

Lovonya DeJean Middle School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lovonya DeJean Middle School
Street	3400 Macdonald Ave
City, State, Zip	Richmond, CA 94805
Phone Number	(510) 231-1430
Principal	Dr. Sylvia J. Greenwood
E-mail Address	sgreenwood@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1375
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, and King. 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

compassion - curiosity - gratitude - grit - growth mindset - self-control

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 7	317
Grade 8	312
Total Enrollment	629

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	24.6
American Indian or Alaska Native	0.0
Asian	4.3
Filipino	1.1
Hispanic or Latino	66.9
Native Hawaiian or Pacific Islander	0.6
White	2.1
Two or More Races	0.3
Socioeconomically Disadvantaged	95.5
English Learners	33.7
Students with Disabilities	15.3

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	20	25	24	24
Without Full Credential	7	4	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.79	4.21
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

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 and Intervention: High Point Reading Intervention: READ 180	Yes	0%
Mathematics	Everyday Mathematics Wright Group/McMillan-McGraw Hill (Grade 6) Prentice Hall-Pre-Algebra, CA Edition (Grade 7); Prentice Hall Algebra 1, CA Edition and McDougal Littell Algebra 1(Grade 8)	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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) Aventura (Spanish 4) 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 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	Graffiti throughout the school (complete), repair the drawers and wall vinyl (work orders submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	Replace burnt bulbs in classrooms (complete), repair exit signs (complete)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Repair sinks and drinking fountains (complete), repair hand dryers (complete)
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Replace door bumpers and repair window screens (work orders submitted)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	47	65	60	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	60
Male	55
Female	66
Black or African American	53
American Indian or Alaska Native	
Asian	80
Filipino	
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	60
English Learners	33
Students with Disabilities	40
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	24	26	25	41	43	42	54	56	55
Mathematics	20	13	12	37	38	38	49	50	50
History-Social Science	19	17	14	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	1	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		-19	23
Black or African American	-37	-41	36
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-36	-12	20
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-36	-19	29
English Learners	-20	-48	33
Students with Disabilities	-67	-42	107

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.8	18.7	14.5

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 (Most Recent Year)

PARENT INVOLVEMENT PROGRAMS

The Parent Liaison 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 Persons- Sylvia Greenwood (Principal) Phone Number (510) 231-1430

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

Parent Lounge: 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. Contact Person - Phone Number (510) 231-1430

Quarterly Academic Family Nights: The family nights are designed so that parents, teachers, and students can engage in fun activities around content areas such as science, math, English, history, and physical education.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	41.2	27.0	19.5	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.7	0.1	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Date of Last Review/Update December 12, 2013 <https://secure.doc-tracking.com/v2/Home/DocumentEdit.aspx?DefId=31955>

Date Last Discussed with Staff December 12, 2014

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 drills, intruders on campus, bomb threats, etc. are conducted periodically.

LDMS has two 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 biweekly.

LDMS has implemented the school board mandatory uniform policy and identification cards with lanyards.

Monthly drills are conducted. Shelter-in-place drills are held bi-annually.

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.

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 Justice practices have been implemented for the 2012-2013 school year. Faculty and staff have been trained in practices. Full implementation will be rolled out in August 2013.

After school program provides ninety days of additional academic focused instruction and enrichment activities for students

School2Home (1 to 1 initiative) partnered with LDMS to provide every student with tablet and was implemented in Fall 2014.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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	20.1	21	7	6	27	7	14	9	29	5	13	16
Mathematics	25.8	7	10	9	34	2	2	15	28	4	12	8
Science	30.6	5	2	13	33		7	11	34		7	11
Social Science	33.7	2	0	16	34		3	14	31		10	9

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	221
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.20	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	2.00	---
Other		---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,720.02	\$4,146.63	\$4,573.39	\$50,697.26
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-17.6	-8.0
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-17.4	-27.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
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

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 2014-2015:

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.