

# Lovonya DeJean Middle

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/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](#) 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 2017-18)

District Contact Information (School Year 2017-18)	
<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 2017-18)	
<b>School Name</b>	Lovonya DeJean Middle
<b>Street</b>	3400 Macdonald Avenue
<b>City, State, Zip</b>	Richmond, Ca, 94805-4501
<b>Phone Number</b>	510-231-1430
<b>Principal</b>	William McGee, Principal
<b>E-mail Address</b>	<a href="mailto:wmcgee@wccusd.net">wmcgee@wccusd.net</a>
<b>Web Site</b>	<a href="https://www.wccusd.net/site/Default.aspx?PageID=13">https://www.wccusd.net/site/Default.aspx?PageID=13</a>
<b>County-District-School (CDS) Code</b>	07617966120885

*Last updated: 11/21/2017*

### School Description and Mission Statement (School Year 2017-18)

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) and career exploration (elective wheel).

#### MISSION

The mission of Lovonya DeJean Middle school is to provide a rigorous, academically focused environment, using the California Standards, exploring growth mindset, and using restorative practices eliciting high academic achievement and social success for all students. We 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

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

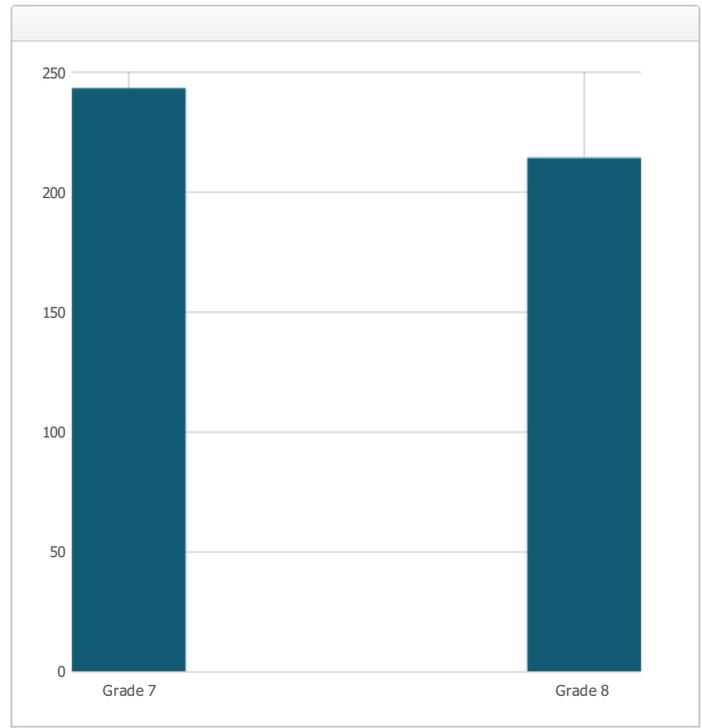
#### CORE VALUES AND GROWTH MINDSET

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.

*Last updated: 1/19/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 7	243
Grade 8	214
Total Enrollment	457



Last updated: 1/25/2018

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	21.7 %
American Indian or Alaska Native	0.0 %
Asian	5.7 %
Filipino	0.7 %
Hispanic or Latino	67.6 %
Native Hawaiian or Pacific Islander	0.4 %
White	1.5 %
Two or More Races	1.3 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	98.5 %
English Learners	41.8 %
Students with Disabilities	14.7 %
Foster Youth	0.7 %

