

LoVonya DeJean Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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	http://www.wccusd.net/dejean
Grades Served	7-8
CDS Code	07-61796-6120885

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

DESCRIPTION

Lovonya DeJean Middle School is located in the city of Richmond, CA. Elementary feeder schools are Wilson, Nystrom, Coronado, Grant, Lincoln, King and Stege. Lovonya DeJean Middle School serves the inner-city portion of Richmond. 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 positivity and passion for collaborative learning. Stakeholders will be consistent and committed to high academic achievement.

CORE VALUES

Trustworthy - Respectful - Accountable - Confident - Kind - Safe - Growth Mindset

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	312
Grade 8	313
Total Enrollment	625

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	24.5
Asian	4.6
Filipino	0.8
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	0.5
White	1.3
Two or More Races	0.5
Socioeconomically Disadvantaged	91.8
English Learners	38.2
Students with Disabilities	15
Foster Youth	0.6

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	24	16	16
Without Full Credential	4	4	8	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.0	4.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	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, Timeless Themes (Grades 6-8) ELD: National Geographic Inside Intervention:READ 180	Yes	0%
Mathematics	Everyday Mathematics Wright Group/Macmillan-McGraw Hill (Grade 6) Prentice Hall-Pre-Algebra, CA Edition (Grade 7); McDougal Littell algebra 1 (Grade 8)	Yes	0%
Science	Prentice Hall Earth science (Grade 6); Life Science (Grade 7); Physical Science (Grade 8)	Yes	0%
History-Social Science	TCI History Alive Ancient History TCI History Alive US History TCI History Alive Medieval History	Yes	0%
Foreign Language	EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Pearson Prentice Hall: Realidades (Spanish 1,2,3)	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 in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Remove electric wire taped to the floor
Interior: Interior Surfaces			X	Replace stained ceiling tiles by Principal's office; Paint all stairway handrails; Paint all walls by windows; Paint hallway by B-101; Hole in sheetrock by window; Replace blue pads in the gym
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Site having bird problems; Repair wallpaper; Remove all graffiti; Replace broken drawers; Clean the wall at the corner
Electrical: Electrical		X		Repair light fixtures; Replace plug plates;

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Adjust drinking fountains; Replace broken toilet paper holders; Check leaking spigot at exterior cafeteria wall; Repair stall partition boot
Safety: Fire Safety, Hazardous Materials	X			Remove all chemicals from under sink; Repair exit sign at bottom exit door
Structural: Structural Damage, Roofs	X			Check if it's roof leak or pipe in hallway corner by Principal's office;
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Replace door bumpers/handles; Replace all blinds; Replace vent on exterior door; Clean or replace leads at cement garbage cans site-wide;

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
	English Language Arts/Literacy	11	32
Mathematics	3	22	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	318	283	89.0	60	22	9	0
Male	7		137	45.8	69	13	9	0
	8		142	44.7	67	19	4	0
Female	7		145	48.5	59	19	14	1

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	141	44.3	53	25	13	1	
Black or African American	7	66	22.1	62	15	12	2	
	8	64	20.1	64	16	8	0	
Asian	7	13	4.3	38	15	46	0	
	8	13	4.1	15	46	23	0	
Filipino	7	2	0.7	--	--	--	--	
	8	3	0.9	--	--	--	--	
Hispanic or Latino	7	192	64.2	66	17	9	0	
	8	195	61.3	63	22	8	0	
Native Hawaiian or Pacific Islander	7	1	0.3	--	--	--	--	
	8	2	0.6	--	--	--	--	
White	7	8	2.7	--	--	--	--	
	8	2	0.6	--	--	--	--	
Two or More Races	8	4	1.3	--	--	--	--	
Socioeconomically Disadvantaged	7	253	84.6	67	15	11	0	
	8	261	82.1	60	23	8	0	
English Learners	7	100	33.4	86	4	1	0	
	8	86	27.0	78	8	1	0	
Students with Disabilities	7	31	10.4	84	6	0	0	
	8	35	11.0	74	6	0	0	
Foster Youth	7	--	--	--	--	--	--	
	8	--	--	--	--	--	--	

