

## Lovonya DeJean Middle

### School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

#### 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 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Lovonya DeJean Middle
<b>Street</b>	3400 Macdonald Ave.
<b>City, State, Zip</b>	Richmond, Ca, 94805-4501
<b>Phone Number</b>	510-231-1430
<b>Principal</b>	William McGee
<b>E-mail Address</b>	<a href="mailto:wmcgee@wccusd.net">wmcgee@wccusd.net</a>
<b>County-District-School (CDS) Code</b>	07617966120885

*Last updated: 1/10/2019*

### School Description and Mission Statement (School Year 2018—19)

#### School Overview

Lovonya DeJean Middle School is located in Richmond, California and serves the south portion of the city. The feeder elementary schools are Wilson, Nystrom, Coronado, Grant, Lincoln, King and Stege. Lovonya DeJean Middle School is a one-hundred percent free and reduced lunch and a full service community school. The educational program is based on the traditional six-subject day. A variety of elective courses are offered, including beginning or advanced band, computer science and engineering (Project Lead the Way), computer applications, and career exploration (elective wheel).

#### Vision

The vision of Lovonya DeJean Middle School is to promote a student who is a critical thinker, culturally-sensitive, aware of self and others, knowledgeable of what a successful student is, and has a concept of college and career.

#### Mission

As a full service community school, the mission of Lovonya DeJean Middle School is to provide a rigorous, academically focused environment by using California Standards, exploring growth mindset, and incorporating restorative practices to elicit high academic achievement and social success for all students.

#### Theory of Action

If teachers are knowledgeable about the California Standards and they unpack them, then they will be able to implement high-quality lessons that are standards-based/focused, and students will demonstrate higher academic achievement on measured assessments, then we will observe teachers delivering high-quality lessons. Teachers will be able to unpack standards and have objectives identifiable by standard. We will reach the goal of students performing higher on assessments and students meeting state targets by the end of the school year.

#### Teaching and Learning:

If students are allowed to show proficiency through multiple methods using various medium, then we will see an students taking ownership of their own learning and create a project that can be used for multiple classes.

#### Adult Learning and Collaboration:

If we implement the DDI cycle to fidelity, and examine data on a consistent basis, then we will have teachers that will be able to adjust and develop lesson plans based on student's needs.

#### Student Culture and Climate:

If we explore growth mindset/efficacy lessons weekly, inclusive of strategies, then we will see students take ownership of their learning and see failure as data and feedback and improve their learning.

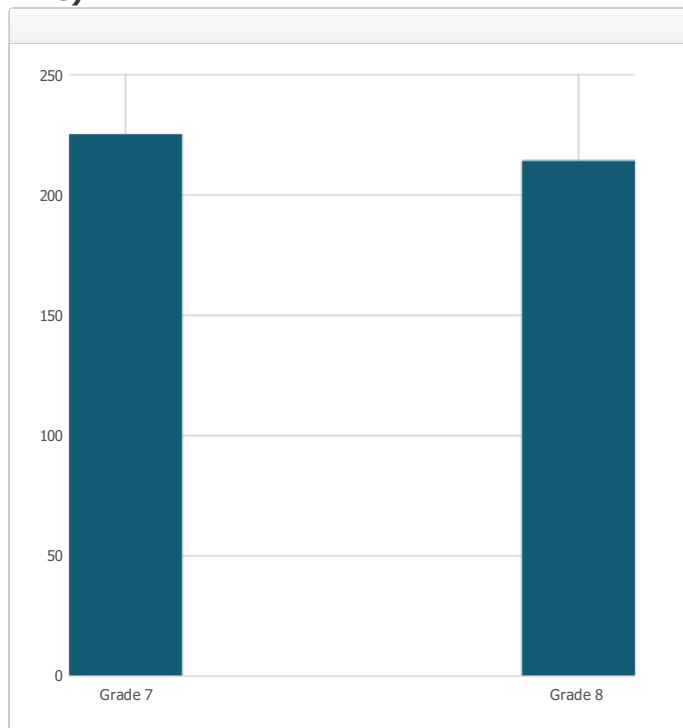
#### Core Values and Growth Mindset

Students are encouraged to follow DeJean core values to academic and social success: Trustworthy, Respectful, Accountable, Curious, Kind, and Safe. In addition, 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 2017—18)