Last updated: 1/25/2018

## A. Conditions of Learning

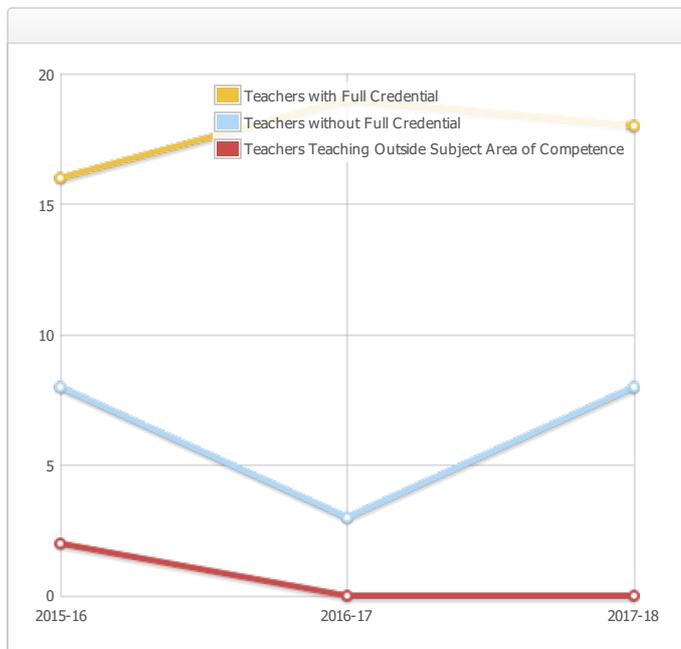
### State Priority: Basic

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

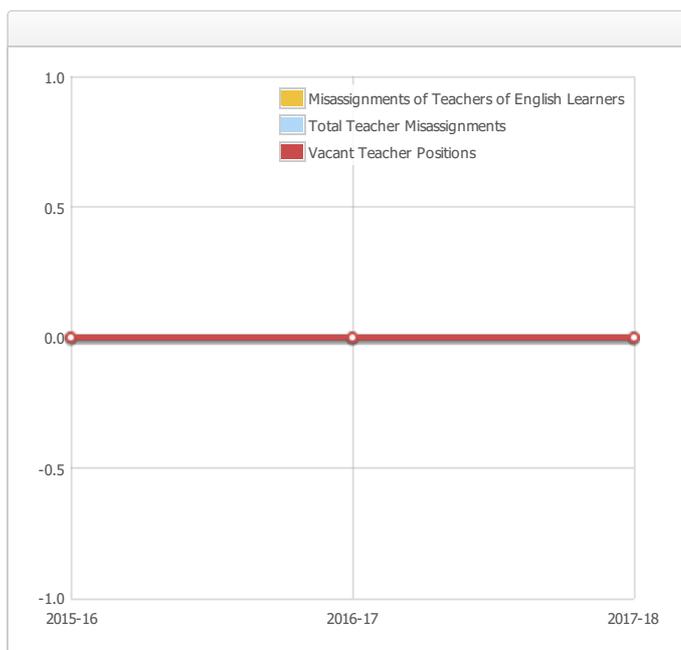
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	19	18	1192
Without Full Credential	8	3	8	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	14



Last updated: 1/25/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/19/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: October 2017

<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, 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 Key Curriculum Press Discovering Geometry, c2008	Yes	0.0 %
Science	Pearson Science 6-8, 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 Eqmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2018

## School Facility Conditions and Planned Improvements

WCCUSD takes great efforts 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: 1/23/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>The following action/s was/will be taken to ensure:</p> <p>There is no odor that would indicate a gas leak.</p> <p>Gas pipes are not broken and appear to be in good working order.</p> <p>The HVAC system is operable.</p> <p>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p>
Interior: Interior Surfaces	Poor	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. The following action/s was/will be taken to ensure:</p> <p>There is no evidence of a major pest or vermin infestation.</p>
Electrical: Electrical	Fair	<p>The following action/s was/will be taken to ensure:</p> <p>There is no evidence that any portion of the school has a power failure.</p> <p>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>The following action/s was/will be taken to ensure:</p> <p>The fire sprinklers appear to be in</p>

		<p>working order (e.g., there are no missing or damaged sprinkler heads).</p> <p>Emergency alarms appear to be functional.</p> <p>Emergency exit signs function as designed, exits are unobstructed.</p> <p>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p>
Structural: Structural Damage, Roofs	Good	<p>The following action/s was/will be taken to ensure:</p> <p>Severe cracks are not evident. Ceilings &amp; floors are not sloping or sagging beyond their intended design.</p> <p>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</p> <p>There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. The following action/s was/will be taken to ensure:</p> <p>There is no exposed broken glass accessible to pupils and staff.</p> <p>Exterior doors and gates are functioning and do not pose a security risk.</p>

### Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair
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*Last updated: 1/23/2018*

## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	8%	11%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	5%	4%	25%	25%	36%	37%

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: 1/25/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	494	448	90.69%	--
Male	259	235	90.73%	
Female	235	213	90.64%	14.08%
Black or African American	93	91	97.85%	
American Indian or Alaska Native				
Asian	28	24	85.71%	29.17%
Filipino	--	--	--	
Hispanic or Latino	355	316	89.01%	12.06%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	463	434	93.74%	11.11%
English Learners	298	256	85.91%	
Students with Disabilities	69	69	100.00%	
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: 1/25/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	495	485	97.98%	
Male	260	256	98.46%	
Female	235	229	97.45%	
Black or African American	94	91	96.81%	
American Indian or Alaska Native				
Asian	28	28	100.00%	--
Filipino	--	--	--	
Hispanic or Latino	355	349	98.31%	
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	464	455	98.06%	
English Learners	298	293	98.32%	
Students with Disabilities	69	69	100.00%	
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: 1/25/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	49.0%	14.0%	46.0%	40.0%	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/25/2018*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	8.5%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	20.7%	15.8%	12.9%

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: 1/25/2018

## 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 schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

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: Richard Foster, School Community Outreach Worker  
Phone: 510-231-1430 ext. 25004  
Email: richard.foster@wccusd.net

Name: Maria Chavez, Bilingual School Community Outreach Worker  
Phone: 510-231-1430 ext. 25018  
Email: 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.
- 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

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.

