

Lovonya DeJean Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	7-8
County-District-School (CDS) Code	07617966120885

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 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

2024-25 School Description and Mission Statement

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.

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, and 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	194
Grade 8	190
Total Enrollment	384

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
Asian	3.4
Black or African American	14.8
Filipino	0.5
Hispanic or Latino	75.5
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1
White	3.9
English Learners	52.9
Foster Youth	0.3
Homeless	6.8
Socioeconomically Disadvantaged	97.7
Students with Disabilities	14.3

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	7.60	38.60	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	1.20	6.04	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.80	24.61	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.90	19.78	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	2.10	10.87	94.30	6.58	14303.80	5.15
Total Teaching Positions	19.80	100.00	1433.20	100.00	277698	100

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	2022-23
Permits and Waivers	1.80	0.00	1.1
Misassignments	2.30	5.00	3.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.10	5.00	4.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.50	1.20	3
Local Assignment Options	1.60	0.80	0.9
Total Out-of-Field Teachers	3.10	2.10	3.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.10	25.4	18.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.10	8.8	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

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		

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

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: 8/15/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

<p>Gas Leaks, Mechanical/HVAC, Sewer</p>			<p>:</p> <p>BOYS REST ROOM/ G121: 2. DIRTY VENT. 8. ONE URINAL IS LOOSE FROM WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C106: 2. HVAC COVER IS DAMAGED. 4. CABINET DOORS ARE MISSING. WALL PAPER IS TORN. 5. FLOORING HAS WAX BUILD UP/ LOOKS VERY DINGY/UNKEPT (HALLWAY). 9. FAUCET IS LOOSE AT BASE.11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>C202: 2. THERMOSTAT IS NOT WORKING. 4. CABINET DOOR IS MISSING. DRAWERS ARE BROKEN/OFF TRACK. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS MISSING. CLOCK IS NOT WORKING. 9. FAUCETS HAVE NO FLOW. 10. CEILING TILE IS CUT TOO LARGE AND HANGS BELOW FIRE SPRINKLER ESCUTCHEON. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.</p> <p>F104: 2. DIRTY VENT. 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. HOLE IN WALL. 5. GRAFITTI ON INTERIOR WALL (HALLWAY). 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>F113/ MENS LOCKER ROOM: 2. DIRTY VENTS. 7. HAND DRYER HAS NO POWER.</p> <p>GIRLS REST ROOM/ B108: 2. DIRTY VENT. 4. HOLE IN WALL. STALL DOOR SLIDE LOCK HANDLE IS MISSING/BROKEN. 5. FLOORING IS DIRTY. GRAFITTI ON STALL PARTITIONS. 8. TOILET IS LOOSE AT BASE. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>GYM/ F101: 2. HVAC IS LOUD AND SHAKES ENTIRE BUILDING. 4. BLEACHER SEAT IS BROKEN CREATING AN INJURY HAZARD. 5. GRAFITTI ON BLEACHERS. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>STUDENT SERVICES/ A111: 2. EXHAUSTFAN IS NOT WORKING IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>WOMENS REST ROOM/ A201: 2. DIRTY VENT. EXHAUST FAN IS NOT WORKING. 5. FLOORING IS DIRTY ALONGCOVE BASE. 8. ALL SINGLE USER REST ROOMS MUST BE LABELED ALK GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL. (MENSTRUAL NOTICE IS NOT POSTED)</p>
<p>Interior: Interior Surfaces</p>	<p>X</p>		<p>ATTENDANCE/ A112: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>B101: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. WALL PAPER IS TORN. 5.</p>

School Facility Conditions and Planned Improvements

GRAFITTI ON INTERIOR WALLS. 11. PAINT IS PEELING ON INTERIOR WALL.

B102: 4. WALL PAPER IS TORN. 5. FLOORING IS DIRTY IN RR. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOOR FRAME. (MENSTRUAL NOTICE NOT POSTED IN RR)

B201: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING. PANELING IS PEELED OFF DOOR.

B203: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. FORMICA IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

B204: 4. CEILING TILE HAS A WATER STAIN. HOLES IN WALL. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

B207/ WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. STAIRWELL RAILING IS STICKY.