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	299	264	88.3	53	16	6	1
	8	318	273	85.8	66	6	0	0
Male	7	126	42.1	55	14	9	1	
	8	134	42.1	70	6	0	0	
Female	7	138	46.2	52	18	3	1	
	8	139	43.7	61	6	1	0	

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	7		60	20.1	50	17	5	0
	8		57	17.9	61	4	0	0
Asian	7		12	4.0	25	33	25	0
	8		12	3.8	33	25	0	0
Filipino	7		2	0.7	--	--	--	--
	8		4	1.3	--	--	--	--
Hispanic or Latino	7		181	60.5	56	15	4	1
	8		192	60.4	70	4	1	0
Native Hawaiian or Pacific Islander	7		1	0.3	--	--	--	--
	8		2	0.6	--	--	--	--
White	7		8	2.7	--	--	--	--
	8		2	0.6	--	--	--	--
Two or More Races	8		4	1.3	--	--	--	--
Socioeconomically Disadvantaged	7		235	78.6	55	15	6	1
	8		248	78.0	66	6	0	0
English Learners	7		93	31.1	67	2	1	0
	8		84	26.4	68	2	0	0
Students with Disabilities	7		31	10.4	71	0	3	0
	8		32	10.1	72	0	0	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	62	60	49	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	49
Male	47
Female	50
Black or African American	47
Asian	76
Filipino	--
Hispanic or Latino	47
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	16
English Learners	25
Students with Disabilities	51
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.20	13.50	9.80

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 (Most Recent Year)

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.

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

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: Fernando Ramirez, School Community Outreach Worker
 Phone: 510-231-1430 ext. 25090
 Email: fernando.ramirez@wccusd.net

Throughout the school year:

- 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.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	27.05	19.47	30.17	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.15	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Date of Last Review/Update October 12, 2015
 Date Last Discussed with Staff October 14, 2015

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 four 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.

We have a comprehensive school wide motivational program. Quarterly "Wolf Pack Celebrations" to celebrate positive school wide behavior and academics. There is a quarterly advisory period implemented to allow students to explore growth mindset strategies and go over progress reports. LDMS has implemented a college going culture. Teachers integrate college themes into assignments, lessons, and activities. Students are encouraged to wear college gear on Fridays.

Restorative Practices have been continued for the 2015-2016 school year with the introduction of the On Campus Restoration (OCR) room. Faculty and staff have been trained in practices. Expanded Learning Program provides additional academic focused instruction and enrichment activities for students. School2Home (1 to 1 initiative) partnered with LDMS to provide every student with tablet has been continued for the 2015-2016 school year.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	27	7	14	9	29	5	13	16	29	2	16	9
Mathematics	34	2	2	15	28	4	12	8	31	3	8	9
Science	33		7	11	34		7	11	35	1	4	14
Social Science	34		3	14	31		10	9	32	1	13	6

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	266.5
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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9019.52	\$5133.20	\$3886.33	\$49879.54
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-59.6	-11.5
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-27.3	-31.6

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at DeJean School include:

ESEA-Title I
 Economic Impact Aid
 Special Ed
 Gifted and Talented Ed

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
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)

Weekly professional development/collaboration time is after school on Wednesdays. Additional time is allocated for teachers to collaborate by departments and grade levels for the purpose of aligning curriculum, planning, reviewing student data, and pacing.

WCCUSD Common Core State Standards Key Areas of Focus for 2015-16:

Implement literacy across the curriculum and use the close reading strategy to derive meaning and cite evidence from texts. Use SBAC aligned formative assessments to monitor and guide instruction.

Focus Area #1) Mathematics - Enhancing lessons with multiple methods, Increasing opportunities for student discourse (collaborative conversations) and developing academic vocabulary, using and scoring authentic performance tasks/assessments including item analysis.

Focus Area #2) English Language Arts - Including more informational reading and writing in daily practice and citing evidence from text (using the close reading strategy), increasing opportunities for student discourse (collaborative conversations) and developing academic vocabulary, using genuine formative assessments to guide instruction frequently.

Focus Area #3) English Language Development - Providing daily, rigorous English Language Development (ELD) instruction, developing and citing daily language objectives that frame opportunities for student discourse (collaborative conversations) and developing academic vocabulary, using genuine formative assessments to guide instruction frequently.

Teachers are supported through in class coaching, professional development from Educational services, and principal-teacher meetings.