

Juan Crespi Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Juan Crespi Middle School
Street	1121 Allview Avenue
City, State, Zip	El Sobrante, CA 94803-1099
Phone Number	(510) 231-1515
Principal	Guthrie Fleischman
E-mail Address	gfleischman@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1354
Grades Served	7-8
CDS Code	07-61796-6061170

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Juan Crespi Middle School follows the District Mission that contends that all students will be treated with equity and has the opportunity for a quality education. Juan Crespi's School Vision states, " We, the students, teachers, parents, administrators, staff and community of Juan Crespi, recognize that education is a cooperative endeavor and that all of us must play an active role in order to achieve success.

As an educational community, we are dedicated to reaching our full potential, and we believe that learning requires self-esteem, personal effort, mutual respect, a safe and orderly environment, adequate resources and clear goals. Together we work to develop a rigorous curriculum, a variety of school activities, and a network of support services so that "all students may achieve academic and personal success as they prepare to become lifelong learners and productive citizens in our democratic society." As a Professional Learning Community, we are in the implementation stage in adopting the Common Core State Standards in our instruction and assessment practice including the goals of increased use of Close Reading strategies, Student Discourse, and Authentic Assessments. As a learning community, we revisit our vision yearly to determine if we need to add any additional goals for our students.

With the vision in mind, the Crespi educational program is based on the traditional six-subject day. There is a full range of special education and ELD services as well as the regular education program. GATE and advanced students are offered advanced English, history, science and foreign language classes. Juan Crespi is the only middle school in the district that offers French I, French II, Spanish I, and Spanish II. The school also offers beginning and advanced band. Juan Crespi Middle School is one of two schools in the district with a Junior National Honor Society. We believe that learning requires self-esteem, personal effort, mutual respect, a safe and orderly environment, adequate resources, and clear goals. We work to develop a rigorous curriculum, a variety of school activities, and a network of support services so that all students can be successful. As incentives, Juan Crespi Middle School Leadership students host Renaissance celebrations for students achieving a 2.5 GPA and above with good standing in terms of disciplinary referrals and suspension. Special celebrations are held for Perfect Attendance and Straight "A" quarter reports. Most Improved Students are also recognized on a regular basis to encourage effort and achievement.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	297
Grade 8	309
Total Enrollment	606

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	22.6
Asian	13.5
Filipino	6.8
Hispanic or Latino	40.6
Native Hawaiian or Pacific Islander	1.2
White	13.9
Two or More Races	1.5
Socioeconomically Disadvantaged	74.9
English Learners	20.8
Students with Disabilities	12.5
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	21	27	21	21
Without Full Credential	6	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.2	5.8
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Textbooks are selected through District adoption of standards-based texts adopted by the State Board of Education. In all core subjects except Algebra 1, students are issued a personal book to keep at home and each teacher has a class set of books for daily use in classroom instruction.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes (Grades 6-8) ELD: ELD: National Geographic Inside Intervention: READ 180	Yes	0%
Mathematics	Prentice Hall-Pre-Algebra, CA Edition (Grade 7); McDougal Littell algebra 1 (Grade 8)	Yes	0%
Science	Life Science (Grade 7); Physical Science (Grade 8)	Yes	0%
History-Social Science	TCI History Alive Ancient History TCI History Alive US History TCI History Alive Medieval History	Yes	0%
Foreign Language	EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Pearson Prentice Hall: Realidades (Spanish 1,2,3)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The re-built administrative and classroom wing was opened one year ago in August and all Administrative departments and Teaching staff took control of the new school building. This included updated fire alarm and intercom system as well as a new main office, counselor's office, Library, Teacher's workroom and lounge, a conference room and office for support services. Ceiling tiles were replaced in the existing building and wall panels cleaned and repainted. The Gym had all ceiling tiles replaced and received new doors and interior/exterior paint. New lighting was installed in hallways, classrooms, and the Gym and the gym floor was replaced due to water damage.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Install door holders. Repair floor tile and heavy duty rubber base-Rm 602/603. Repair the shelves in book room-Book Room. Paint the restroom stalls-Outside girls restroom.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Lights out by room 307 and 436; Replace plug plates; Replace missing diffusers; Secure diffusers to light fixtures to light fixtures
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Check fire alarm device; Secure fire extinguisher bracket
Structural: Structural Damage, Roofs	X			Replace rubber bases; Repair floor ceramic tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Replace swing gate; Adjust double doors by room 507; Check lock cylinder

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	32	32	44
Mathematics	17	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	290	277	95.5	38	25	28	6
	8	312	296	94.9	36	32	25	5
Male	7		133	45.9	46	20	29	5

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	151	48.4	41	32	23	3	
Female	7	144	49.7	31	31	28	8	
	8	145	46.5	32	32	28	8	
Black or African American	7	58	20.0	40	31	22	5	
	8	67	21.5	58	22	19	0	
Asian	7	39	13.4	31	15	44	10	
	8	37	11.9	11	41	27	19	
Filipino	7	18	6.2	33	28	33	6	
	8	22	7.1	32	23	41	5	
Hispanic or Latino	7	119	41.0	42	26	26	3	
	8	123	39.4	34	35	26	3	
Native Hawaiian or Pacific Islander	7	4	1.4	--	--	--	--	
	8	3	1.0	--	--	--	--	
White	7	35	12.1	37	20	26	14	
	8	39	12.5	31	36	26	8	
Two or More Races	7	4	1.4	--	--	--	--	
	8	5	1.6	--	--	--	--	
Socioeconomically Disadvantaged	7	220	75.9	43	25	26	3	
	8	221	70.8	39	33	21	5	
English Learners	7	55	19.0	62	25	7	0	
	8	37	11.9	81	11	0	0	
Students with Disabilities	7	30	10.3	90	7	3	0	
	8	32	10.3	81	13	3	0	
Foster Youth	7	--	--	--	--	--	--	
	8	--	--	--	--	--	--	