BOYS LOCKER ROOM/ F109: 4. MIRROR IS BROKEN. 5. GRAFITTI THROUGHOUT ROOM. 9. SHOWER HANDLES ARE MISSING. 15. DOOR CLOSER COVER IS MISSING.

BOYS REST ROOM/ C109: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 15. DOOR CLOSER COVER IS MISSING.

C103: 4. DRAWERS ARE BROKEN. 5. GRAFITTI ON STALL DOOR. 9. FAUCET HAS NO FLOW. FAUCET GOOSENECK IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

C104/ SCIENCE PREP: 4. CEILING TILES ARE MISSING. CEILING TILE HAS A WATER STAIN. CEILING IS STAINED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ACCESS TO CHEMICAL SHOWER AND EYE WASH IS BLOCKED.

C106: 2. HVAC COVER IS DAMAGED. 4. CABINET DOORS ARE MISSING. WALL PAPER IS TORN. 5. FLOORING HAS WAX BUILD UP/ LOOKS VERY DINGY/UNKEPT (HALLWAY). 9. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVERS ARE MISSING.

C201: 4. HOLE IN WALL. 5. GREEN SUBSTANCE ON CEILING TILES. INTERIOR WALLS ARE UNKEPT. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

C202: 2. THERMOSTAT IS NOT WORKING. 4. CABINET DOOR IS MISSING. DRAWERS ARE BROKEN/OFF TRACK. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS MISSING. CLOCK IS NOT WORKING. 9. FAUCETS HAVE NO FLOW. 10. CEILING TILE IS CUT TOO LARGE AND HANGS

School Facility Conditions and Planned Improvements

BELOW FIRE SPRINKLER ESCUTCHEON. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

C203: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING.

C206: 4. WALL PAPER IS TORN. 5. GRAFITTI ON INTERIOR WALL/STUDENT STATION. 9. FAUCETS HAVE NO FLOW. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).

F102: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.

F104: 2. DIRTY VENT. 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. HOLE IN WALL. 5. GRAFITTI ON INTERIOR WALL (HALLWAY). 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVERS ARE MISSING.

F107: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A DRIP. 15. DOOR CLOSER COVERS ARE MISSING.

G111/ INSTRUMENT STORAGE: 4. CEILING TILES AND T-BAR ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

G129/ FOOD SERVICES OFFICE: 4. CEILING TILES HAVE WATER STAINS.

GIRLS LOCKER ROOM/ F117: 4. TOILET PAPER DISPENSER IS BROKEN. WATER DAMAGE TO WALL NEAR EXTERIOR ENTRY. 7. ONE HAND DRYER HAS NO POWER. 15. DOOR CLOSER COVERS ARE MISSING. (MENSTRUAL NOTICE IS NOT POSTED)

GIRLS REST ROOM/ B108: 2. DIRTY VENT. 4. HOLE IN WALL. STALL DOOR SLIDE LOCK HANDLE IS MISSING/BROKEN. 5. FLOORING IS DIRTY. GRAFITTI ON STALL PARTITIONS. 8. TOILET IS LOOSE AT BASE. (MENSTRUAL NOTICE IS NOT POSTED)

GYM/ F101: 2. HVAC IS LOUD AND SHAKES ENTIRE BUILDING. 4. BLEACHER SEAT IS BROKEN CREATING AN INJURY HAZARD. 5. GRAFITTI ON BLEACHERS. 15. DOOR CLOSER COVERS ARE MISSING.

MENS REST ROOM/ A202: 4. CRACKS IN FLOORING. 8. ALL SINGLE USER REST ROOM MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)

MENS REST ROOM/ F106: 4. THREE STALL DOORS ARE UNABLE TO BE SECURED. 11. PAINT IS PEELING ON CEILING AND INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

STAFF LOUNGE/ G133: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVER IS MISSING.

