

Lovonya DeJean Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 <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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 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 | Athena Valdez |
| Email Address | avaldez@wccusd.net |
| School Website | www.wccusd.net/dejean |
| County-District-School (CDS) Code | 07617966120885 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | West Contra Costa Unified School District |
| Phone Number | (510) 231-1100 |
| Superintendent | Dr. Kenneth Chris Hurst |
| Email Address | chris.hurst@wccusd.net |
| District Website | www.wccusd.net |

2023-24 School Description and Mission Statement

LoVonya DeJean Middle School is located in Richmond, California, and serves the south, east and central areas 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.

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 an informed 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 Common Core Standards, exploring a growth mindset, and incorporating restorative practices to elicit high academic achievement and social success for all students.

Theory of Action:

Teachers will be knowledgeable about the Common Core Standards and implement high-quality lessons that are standards-based/focused, and support students in achieving and demonstrating mastery. We will reach the goal of students performing higher on the STAR and SBAC assessments and students will move towards meeting state benchmarks by the end of the school year.

Teaching and Learning:

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

2023-24 School Description and Mission Statement

Adult Learning and Collaboration:

Teachers and instructional staff receive regular training aligned to our PD calendar that supports training around building relationships, literacy strategies, teaching through a lens of equity, creating an environment for writing, and promoting critical thinking frameworks, and strategies. Staff work in House and Dept. teams to progress monitor student performance, and examine state and district assessment data including but not limited to STAR Reading and STAR Math data, SBAC, District Interim Benchmark Assessments, End of Unit assessments, and teacher-created standards-based assessments. We provide consistent observation, monitoring, and feedback to teachers bi-weekly, and at the end of each COI to enhance the instructional program.

Student Culture and Climate:

Broaden tier 1 and 2 interventions in order to reduce the overall suspension rate and have successful re-entry meetings to lessen conflicts in the future. Establish an effective and active Culture/Climate Team, CARE team, and bring on two new CBO partnerships that support a variety of interventions. Align our existing partners and mental health staff to provide support for students in need of Tier 3 support. Examine the use of alternatives to suspensions such as mentoring, Restore Time, Gardening, Art Classes, ESCAPE club, various other opportunities from school day activities, outside partners, and ASP. Lastly, we will hire an FSCSM that will support students and families with resources and bring on a Family Navigator from the County that will support with wrap-around services for our families and students.

Core Values

Staff and students will co-create class agreements in the first week of school. Our core values are to treat yourself and others in our wolfpack with loyalty, kindness, and respect. We will uphold the schoolwide expectations and conduct ourselves as scholars.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 180 |
| Grade 8 | 224 |
| Total Enrollment | 404 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.8% |
| Male | 52.2% |
| American Indian or Alaska Native | 1% |
| Asian | 4.2% |
| Black or African American | 13.9% |
| Filipino | 0.5% |
| Hispanic or Latino | 74.3% |
| Native Hawaiian or Pacific Islander | 1.7% |
| Two or More Races | 2.5% |
| White | 2% |
| English Learners | 52.2% |
| Homeless | 4.2% |
| Socioeconomically Disadvantaged | 77.7% |
| Students with Disabilities | 12.4% |

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 12.50 | 58.50 | 1159.10 | 82.56 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 62.20 | 4.43 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.10 | 19.39 | 106.60 | 7.60 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.10 | 14.63 | 49.60 | 3.54 | 12115.80 | 4.41 |
| Unknown | 1.50 | 7.43 | 26.30 | 1.87 | 18854.30 | 6.86 |
| Total Teaching Positions | 21.40 | 100.00 | 1403.90 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 12.50 | 56.74 | 1150.10 | 75.53 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 4.51 | 59.40 | 3.90 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 5.00 | 22.53 | 171.60 | 11.27 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.10 | 9.46 | 50.30 | 3.30 | 11953.10 | 4.28 |
| Unknown | 1.50 | 6.76 | 91.20 | 5.99 | 15831.90 | 5.67 |
| Total Teaching Positions | 22.10 | 100.00 | 1522.80 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 1.80 | 0.00 |
| Misassignments | 2.30 | 5.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 4.10 | 5.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.50 | 1.20 |
| Local Assignment Options | 1.60 | 0.80 |
| Total Out-of-Field Teachers | 3.10 | 2.10 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 9.1 | 25.4 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 8.1 | 8.8 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | November 2023 | |
|---|---|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | McGraw Hill StudySync, c2017 - adopted 2017 National Geographic Inside (ELD), c2014 - adopted 2014 | Yes | 0% |