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	290	277	95.5	49	29	16	5
	8	312	295	94.6	59	26	9	4
Male	7	132	45.5	48	28	18	5	

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	151	48.4	59	30	8	2	
Female	7	145	50.0	49	30	14	6	
	8	144	46.2	60	21	11	7	
Black or African American	7	59	20.3	54	31	10	0	
	8	66	21.2	74	20	5	0	
Asian	7	40	13.8	38	23	23	18	
	8	41	13.1	39	29	15	17	
Filipino	7	18	6.2	22	50	22	6	
	8	22	7.1	36	41	18	5	
Hispanic or Latino	7	118	40.7	55	30	14	2	
	8	120	38.5	62	28	8	3	
Native Hawaiian or Pacific Islander	7	4	1.4	--	--	--	--	
	8	3	1.0	--	--	--	--	
White	7	34	11.7	44	21	24	12	
	8	39	12.5	56	23	13	3	
Two or More Races	7	4	1.4	--	--	--	--	
	8	4	1.3	--	--	--	--	
Socioeconomically Disadvantaged	7	220	75.9	54	29	15	2	
	8	221	70.8	62	26	9	3	
English Learners	7	55	19.0	80	16	4	0	
	8	40	12.8	93	5	3	0	
Students with Disabilities	7	32	11.0	84	6	6	0	
	8	32	10.3	94	6	0	0	
Foster Youth	7	--	--	--	--	--	--	
	8	--	--	--	--	--	--	

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	65	67	63	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	63
Male	64
Female	62
Black or African American	50
Asian	75
Filipino	76
Hispanic or Latino	63
Native Hawaiian or Pacific Islander	--
White	72
Two or More Races	--
Socioeconomically Disadvantaged	23
English Learners	19
Students with Disabilities	60
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.20	22.50	34.70

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

We welcome parental involvement in a number of ways. Regular messages go home informing parents of upcoming events and academic milestones. Parents are invited to visit classes in session with appropriate notice and grade reports are sent home twice each quarter. We have two School Community Outreach Workers, one of whom is bilingual in English and Spanish, who lead parent outreach efforts, communicate daily with students and parents, hold meetings with groups of parents every other week, and interface daily with all stakeholder groups. Parents of struggling students are invited to conferences with all of the child's teachers to discover solutions. The ELAC Committee is made up of parents of English Learners and makes recommendations about how funds will be spent to provide the best possible educational opportunities for those students in the ELD program. The Parents Club assists both faculty and students. Among their activities are the 8th Grade Promotional Party, Teacher Appreciation Luncheon, Renaissance Fair, College and Career Fairs and parent newsletter. We present parent and family involvement evenings focused on our core academic areas as well as providing a room on campus that our parents can use as an informal place to gather between official parents' club meeting times.

Every school must have a School Site Council composed equally of school staff and parents or students. Members of the SSC are elected by their peers (e.g., teachers, classified employees, parents, and students). School staff membership must include a majority of classroom teachers and at least one staff member who is neither the principal nor a teacher. The minimum number of SSC members for a middle or high school is twelve. At middle and high schools, students must constitute half of the parent and student membership and together must equal the total school staff membership. A community member may take the place of a parent if chosen by parents of students currently attending the school (Education Code Section 52852). Juan Crespi has a duly elected and fully functioning School Site Council with monthly meetings to address needs of the student population of the school. Parent Volunteers are welcome at Juan Crespi to assist with daily activities and special programs approved and presented throughout the year.

Contact Information for Parental Involvement
 Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	22.03	20.32	18.32	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Every staff member receives a hard copy of the revised Safety Plan at the beginning of the school year and the plan is reviewed by all staff members at the beginning of every school year. Each classroom has a REMS School and Classroom Guide in place to help direct responses to various disaster scenarios and each classroom has an emergency backpack with flashlight, first-aid, and space blankets for emergency use. Fire drills are conducted monthly. Other drills, such as natural disaster drills, intruders on campus, bomb threats, etc. are conducted periodically. Site works with District Safety Officers and the Sheriff's Dept. to monitor day to day safety on site and to monitor drills and emergency situations. Crespi administration communicates regularly with the WCCUSD Safety and Disaster Preparedness Coordinator, Libby Montes-Nation and will invite her to meet with the staff to review safety protocols.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	7	6	10	28	6	11	7	28	7	7	11
Mathematics	33	1	5	11	32	2	4	12	31	2	8	9
Science	31	1	13	4	26	5	17		29	3	14	4
Social Science	32	3	5	11	29	3	10	7	31	3	7	12

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	265
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.30	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist	2.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,867.17	\$5,725.91	\$3,141.26	\$56,715.28
District	N/A	N/A	\$9,628.1	\$56,383.71
Percent Difference: School Site and District	N/A	N/A	-67.4	0.6
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-41.3	-22.3

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Crespi School include:

ESEA-Title I
Economic Impact Aid
Special Education
Arts and Music
English Language Development
Gifted and Talented Education

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Educational Services department engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. The Crespi ILT has taken on Claim and Evidence as an academic focus for the 2015-2016 school year. In turn, all core and elective teachers administer quarterly Claim and Evidence assessments to all students with the goal of monitoring students' growth in this area throughout the year.