UNISEX REST ROOM (NEAR C101): 4. WATER DAMAGE TO WALL AT BASE. 8. MENSTRUAL

School Facility Conditions and Planned Improvements

			<p>PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS A LOW FLOW. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>WOMENS REST ROOM/ F105: 4. HANDICAP STALL IS UNABLE TO BE SECURED. 5. GRAFITTI ON STALL WALL. 8. HANDICAP TOILET SEAT IS LOOSE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON CEILING. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>WORKROOM/ A104: 4. FLOOR TILES ARE BROKEN UNDER SINK.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		<p>X</p>	<p>A119/ COUNSELOR: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>A207/ WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING.</p> <p>B101: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. WALL PAPER IS TORN. 5. GRAFITTI ON INTERIOR WALLS. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>B102: 4. WALL PAPER IS TORN. 5. FLOORING IS DIRTY IN RR. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOOR FRAME. (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>B104: 5. FLOORING IS DIRTY IN RR. 11. PAINT IS PEELING ON RR DOOR FRAME. (MENSTRUAL NOTICE NOT POSTED)</p> <p>B109/ OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>B207/ WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. STAIRWELL RAILING IS STICKY.</p> <p>B209/ WOMENS REST ROOM: 5. FLOORING IS DIRTY. STAIRWELL RAILING IS STICKY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>BOYS LOCKER ROOM/ F109: 4. MIRROR IS BROKEN. 5. GRAFITTI THROUGHOUT ROOM. 9. SHOWER HANDLES ARE MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C102: 5. CEILING AND LIGHT DIFFUSER ARE STAINED (HALLWAY). 9. FAUCET GOOSENECKS HAVE BEEN CUT OFF CREATING AN INJURY HAZARD. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C103: 4. DRAWERS ARE BROKEN. 5. GRAFITTI ON STALL DOOR. 9. FAUCET HAS NO FLOW. FAUCET GOOSENECK IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.</p> <p>C104/ SCIENCE PREP: 4. CEILING TILES ARE MISSING. CEILING TILE HAS A WATER STAIN. CEILING IS STAINED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ACCESS TO CHEMICAL SHOWER AND EYE WASH IS BLOCKED.</p>

School Facility Conditions and Planned Improvements

C106: 2. HVAC COVER IS DAMAGED. 4. CABINET DOORS ARE MISSING. WALL PAPER IS TORN. 5. FLOORING HAS WAX BUILD UP/ LOOKS VERY DINGY/UNKEPT (HALLWAY). 9. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVERS ARE MISSING.

C201: 4. HOLE IN WALL. 5. GREEN SUBSTANCE ON CEILING TILES. INTERIOR WALLS ARE UNKEPT. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

C204/ SCIENCE PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. EYE WASH STATION HAS NO FLOW.

C206: 4. WALL PAPER IS TORN. 5. GRAFITTI ON INTERIOR WALL/STUDENT STATION. 9. FAUCETS HAVE NO FLOW. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).

C207/ WORKROOM: 5. STAIRWELL RAILING IS STICKY. 11. PESTICIDES ARE PRESENT. 15. DOOR CLOSER COVER IS MISSING.

F104: 2. DIRTY VENT. 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. HOLE IN WALL. 5. GRAFITTI ON INTERIOR WALL (HALLWAY). 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVERS ARE MISSING.

G100A/ CUSTODIAL: 5. BLACK GROWTH AT BASE OF WALL.

G111/ INSTRUMENT STORAGE: 4. CEILING TILES AND T-BAR ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

G112/ BAND ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ERHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING.

GIRLS REST ROOM/ B108: 2. DIRTY VENT. 4. HOLE IN WALL. STALL DOOR SLIDE LOCK HANDLE IS MISSING/BROKEN. 5. FLOORING IS DIRTY. GRAFITTI ON STALL PARTITIONS. 8. TOILET IS LOOSE AT BASE. (MENSTRUAL NOTICE IS NOT POSTED)

GYM/ F101: 2. HVAC IS LOUD AND SHAKES ENTIRE BUILDING. 4. BLEACHER SEAT IS BROKEN CREATING AN INJURY HAZARD. 5. GRAFITTI ON BLEACHERS. 15. DOOR CLOSER COVERS ARE MISSING.

MENS REST ROOM/ A120: 5. COVE BASE IS DIRTY.