| | | | |
|-----------------------------------|--|-----|----|
| Mathematics | Larsen Brothers Big Ideas Math, c2015 - adopted 2017 | Yes | 0% |
| Science | Amplify Science, c2020 - adopted 2020 | Yes | 0% |
| History-Social Science | TCI History Alive, c2017 - adopted 2020 | Yes | 0% |
| Foreign Language | N/A | | |
| Health | N/A | | |
| Visual and Performing Arts | N/A | | |

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.

Year and month of the most recent FIT report

June 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | Building B - Repaint the handrails with epoxy paint or high gloss. Building C - Repaint the handrails with epoxy paint or high gloss. Building D - Repaint the handrails with epoxy paint or high gloss. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | | X | Front of building C109 - There is evidence of pigeon droppings. Front of boys restroom - There is evidence of pigeon droppings. Front by the stairs going up to the library - There is evidence of pigeon droppings. Front entrance to the gym from the patio area - Remove the dead pigeon that was trapped inside the netting. Front of building G-133 - There is evidence of pigeon droppings. Exterior eating area - Repair the bird netting at the eating area. |
| Electrical | X | | | Gym - replace the broken wall plug at the pads in the gym at the wall facing the street. |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|---|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | Hallway - Repair the drinking fountain at the front of the stairs going up to the library. There is no pressure on the drinking fountain in the hallway by room C-202. Girls gym restroom F-105 - repair the broken faucet bib at the sink. Boys restroom C-109 - Replace the soap dispenser. |
| Safety: Fire Safety, Hazardous Materials | X | | |
| Structural: Structural Damage, Roofs | X | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | Cafeteria - Repair the cylinder at the front entrance doors of the cafeteria by the street side; staff cannot open the doors. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 16 | 12 | 32 | 32 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 3 | 3 | 21 | 22 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 420 | 383 | 91.19 | 8.81 | 11.78 |
| Female | 205 | 182 | 88.78 | 11.22 | 14.92 |
| Male | 215 | 201 | 93.49 | 6.51 | 8.96 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 18 | 17 | 94.44 | 5.56 | 17.65 |
| Black or African American | 57 | 52 | 91.23 | 8.77 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 315 | 285 | 90.48 | 9.52 | 12.28 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 217 | 186 | 85.71 | 14.29 | 1.61 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 21 | 18 | 85.71 | 14.29 | 11.11 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 361 | 332 | 91.97 | 8.03 | 10.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 51 | 49 | 96.08 | 3.92 | 0.00 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 420 | 399 | 95.00 | 5.00 | 3.01 |
| Female | 205 | 191 | 93.17 | 6.83 | 2.62 |
| Male | 215 | 208 | 96.74 | 3.26 | 3.37 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 18 | 17 | 94.44 | 5.56 | 5.88 |
| Black or African American | 57 | 50 | 87.72 | 12.28 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 315 | 303 | 96.19 | 3.81 | 3.63 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 217 | 205 | 94.47 | 5.53 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 21 | 16 | 76.19 | 23.81 | 6.25 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 361 | 343 | 95.01 | 4.99 | 2.92 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 51 | 48 | 94.12 | 5.88 | 0.00 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 4.85 | 0.54 | 18.49 | 20.56 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 227 | 206 | 90.75 | 9.25 | 1.05 |
| Female | 106 | 98 | 92.45 | 7.55 | 1.11 |
| Male | 121 | 108 | 89.26 | 10.74 | 1.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 13 | 12 | 92.31 | 7.69 | 0.00 |
| Black or African American | 31 | 28 | 90.32 | 9.68 | 0.00 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 169 | 153 | 90.53 | 9.47 | 1.43 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 115 | 100 | 86.96 | 13.04 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 11 | 9 | 81.82 | 18.18 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 186 | 168 | 90.32 | 9.68 | 0.65 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 33 | 29 | 87.88 | 12.12 | 3.57 |