Grade Level	Number of Students
Grade 7	225
Grade 8	214
<b>Total Enrollment</b>	<b>439</b>



Last updated: 1/22/2019

### Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	17.8 %
American Indian or Alaska Native	%
Asian	6.2 %
Filipino	0.2 %
Hispanic or Latino	72.4 %
Native Hawaiian or Pacific Islander	0.9 %
White	1.4 %
Two or More Races	1.1 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.6 %
English Learners	43.7 %
Students with Disabilities	13.4 %
Foster Youth	0.5 %

## A. Conditions of Learning

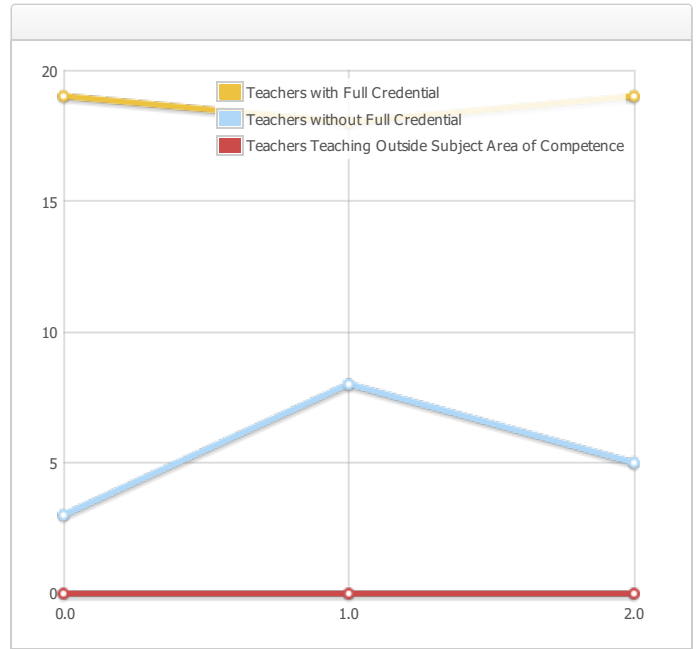
### State Priority: Basic

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

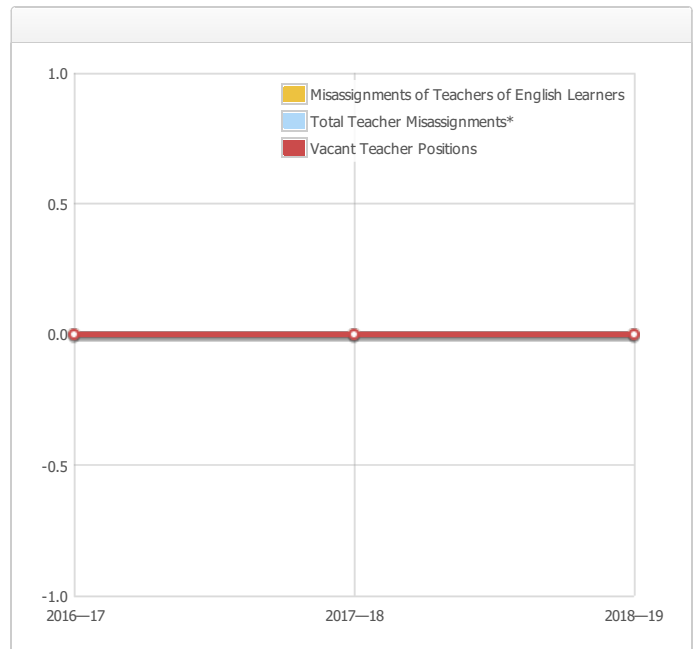
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	19	18	19	1211
Without Full Credential	3	8	5	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: October 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill StudySync, c2017 - adopted 2017 National Geographic Inside, ELD levels 1-4, c2014 - adopted 2014 Scholastic Read 180, c2011 - adopted 2011	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt Big Ideas Math, c2015 - adopted 2017 Pearson Algebra 1, c2015 - adopted 2017	Yes	0.0 %
Science	Pearson Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	TCI History Alive, c2005 - adopted 2005	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Repair drawers (Room B206,C103,C101, E101) Replace ceiling tiles (Room B206, F104, C102, C202, ) Repair sheetrock and wallpaper (Room B201, B206, B203) Repair door bumper at stage (Cafeteria) Repair door bumper (Room G115) Replace floor borads and base boards (Room C102, C202)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	igeon problem at B, C, D. G guildings and gym (Exterior)
<b>Electrical:</b> Electrical	Fair	Replace plug plate (Room B201, B203) Leak in spigot hose at back wall (Room F107, D106)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	No paessure on exterior drinking fountain by library stairs (Exterior) Loose toilet (Girls restroom B-108) Loose toilet (Boys restroom C-109) Repair stainless steel paper towel plate (Boys restroom C-109) Loose sink and plugs (Room C106)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Repair fire extinguisher box glass (Gym)
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Door handle broken (Room B206, D103) Broken shades and blinds (All classrooms)

## Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair
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*Last updated: 6/24/2019*

## 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	11.0%	15.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	4.0%	4.0%	25.0%	24.0%	37.0%	38.0%

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.

*Last updated: 1/22/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	443	411	92.78%	15.09%
Male	240	223	92.92%	9.42%
Female	203	188	92.61%	21.81%
Black or African American	78	69	88.46%	5.80%
American Indian or Alaska Native				
Asian	25	24	96.00%	29.17%
Filipino	--	--	--	
Hispanic or Latino	324	304	93.83%	15.79%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	385	365	94.81%	15.07%
English Learners	268	249	92.91%	8.84%
Students with Disabilities	57	50	87.72%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 1/22/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	431	96.85%	3.94%
Male	241	235	97.51%	2.98%
Female	204	196	96.08%	5.10%
Black or African American	78	70	89.74%	
American Indian or Alaska Native				
Asian	25	25	100.00%	16.00%
Filipino	--	--	--	
Hispanic or Latino	326	321	98.47%	4.05%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	386	374	96.89%	4.01%
English Learners	270	269	99.63%	1.49%
Students with Disabilities	58	52	89.66%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/22/2019

# 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 2017—18)

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
7	23.5%	18.7%	18.3%

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.

*Last updated: 1/22/2019*

## 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 2018—19)

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 School Site Council (SSC) and English Learner Advisory Committee (ELAC), and acting as a parent and student advocate.

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

Name: Diana Sanchez-Anaya, School Community Outreach Worker

Phone: 510-231-1430 ext. 25004

Email: [diana.sanchez-anaya@wccusd.net](mailto:diana.sanchez-anaya@wccusd.net)

Name: Maria Chavez, Bilingual School Community Outreach Worker

Phone: 510-231-1430 ext. 25018

Email: [maria.chavez@wccusd.net](mailto:maria.chavez@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.

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
  - Student Success Team: Meeting held to support individual students which include participation from parents, counselors, teachers, administration, student, and any other important adult in the child's life.
  - Counselors and Admin Team: Available daily for a one-on one meeting with parents to discuss student concerns and needs.
  - Families in Transition: Community School coordinator works with families in transition to get housing, food support, clipper card (transportation), and other needs determined.
  - Celebrations and Events: DeJean hosts various events and celebrations including quarterly honor roll awards ceremonies, student led conferences, and 8th Grade Promotion Ceremony
  - Student Attendance Review Team (SART): Invites parents of students with chronic absenteeism to attend a meeting to strategize how to improve attendance.
  - Translation Services: Bilingual community workers support translation needs for parents.
  - School Psychologist and Therapists: Support students and families with social-emotional needs.
  - Coordination of Services Team (COST): Discusses student referrals and connects students and families with on campus services, such as therapy, tutoring, mindfulness, etc.
- Mobile Health Van and Health Educator: Onsite to support students and families with clinical health needs.
- School Site Council (SSC): Three parents sit on this council and bring the concerns of parents and perspective of parents to the meeting.
  - English Learner Advisory Committee (ELAC): A group of parents that advice the principal and SSC on ways to support English Learners.
  - Parent Volunteer: After completing district paperwork and fingerprinting, parents will receive a badge are invited to volunteer at the school.
  - Parent visits to classrooms: Parents are welcome to shadow their students during class time (with 24-hour advance notice to teachers).
  - Volunteer training Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