MENS REST ROOM/ B116: 5. FLOORING IS DIRTY. 8. SINGLE USER REST ROOMS MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)

STUDENT SERVICES/ A111: 2. EXHAUSTFAN IS NOT WORKING IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY

School Facility Conditions and Planned Improvements

			<p>AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) WOMENS REST ROOM/ A201: 2. DIRTY VENT. EXHAUST FAN IS NOT WORKING. 5. FLOORING IS DIRTY ALONGCOVE BASE. 8. ALL SINGLE USER REST ROOMS MUST BE LABELED ALK GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL. (MENSTRUAL NOTICE IS NOT POSTED) WOMENS REST ROOM/ C210: 5. STAIRWELL RAILING IS STICKY. FLOORING IS DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS NOT POSTED) WOMENS REST ROOM/ F105: 4. HANDICAP STALL IS UNABLE TO BE SECURED. 5. GRAFITTI ON STALL WALL. 8. HANDICAP TOILET SEAT IS LOOSE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON CEILING. (MENSTRUAL NOTICE IS NOT POSTED)</p>
<p>Electrical</p>		<p>X</p>	<p>A115/ OFFICE: 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. A203/ CIRCULATION DESK: 7. SURGE PROTECTORS ARE DAISY CHAINED. ADMIN: 7. ONE LIGHT PANEL IS OUT. ATTENDANCE/ A112: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. B102: 4. WALL PAPER IS TORN. 5. FLOORING IS DIRTY IN RR. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOOR FRAME. (MENSTRUAL NOTICE NOT POSTED IN RR) B109/ OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. B201: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING. PANELING IS PEELED OFF DOOR. B202: 7. PRONGS ARE BROKEN OFF IN OUTLET. B203: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. FORMICA IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. B204: 4. CEILING TILE HAS A WATER STAIN. HOLES IN WALL. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. C101: 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP NIS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. C202: 2. THERMOSTAT IS NOT WORKING. 4. CABINET DOOR IS MISSING. DRAWERS ARE BROKEN/OFF TRACK. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS MISSING. CLOCK IS NOT</p>

School Facility Conditions and Planned Improvements

			<p>WORKING. 9. FAUCETS HAVE NO FLOW. 10. CEILING TILE IS CUT TOO LARGE AND HANGS BELOW FIRE SPRINKLER ESCUTCHEON. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.</p> <p>C203: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING.</p> <p>F113/ MENS LOCKER ROOM: 2. DIRTY VENTS. 7. HAND DRYER HAS NO POWER.</p> <p>G112/ BAND ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ERHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING.</p> <p>G127/ STORAGE: 7. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>G132/ SNACK BAR: 7. LIGHT DIFFUSER HAS A WATER STAIN. 15. DOOR CLOSER COVER IS MISSING.</p> <p>GIRLS LOCKER ROOM/ F117: 4. TOILET PAPER DISPENSER IS BROKEN. WATER DAMAGE TO WALL NEAR EXTERIOR ENTRY. 7. ONE HAND DRYER HAS MO POWER. 15. DOOR CLOSER COVERS ARE MISSING. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>LIBRARY: 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS.</p> <p>PRINCIPAL/ A108: 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>B209/ WOMENS REST ROOM: 5. FLOORING IS DIRTY. STAIRWELL RAILING IS STICKY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>BOYS LOCKER ROOM/ F109: 4. MIRROR IS BROKEN. 5. GRAFITTI THROUGHOUT ROOM. 9. SHOWER HANDLES ARE MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS REST ROOM/ G121: 2. DIRTY VENT. 8. ONE URINAL IS LOOSE FROM WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C102: 5. CEILING AND LIGHT DIFFUSER ARE STAINED (HALLWAY). 9. FAUCET GOOSENECKS HAVE BEEN CUT OFF CREATING AN INJURY HAZARD. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C103: 4. DRAWERS ARE BROKEN. 5. GRAFITTI ON STALL DOOR. 9. FAUCET HAS NO FLOW. FAUCET GOOSENECK IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.</p> <p>C104/ SCIENCE PREP: 4. CEILING TILES ARE MISSING. CEILING TILE HAS A WATER STAIN. CEILING IS STAINED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ACCESS TO CHEMICAL SHOWER AND EYE WASH IS BLOCKED.</p>

School Facility Conditions and Planned Improvements

C106: 2. HVAC COVER IS DAMAGED. 4. CABINET DOORS ARE MISSING. WALL PAPER IS TORN. 5. FLOORING HAS WAX BUILD UP/ LOOKS VERY DINGY/UNKEPT (HALLWAY). 9. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVERS ARE MISSING.