## State Priority: Pupil Engagement

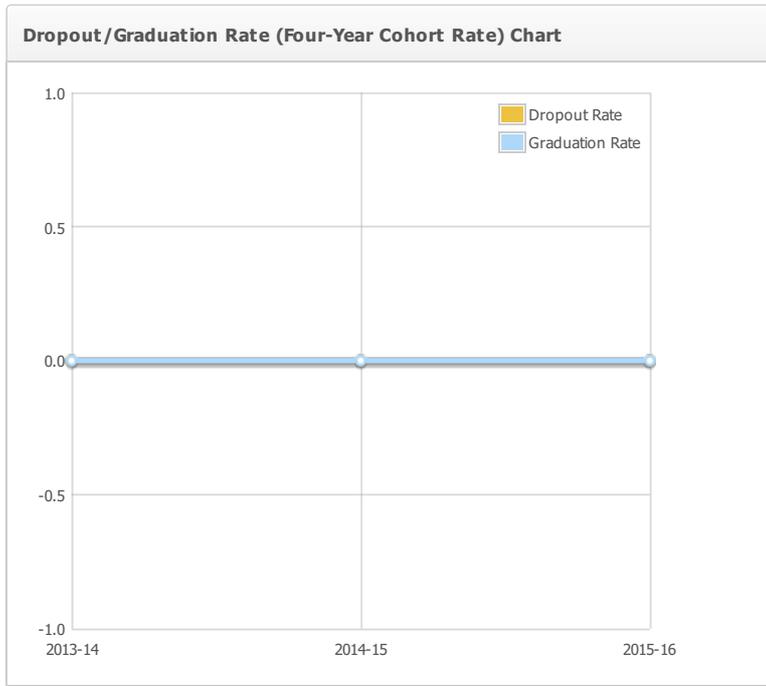
Last updated: 1/19/2018

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

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

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%



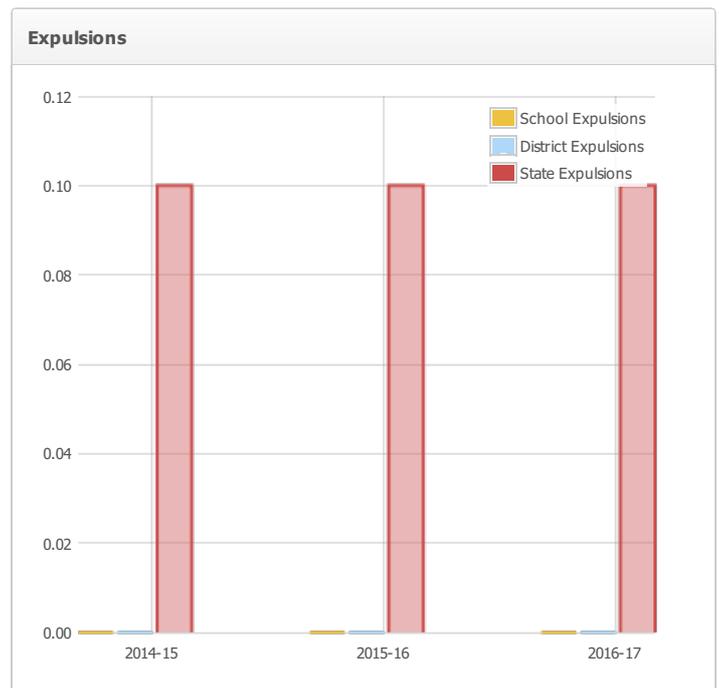
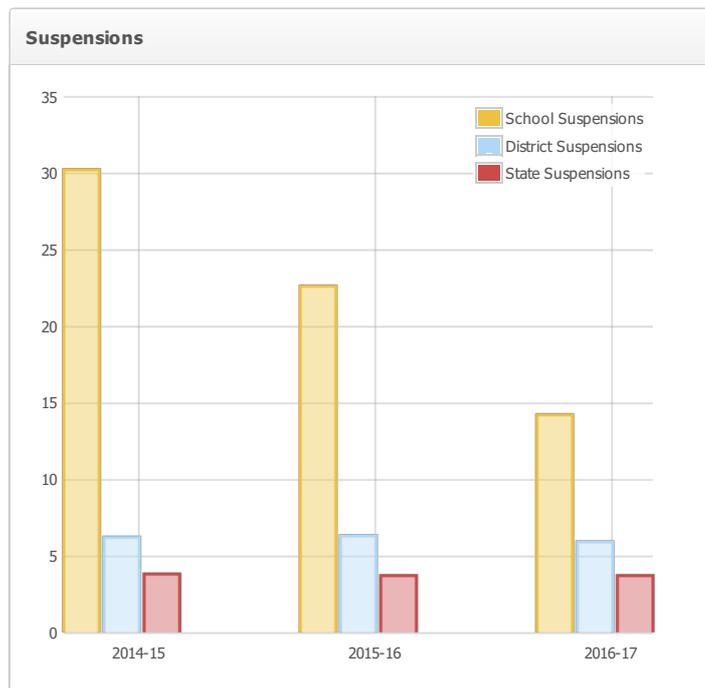
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	30.2%	22.6%	14.2%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/25/2018

## School Safety Plan (School Year 2017-18)

Last revised 2/2/2016 by Elizabeth Montes-Nation

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System. Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

Last updated: 1/3/2018

## 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 2017-18)

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	60.6%

*Last updated: 1/25/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	2	16	9	29.0	5	13	7	25.0	8	10	7
Mathematics	31.0	3	8	9	27.0	4	9	6	24.0	6	7	6
Science	35.0	1	4	14	29.0	6	9	6	33.0	0	8	9
Social Science	32.0	1	13	6	30.0	3	6	8	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.

