

About This School

Last updated: 11/21/2017

Last updated: 1/19/2018

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

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

Last updated: 1/25/2018

Last updated: 1/25/2018

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- S r

Last updated: 1/25/2018

Last updated: 1/19/2018

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

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

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

Last updated: 1/14/2018

Last updated: 1/23/2018

School Facility Good Repair Status

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

Overall Facility Rate

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

Last updated: 1/23/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which included

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Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment divided by the total number of students who took the Smarter Balanced Summative Assessment.

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CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	49.0%	14.0%	46.0%	40.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/25/2016

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

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

State Priority: Other Pupil Outcomes

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The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2017-18)

The Parent Liaison/School Community Outreach Worker is an essential link between school and parents. Responsibilities include interpretation of school and district policies as they relate to parents and community, co-organizing parent groups and activities, mentoring students, participation on the School Site Council (SSC) and English Learner Advisory Committee (ELAC), and acting as a parent and student advocate.

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

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

Name: Maria Chavez, Bilingual School Community Outreach Worker
Phone: 510-231-1430 ext. 25018
Email: maria.chavez@wccusd.net

School Site Council: The SSC is comprised of elected peer members (e.g., teachers, classified employees, parents and students). The primary role of the SSC is to develop the Single Site Plan for Student Achievement, monitor professional development activities, student progress and monitor funding and other resources.
Contact Person: William McGee, Principal; Phone Number (510) 231- 1430 ext. 11553

English Language Advisory Committee: The committee is comprised of administrators, teachers, and parents. The primary role of the ELAC is to assist parents with the EL program goals, and requirements to exit the EL program.

Opportunities for Parental Involvement:

- Academic family nights: Various school-oriented activities that parents can be involved in that cover subjects such as Math, Science, English, and History
- Student Success Team: Meeting held to support individual students which include participation from parents, counselors, teachers, administration, student, and any other important adult in the child's life.
- Counselors and Admin Team: Available daily for a one-on one meeting with parents to discuss student concerns and needs.
- Families in Transition: Community School coordinator works with families in transition to get housing, food support, clipper card (transportation), and other needs determined.
- Celebrations and Events: DeJean hosts various events and celebrations including quarterly honor roll awards ceremonies, student led conferences, and 8th Grade Promotion Ceremonies for incoming students.
- Student Attendance Review Team (SART): Invites parents of students with chronic absenteeism to attend a meeting to strategize how to improve attendance.
- Translation Services: Bilingual community workers support translation needs for parents.
- School Psychologist and Therapists: Support students and families with social-emotional needs.
- Mobile Health Van and Health Educator: Provide health services, housing, and food.

State Priority: Pupil Engagement

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

- High school dropout rates and
- High school graduation rates

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

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D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	Dist st st st

Last updated: 1/25/2018

Types of Services Funded (Fiscal Year 2016-17)

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

18/2018

ge at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

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

The focus areas for professional development for the 2017-2018 school year at Lovonya DeJean Middle School are:

- Teachers are expected to create their class long term plans and common assessments.
- Instructional Leadership Team (ILT) will be doing classroom visitations to determine necessary school-wide teaching goals
- Instructional Specialist on staff to work with teachers on pedagogy, including classroom management, lesson/unit planning, data-driven inquiry cycle, questioning strategies, accountable participation strategies
- Growth Mindset

Teachers and staff at Lovonya DeJean Middle School are also encouraged to seek additional professional development opportunities outside of what is provided at the school site. Teachers and staff are encouraged to attend conferences, go to trainings, and view webinars for continued professional development.

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