C108: 9. DRINKING FOUNTAIN HAS A LOW FLOW (HALLWAY). 10. NO ROOM ID

C202: 2. THERMOSTAT IS NOT WORKING. 4. CABINET DOOR IS MISSING. DRAWERS ARE BROKEN/OFF TRACK. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS MISSING. CLOCK IS NOT WORKING. 9. FAUCETS HAVE NO FLOW. 10. CEILING TILE IS CUT TOO LARGE AND HANGS BELOW FIRE SPRINKLER ESCUTCHEON. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

C204/ SCIENCE PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. EYE WASH STATION HAS NO FLOW.

C206: 4. WALL PAPER IS TORN. 5. GRAFITTI ON INTERIOR WALL/STUDENT STATION. 9. FAUCETS HAVE NO FLOW. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).

F104: 2. DIRTY VENT. 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. HOLE IN WALL. 5. GRAFITTI ON INTERIOR WALL (HALLWAY). 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVERS ARE MISSING.

F107: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A DRIP. 15. DOOR CLOSER COVERS ARE MISSING.

F122/ WOMENS LOCKER ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. TOILET SEAT IS LOOSE.

G105/ UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

G112/ BAND ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ERHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING.

G142/ KITCHEN: 9. HAND WASHING FAUCET LEAKS AT HANDLE.

GIRLS REST ROOM/ B108: 2. DIRTY VENT. 4. HOLE IN WALL. STALL DOOR SLIDE LOCK HANDLE IS MISSING/BROKEN. 5. FLOORING IS DIRTY. GRAFITTI ON STALL PARTITIONS. 8. TOILET IS LOOSE AT BASE. (MENSTRUAL NOTICE IS NOT POSTED)

GIRLS REST ROOM/ G120: 8. TOILET IS LOOSE AT BASE. (MENSTRUAL NOTICE NOT POSTED)

MENS REST ROOM/ A202: 4. CRACKS IN FLOORING. 8. ALL SINGLE USER REST ROOM MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY

School Facility Conditions and Planned Improvements

			<p>AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED) MENS REST ROOM/ B116: 5. FLOORING IS DIRTY. 8. SINGLE USER REST ROOMS MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED) STUDENT SERVICES/ A111: 2. EXHAUSTFAN IS NOT WORKING IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) UNISEX REST ROOM (NEAR C101): 4. WATER DAMAGE TO WALL AT BASE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS A LOW FLOW. (MENSTRUAL NOTICE IS NOT POSTED) WOMENS REST ROOM/ A201: 2. DIRTY VENT. EXHAUST FAN IS NOT WORKING. 5. FLOORING IS DIRTY ALONGCOVE BASE. 8. ALL SINGLE USER REST ROOMS MUST BE LABELED ALK GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL. (MENSTRUAL NOTICE IS NOT POSTED) WOMENS REST ROOM/ C210: 5. STAIRWELL RAILING IS STICKY. FLOORING IS DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS NOT POSTED) WOMENS REST ROOM/ F105: 4. HANDICAP STALL IS UNABLE TO BE SECURED. 5. GRAFITTI ON STALL WALL. 8. HANDICAP TOILET SEAT IS LOOSE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON CEILING. (MENSTRUAL NOTICE IS NOT POSTED) WOMENS REST ROOM/ G137: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>A115/ OFFICE: 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. A117/ COUNSELOR: 10. FIRE SPRINKLER IS COVERED IN DUST. B101: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. WALL PAPER IS TORN. 5. GRAFITTI ON INTERIOR WALLS. 11. PAINT IS PEELING ON INTERIOR WALL. B102: 4. WALL PAPER IS TORN. 5. FLOORING IS DIRTY IN RR. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOOR FRAME. (MENSTRUAL NOTICE NOT POSTED IN RR) B103: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. B104: 5. FLOORING IS DIRTY IN RR. 11. PAINT IS PEELING ON RR DOOR FRAME. (MENSTRUAL NOTICE NOT POSTED)</p>

School Facility Conditions and Planned Improvements

B201: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING. PANELING IS PEELED OFF DOOR.