Last updated: 1/25/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	266.5
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	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	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: 1/19/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15678.9	\$5697.1	\$9981.8	\$56707.4
District	N/A	N/A	\$10107.3	\$61169.5
Percent Difference – School Site and District	N/A	N/A	-1.3%	-7.6%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	41.2%	-33.1%

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

Last updated: 1/18/2018

### Types of Services Funded (Fiscal Year 2016-17)

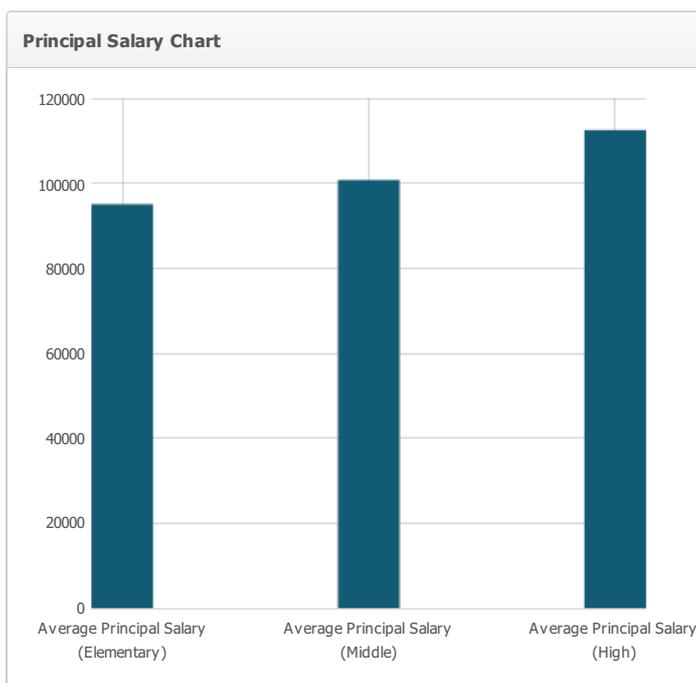
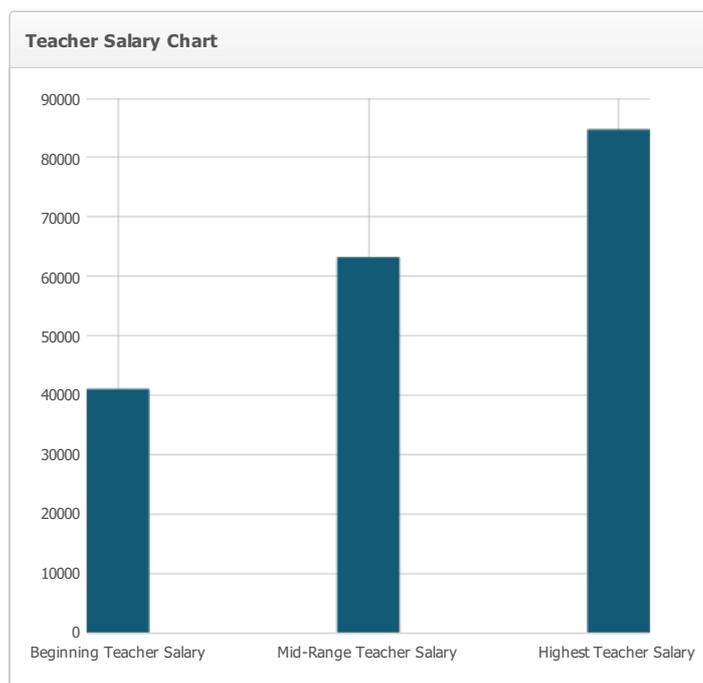
- EXTRA CURRICULAR SITE ALLOCATION
- PARENT ENGAGEMENT
- PROJECT LEAD THE WAY
- SCHOOL SUPPORT-DATA & ACCOUNTABILTY
- TITLE I PARENT INVOLVEMENT
- TITLE I PROFESSIONAL DEVELOPMENT
- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,021	\$47,808
Mid-Range Teacher Salary	\$63,219	\$73,555
Highest Teacher Salary	\$84,748	\$95,850
Average Principal Salary (Elementary)	\$95,040	\$120,448
Average Principal Salary (Middle)	\$100,743	\$125,592
Average Principal Salary (High)	\$112,510	\$138,175
Superintendent Salary	\$231,795	\$264,457
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 <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/25/2018

## Professional Development

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 2017-2018 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) 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.

*Last updated: 1/19/2018*