75,837 |
| Percent Difference: School Site and State | N/A | N/A | -28.4 | -35.4 |

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at DeJean Middle School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
 EDUCATION PROTECTION ACCOUNT
 IASA-TITLE I BASIC
 SP ED IDEA BASIC LOCAL ENTITL
 HEALTHY START-ASLSNPP
 SPECIAL ED - E
 PROJECT READ

MEDI-CAL ADMIN ACTIVITIES
 PARCEL TAX
 MRAD
 CHEVRON
 MISC DONATIONS
 SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,699 | \$45,092 |
| Mid-Range Teacher Salary | \$59,640 | \$71,627 |
| Highest Teacher Salary | \$79,951 | \$93,288 |
| Average Principal Salary (Elementary) | \$91,385 | \$115,631 |
| Average Principal Salary (Middle) | \$96,869 | \$120,915 |
| Average Principal Salary (High) | \$108,183 | \$132,029 |
| Superintendent Salary | \$231,795 | \$249,537 |
| Percent of Budget for Teacher Salaries | 31% | 37% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

Professional Development (Most Recent Three Years)

Teachers are supported through in class coaching, professional development from Educational services, and principal-teacher meetings. In addition to weekly professional development and collaboration, and monthly grade-level team meetings the primary focus areas for professional development for the 2016-2017 school year at LoVonya DeJean Middle School are:

- Teachers are expected to set their own personal quarterly teaching goals
- Instructional Leadership Team (ILT) will be doing classroom visitations to determine necessary school-wide teaching goals
- Instructional Specialist on staff to work with teachers on pedagogy; including classroom management, lesson/unit planning, data-driven inquiry cycle, questioning strategies, accountable participation strategies
- Growth Mindset

Teachers and staff at LoVonya DeJean Middle School are also encouraged to seek additional professional development opportunities outside of what is provided at the school site. Teachers and staff are encouraged to attend conferences, go to trainings, and view webinars for continued professional development.