B203: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. FORMICA IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

B204: 4. CEILING TILE HAS A WATER STAIN. HOLES IN WALL. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

B206: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

C101: 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

C102: 5. CEILING AND LIGHT DIFFUSER ARE STAINED (HALLWAY). 9. FAUCET GOOSENECKS HAVE BEEN CUT OFF CREATING AN INJURY HAZARD. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

C103: 4. DRAWERS ARE BROKEN. 5. GRAFFITI ON STALL DOOR. 9. FAUCET HAS NO FLOW. FAUCET GOOSENECK IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

C106: 2. HVAC COVER IS DAMAGED. 4. CABINET DOORS ARE MISSING. WALL PAPER IS TORN. 5. FLOORING HAS WAX BUILD UP/ LOOKS VERY DINGY/UNKEPT (HALLWAY). 9. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVERS ARE MISSING.

C108: 9. DRINKING FOUNTAIN HAS A LOW FLOW (HALLWAY). 10. NO ROOM ID

C201: 4. HOLE IN WALL. 5. GREEN SUBSTANCE ON CEILING TILES. INTERIOR WALLS ARE UNKEPT. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

C202: 2. THERMOSTAT IS NOT WORKING. 4. CABINET DOOR IS MISSING. DRAWERS ARE BROKEN/OFF TRACK. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS MISSING. CLOCK IS NOT WORKING. 9. FAUCETS HAVE NO FLOW. 10. CEILING TILE IS CUT TOO LARGE AND HANGS BELOW FIRE SPRINKLER ESCUTCHEON. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

C203: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING.

C206: 4. WALL PAPER IS TORN. 5. GRAFFITI ON INTERIOR WALL/STUDENT STATION. 9. FAUCETS

School Facility Conditions and Planned Improvements

			<p>HAVE NO FLOW. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). C207/ WORKROOM: 5. STAIRWELL RAILING IS STICKY. 11. PESTICIDES ARE PRESENT. 15. DOOR CLOSER COVER IS MISSING. F102: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. MENS REST ROOM/ F106: 4. THREE STALL DOORS ARE UNABLE TO BE SECURED. 11. PAINT IS PEELING ON CEILING AND INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. WOMENS REST ROOM/ A122: 8. TOILETS LEAK AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED) WOMENS REST ROOM/ A201: 2. DIRTY VENT. EXHAUST FAN IS NOT WORKING. 5. FLOORING IS DIRTY ALONGCOVE BASE. 8. ALL SINGLE USER REST ROOMS MUST BE LABELED ALK GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL. (MENSTRUAL NOTICE IS NOT POSTED) WOMENS REST ROOM/ F105: 4. HANDICAP STALL IS UNABLE TO BE SECURED. 5. GRAFITTI ON STALL WALL. 8. HANDICAP TOILET SEAT IS LOOSE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON CEILING. (MENSTRUAL NOTICE IS NOT POSTED)</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>A118/ COUNSELOR: 15. WINDOW BLINDS ARE BROKEN. A121/ CONFERENCE: 15. WINDOW BLINDS ARE BROKEN. A207/ WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. ATTENDANCE/ A112: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. B103: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. B201: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING. PANELING IS PEELED OFF DOOR. B203: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. FORMICA IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p>

School Facility Conditions and Planned Improvements

B204: 4. CEILING TILE HAS A WATER STAIN. HOLES IN WALL. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

B206: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

BOYS LOCKER ROOM/ F109: 4. MIRROR IS BROKEN. 5. GRAFITTI THROUGHOUT ROOM. 9. SHOWER HANDLES ARE MISSING. 15. DOOR CLOSER COVER IS MISSING.