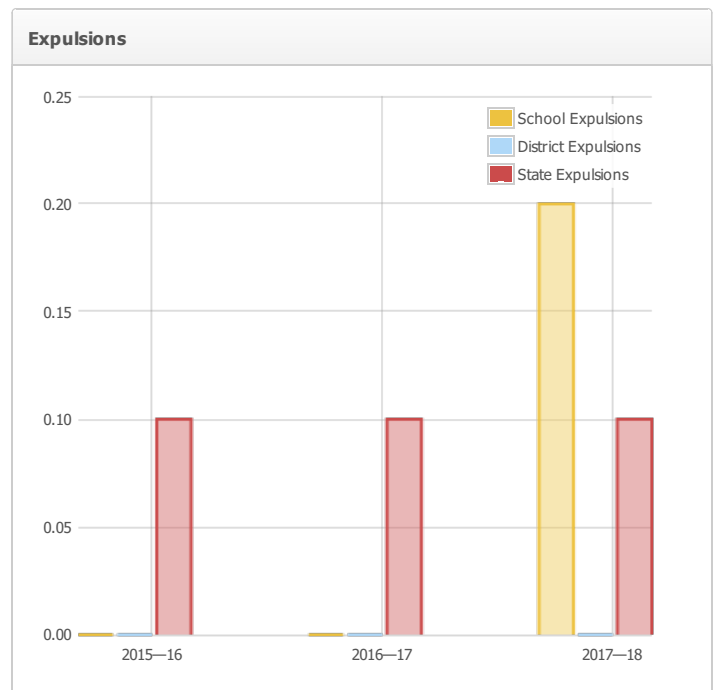
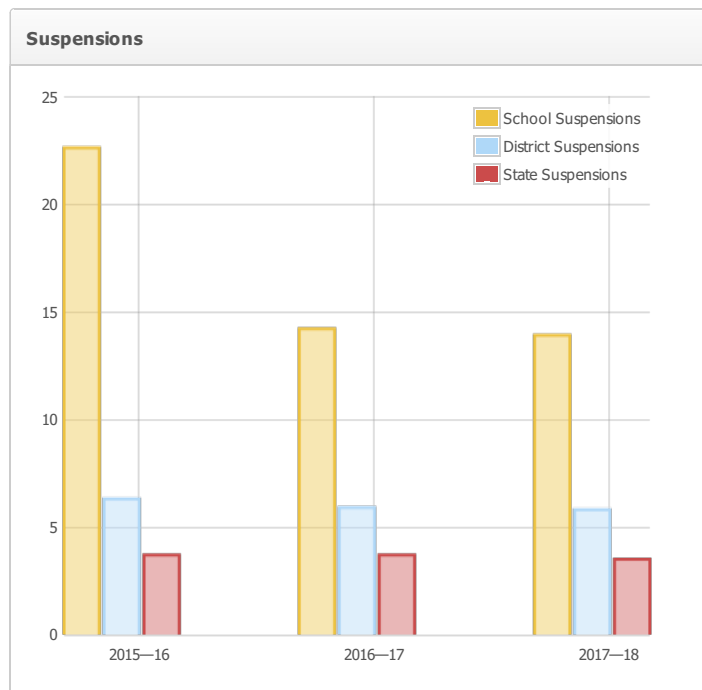
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	22.6%	14.2%	13.9%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

## School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

## **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) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	5	13	7
Mathematics	27.0	4	9	6
Science	29.0	6	9	6
Social Science	30.0	3	6	8

\* 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) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	8	10	7
Mathematics	24.0	6	7	6
Science	33.0		8	9
Social Science	31.0	1	6	7

\* 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) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	8	20	
Mathematics	20.0	11	9	1
Science	22.0	10	11	
Social Science	26.0	3	11	

\* 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.

*Last updated: 1/22/2019*



**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	2.0	232.5
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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.

*Last updated: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$8356.0	\$2868.6	\$5487.4	\$64616.6
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-33.8%	-4.6%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-18.0%	-22.2%