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 7 | 91.8 | 92.9 | 92.9 | 92.9 | 93.4 |

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent Center: This room is dedicated to the parents of LDMS for meetings, training, 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. 25083 Email: diana.sanchez-anaya@wccusd.net

Name: Maria Chavez, Bilingual School Community Outreach Worker
Phone: 510-231-1430 ext. 25000
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: Athena Valdez,
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, students, and any other important adult in the child's life.

2023-24 Opportunities for Parental Involvement

- Counselors and Admin Team: Available daily for a one-on-one meeting with parents to discuss student concerns and needs.
- Celebrations and Events: DeJean hosts various events and celebrations including quarterly honor roll awards ceremonies, excellence attendance ceremonies, 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.
- Collaboration, Access, Review, and Education Team (C.A.R.E.): Discusses student referrals and connects students and families with on-campus services, such as therapy, tutoring, mindfulness, etc.
- Family Navigator: Worker dedicated to helping connect families with assistance in obtaining resources like health insurance, food stamps and cash assistance.
- School Site Council (SSC): Three parents sit on this council and bring the concerns of parents and perspectives of parents to the meeting.
- English Learner Advisory Committee (ELAC): A group of parents that advise 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

Tech Exchange in the Parent Resource Room: Families are welcome to join our technology classes and receive free tablets through the program.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 467 | 456 | 180 | 39.5 |
| Female | 229 | 223 | 92 | 41.3 |
| Male | 238 | 233 | 88 | 37.8 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 4 | 4 | 2 | 50.0 |
| Asian | 20 | 19 | 5 | 26.3 |
| Black or African American | 65 | 63 | 33 | 52.4 |
| Filipino | 2 | 2 | 0 | 0.0 |
| Hispanic or Latino | 348 | 340 | 128 | 37.6 |
| Native Hawaiian or Pacific Islander | 7 | 7 | 5 | 71.4 |
| Two or More Races | 11 | 11 | 2 | 18.2 |
| White | 10 | 10 | 5 | 50.0 |
| English Learners | 253 | 246 | 92 | 37.4 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 29 | 29 | 17 | 58.6 |
| Socioeconomically Disadvantaged | 402 | 393 | 165 | 42.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 56 | 56 | 23 | 41.1 |

C. Engagement

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

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 15.07 | 23.13 | 0.01 | 3.97 | 4.81 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.21 | 0.00 | 0.04 | 0.02 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 23.13 | 0.21 |
| Female | 24.45 | 0.44 |
| Male | 21.85 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 25 | 0 |
| Black or African American | 38.46 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 20.11 | 0.29 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 18.18 | 0 |
| White | 0 | 0 |
| English Learners | 23.72 | 0.4 |
| Foster Youth | 0 | 0 |
| Homeless | 37.93 | 0 |
| Socioeconomically Disadvantaged | 25.37 | 0.25 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 26.79 | 0 |