BOYS REST ROOM/ C109: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 15. DOOR CLOSER COVER IS MISSING.

BOYS REST ROOM/ G121: 2. DIRTY VENT. 8. ONE URINAL IS LOOSE FROM WALL. 15. DOOR CLOSER COVER IS MISSING.

C101: 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP NIS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

C102: 5. CEILING AND LIGHT DIFFUSER ARE STAINED (HALLWAY). 9. FAUCET GOOSENECKS HAVE BEEN CUT OFF CREATING AN INJURY HAZARD. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

C103: 4. DRAWERS ARE BROKEN. 5. GRAFITTI ON STALL DOOR. 9. FAUCET HAS NO FLOW. FAUCET GOOSENECK IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

C106: 2. HVAC COVER IS DAMAGED. 4. CABINET DOORS ARE MISSING. WALL PAPER IS TORN. 5. FLOORING HAS WAX BUILD UP/ LOOKS VERY DINGY/UNKEPT (HALLWAY). 9. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVERS ARE MISSING.

C201: 4. HOLE IN WALL. 5. GREEN SUBSTANCE ON CEILING TILES. INTERIOR WALLS ARE UNKEPT. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

C202: 2. THERMOSTAT IS NOT WORKING. 4. CABINET DOOR IS MISSING. DRAWERS ARE BROKEN/OFF TRACK. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS MISSING. CLOCK IS NOT WORKING. 9. FAUCETS HAVE NO FLOW. 10. CEILING TILE IS CUT TOO LARGE AND HANGS BELOW FIRE SPRINKLER ESCUTCHEON. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

C203: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER IS MISSING.

C207/ WORKROOM: 5. STAIRWELL RAILING IS STICKY. 11. PESTICIDES ARE PRESENT. 15. DOOR CLOSER COVER IS MISSING.

School Facility Conditions and Planned Improvements

F102: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.

F104: 2. DIRTY VENT. 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. HOLE IN WALL. 5. GRAFITTI ON INTERIOR WALL (HALLWAY). 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVERS ARE MISSING.

F107: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A DRIP. 15. DOOR CLOSER COVERS ARE MISSING.

F112/ OFFICE: 15. DOOR CLOSER COVER IS MISSING.

G101/ PIANO/ CHORAL: 15. DOOR HANDLE IS LOOSE. DOOR CLOSER COVER IS MISSING.

G112/ BAND ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ERHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING.

G132/ SNACK BAR: 7. LIGHT DIFFUSER HAS A WATER STAIN. 15. DOOR CLOSER COVER IS MISSING.

GIRLS LOCKER ROOM/ F117: 4. TOILET PAPER DISPENSER IS BROKEN. WATER DAMAGE TO WALL NEAR EXTERIOR ENTRY. 7. ONE HAND DRYER HAS MO POWER. 15. DOOR CLOSER COVERS ARE MISSING. (MENSTRUAL NOTICE IS NOT POSTED)

GYM/ F101: 2. HVAC IS LOUD AND SHAKES ENTIRE BUILDING. 4. BLEACHER SEAT IS BROKEN CREATING AN INJURY HAZARD. 5. GRAFITTI ON BLEACHERS. 15. DOOR CLOSER COVERS ARE MISSING.

MENS REST ROOM/ F106: 4. THREE STALL DOORS ARE UNABLE TO BE SECURED. 11. PAINT IS PEELING ON CEILING AND INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

STAFF LOUNGE/ G133: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVER IS MISSING.