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

*Last updated: 1/25/2019*

## Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

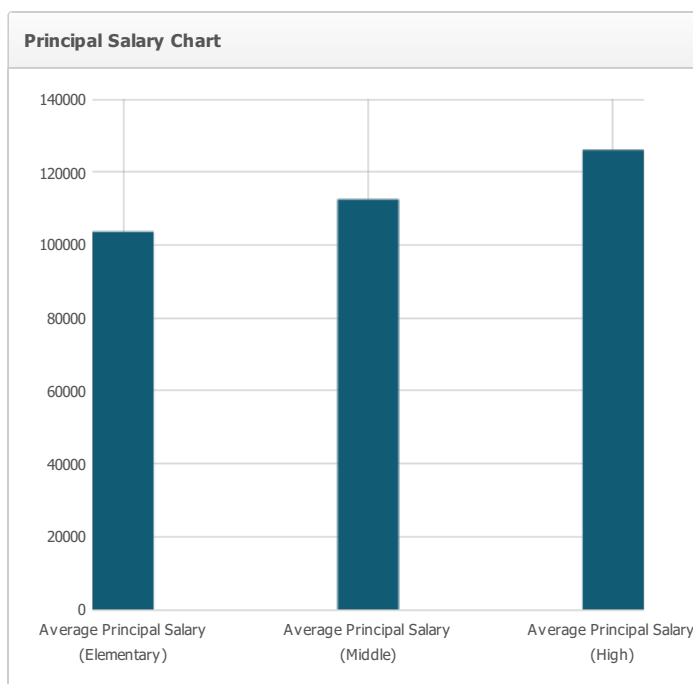
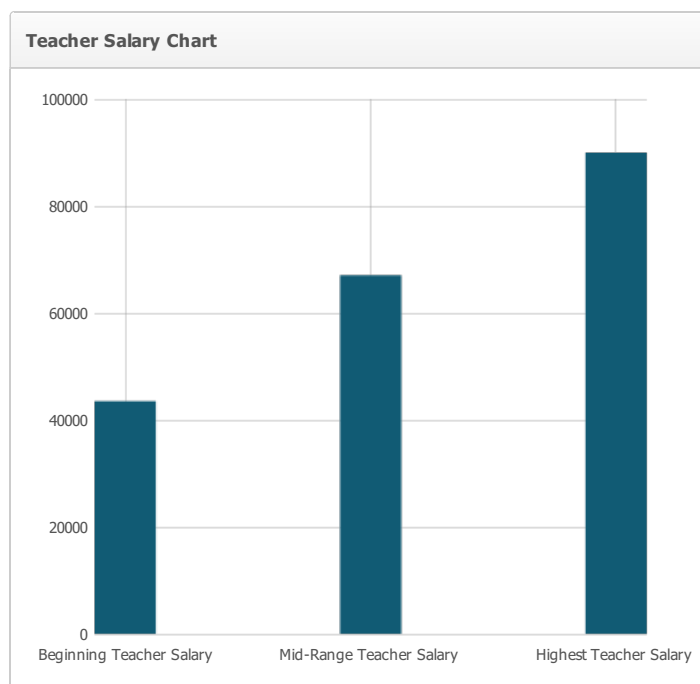
- FESTIVALS OF MUSIC INC
- MOBYMAX ONLINE
- PBS SUMMER INSTITUTE
- PROJECT READ INSTITUTE
- SCHOOL2HOME SITE VISITATIONS
- PROJECT LEAD THE WAY
- BAY AREA COMMUNITY RESOURCES
- STUDY TRIPS
- COMMUNITY ALLIANCE FOR LEARNING
- EAST BAY CENTER FOR PERFORMING ARTS
- INTERSECTION FOR THE ARTS
- YMCA OF THE EAST BAY

*Last updated: 1/9/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/22/2019*

Teachers are supported through in class coaching, professional development, collaboration and new teacher meetings. In addition to teachers in the same house have a common prep and meet weekly to discuss curriculum and student needs.

The focus areas for professional development for the 2018-2019 school year at Lovonya DeJean Middle School are:

Teachers are expected to create their class long term plans and common assessments.

Instructional Leadership Team (ILT) meets twice monthly and includes department chairs, counselors, and administration. This team is responsible for designing and facilitating department data collection and analysis. The team also guides instructional school wide decisions and implementation of the theory of action.

Project Read- A group of teachers from multiple subjects and grade levels focusing on supporting DeJean student efforts at improving reading comprehension and academic writing

Pioneer Project- This collaborative group designed the process and protocols around student-led-conferences. SLC's are a twice-yearly community event where families are invited to Dejean in order for students to share out a binder of artifacts and reflections from all of their classes. This event supports student efficacy and motivates students to improve their academic achievement.

Growth Mindset: Teachers are trained on the growth mindset practices and how to incorporate growth mindset language in the classroom.

Restorative Justice and Trauma informed practices: Teachers are trained in how to implement restorative practices into their classroom and when working through conflicts with students. Teachers are also trained on how to work with students that may have experienced trauma at home or in the community.

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.

*Last updated: 12/31/2018*