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 24 | 8 | 6 | 7 |
| Mathematics | 22 | 7 | 7 | 3 |
| Science | 26 | 4 | 8 | 3 |
| Social Science | 33 | 1 | 3 | 6 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22 | 7 | 13 | |
| Mathematics | 23 | 4 | 14 | |
| Science | 26 | 3 | 12 | |
| Social Science | 26 | 4 | 11 | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 24 | 8 | 8 | 3 |
| Mathematics | 23 | 5 | 12 | 1 |
| Science | 35 | 1 | 3 | 8 |
| Social Science | 27 | 4 | 8 | 2 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 202 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.3 |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 9324.73 | 2862.68 | 6462.05 | 80423.05 |
| District | N/A | N/A | 5516.63 | \$77,994 |
| Percent Difference - School Site and District | N/A | N/A | 15.8 | 3.1 |
| State | N/A | N/A | \$7,607 | \$87,885 |
| Percent Difference - School Site and State | N/A | N/A | -54.2 | -8.9 |

Fiscal Year 2022-23 Types of Services Funded

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

AMAZON
BAF SPECIALTY INC
BAY AREA COMMUNITY RESOURCES
BEARCOM COMMUNICATIONS INC.
BLACK TIE TRANSPORTATION WORLDWIDE
CA ASSOC OF SUPERVISORS OF CHILD WE
D HARRIS TOURS INC
DEMCO INC
EDPUZZLE, INC
FIRST STUDENT INC
FOLLETT CONTENT SOLUTIONS LLC
FOOD MAXX
GRAND SLAM UNIFORMS
GROWING TOGETHER - BAY AREA INC
HEINEMANN COMPANY
HOUGHTON MIFFLIN HARCOURT
JACOB WINKELMAN
JAYLANI CORTES
KBA DOCUMENT SOLUTIONS, LLC
KINGS VIP TRANSPORTATION
LUCKY
MASCOT JUNCTION, INC
MICHAELS TRANSPORTATION
MOBYMAX
MOTIVATING SYSTEMS LLC
NEW LIFE MOVEMENT
PRO-EX CONSTRUCTION
PROJECT LEAD THE WAY INC
SOUTHWEST SCHOOL & OFFICE SUPPLY
STUDIOFIVE10 LLC
US BANK
WCCUSD CENTRAL LIBRARY SERVICES
WEST CONTRA COSTA PUBLIC EDUCATION
YMCA OF THE EAST BAY

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$50,922 | \$55,550 |
| Mid-Range Teacher Salary | \$79,887 | \$80,703 |
| Highest Teacher Salary | \$103,799 | \$109,418 |
| Average Principal Salary (Elementary) | \$124,259 | \$137,703 |
| Average Principal Salary (Middle) | \$129,831 | \$143,760 |
| Average Principal Salary (High) | \$145,277 | \$159,021 |
| Superintendent Salary | \$270,000 | \$319,443 |
| Percent of Budget for Teacher Salaries | 28.46% | 30.35% |
| Percent of Budget for Administrative Salaries | 5.12% | 4.87% |

Professional Development

The focus areas for professional development for the 2022-2023 school year at LoVonya DeJean Middle School are:

The Instructional Leadership Team (ILT) meets once a month and includes (Department chairs) house leads 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.

Grade Level Teams (Houses) Teachers are expected to create their class long-term plans and common assessments. Grade-level teams take the systems, supports, and interventions developed for the school and help implement them for the educators and students in their specific grade. Each grade has its own team, ensuring the school-wide practices can be appropriately applied in each grade

Growth Mindset: Teachers have trained on the Growth Mindset best practices and how to incorporate Growth Mindset strategies in the classroom. Teachers will focus this year on a relationship-building mindset and building the capacity to approach teaching and learning with a Growth Mindset pedagogy, they enable their students to grow and become deeper learners.

School Culture & Climate: Teachers are trained on the concept of Culture & Climate and identify (a) the factors that contribute to a positive culture and climate (b) How School Culture and Climate impacts Student Learning, (c) The Impact of National Culture on School Culture & Climate. Understanding School Culture & Climate for the purpose of building and sustaining viable learning environments that best support the overall development of the whole student. This year we are also trying a new program to support SEL called Wayfinder and we are focused on PBIS to encourage positive student behaviors.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 26 | 24 | 24 |