WOMENS REST ROOM/ C210: 5. STAIRWELL RAILING IS STICKY. FLOORING IS DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS NOT POSTED)

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	12	11	32	33	46	47
Mathematics (grades 3-8 and 11)	3	4	22	23	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	417	379	90.89	9.11	10.85
Female	193	178	92.23	7.77	13.56
Male	224	201	89.73	10.27	8.46
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	50.00
Black or African American	61	56	91.80	8.20	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	318	285	89.62	10.38	10.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	28.57
English Learners	206	178	86.41	13.59	0.56
Foster Youth	--	--	--	--	--
Homeless	30	26	86.67	13.33	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	396	367	92.68	7.32	10.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	52	94.55	5.45	3.85

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	417	401	96.16	3.84	4.26
Female	193	185	95.85	4.15	5.41
Male	224	216	96.43	3.57	3.27
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	25.00
Black or African American	61	57	93.44	6.56	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	318	306	96.23	3.77	4.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	7.14
English Learners	206	199	96.60	3.40	1.01
Foster Youth	--	--	--	--	--
Homeless	30	27	90.00	10.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	396	384	96.97	3.03	3.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	53	96.36	3.64	3.85

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	0.54	0.53	20.56	20.89	30.29	30.73

2023-24 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	208	200	96.15	3.85	0.51
Female	106	102	96.23	3.77	1.01
Male	102	98	96.08	3.92	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	26	25	96.15	3.85	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	165	158	95.76	4.24	0.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	100	96	96.00	4.00	0.00
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	193	189	97.93	2.07	0.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	0.00

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.

2023-24 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 requires only participation results 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	93.8	93.3	93.8	94.3	93.3

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.

2024-25 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, Student and Family Success Specialist Phone: 510-231-1430 ext. 25083 Email: diana.sanchez-anaya@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.
- **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

2024-25 Opportunities for Parental Involvement

- 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	462	441	158	35.8
Female	211	204	73	35.8
Male	251	237	85	35.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	3	21.4
Black or African American	70	69	40	58.0
Filipino	--	--	--	--
Hispanic or Latino	346	330	104	31.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	15	5	33.3
English Learners	244	233	78	33.5
Foster Youth	--	--	--	--
Homeless	35	35	18	51.4
Socioeconomically Disadvantaged	435	422	152	36.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	68	66	32	48.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
15.07	23.13	14.72	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.21	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.72	0.00
Female	15.17	0.00
Male	14.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.14	0.00
Black or African American	31.43	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.25	0.00
English Learners	12.70	0.00
Foster Youth	0.00	0.00
Homeless	25.71	0.00
Socioeconomically Disadvantaged	15.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.29	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2024-25 School Safety Plan

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 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	30	4	9	3
Mathematics	44	1	3	5
Science	30		10	2
Social Science	35	1	8	3

2023-24 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	274.29

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	8717.56	3809.54	4908.02	67899.53
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	-15.0	-21.6
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-74.8	-32.9

Fiscal Year 2023-24 Types of Services Funded

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

AMAZON
 ABV SCOREBOARD SERVICES, INC
 AMAZON
 ATHENA VALDEZ
 BAY AREA COMMUNITY RESOURCES
 CA ASSOCIATION OF AFRICAN AMERICAN
 CHRISTINA FERRY
 COASTAL ENTERPRISES
 D HARRIS TOURS INC
 DELTA CHARTER SERVICE
 DEMCO INC
 EDPUZZLE, INC
 FIRST BOOK NATIONAL BOOK BANK
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC
 FOOD MAXX
 GROWING TOGETHER - BAY AREA INC
 HOME DEPOT
 HOUGHTON MIFFLIN COMPANY
 HOUGHTON MIFFLIN HARCOURT
 JOHN F. KENNEDY HIGH SCHOOL
 KASSIRER ENTERTAINMENT COMPANY
 KBA DOCUMENT SOLUTIONS, LLC
 KEITH BROWN
 LIMINEX, INC
 LUCKY
 MARISOL CASTILLO
 MEET THE MASTERS, INC
 MICHAELS TRANSPORTATION
 MUSIC TRAVEL CONSULTANTS LLC
 NAVIGATE360, LLC
 NEARPOD INC
 NEW LIFE MOVEMENT
 POSITIVE PROMOTIONS
 REBEKAH PONCE-LARSEN
 SCHOOL SPECIALTY LLC
 SOUTHWEST SCHOOL & OFFICE SUPPLY

Fiscal Year 2023-24 Types of Services Funded

TSHILUMBA KABONGO
 US BANK
 WEST CONTRA COSTA PUBLIC EDUCATION
 YMCA OF THE EAST BAY

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

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.

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	24	24	30