Crespi Junior High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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, 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 LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Crespi Junior High
Street	1121 Allview Ave.
City, State, Zip	El Sobrante, Ca, 94803-1099
Phone Number	510-231-1447
Principal	Guthrie Fleischman
E-mail Address	gfleischman@wccusd.net
County-District-School (CDS) Code	07617966061170

Last updated: 1/10/2019

## School Description and Mission Statement (School Year 2018—19)

Juan Crespi Middle School follows the District Mission that contends that all students will be treated with equity and have the opportunity for a quality education. Juan Crespi's School Vision states, "Crespi Middle School will foster students' love for learning, cultivate students' confidence in their own abilities to learn and grow, and equip students with the tools, skills, and habits to navigate high school and beyond." 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. The school also offers beginning and advanced band. 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 student conduct. 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.

Last updated: 11/28/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 7	230
Grade 8	245
Total Enrollment	475
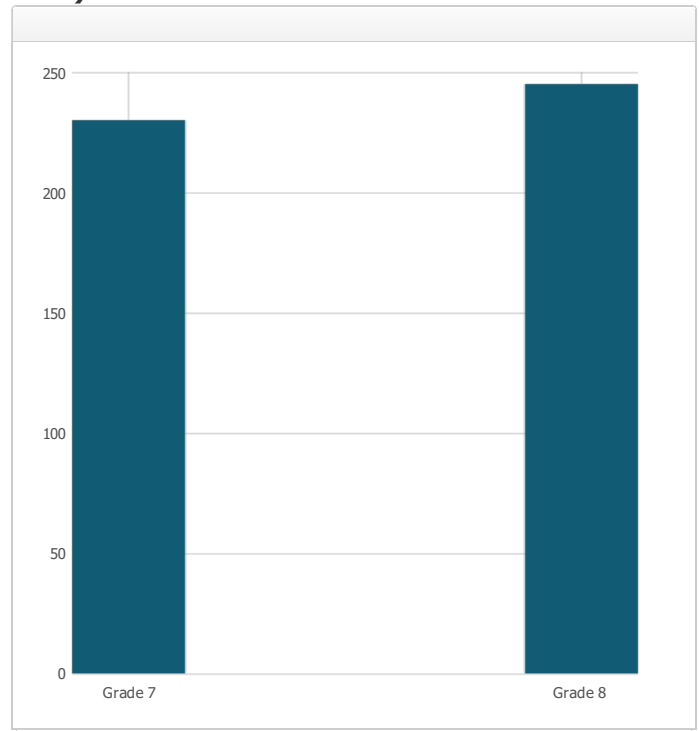
Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	20.8 %
American Indian or Alaska Native	0.2 %
Asian	15.8 %
Filipino	5.3 %
Hispanic or Latino	45.1 %
Native Hawaiian or Pacific Islander	1.1 %
White	9.3 %
Two or More Races	2.5 %
Other	-0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.1 %
English Learners	18.7 %
Students with Disabilities	14.5 %
Foster Youth	0.6 %

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	18	17	18	1211
Without Full Credential	4	8	2	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	2	10
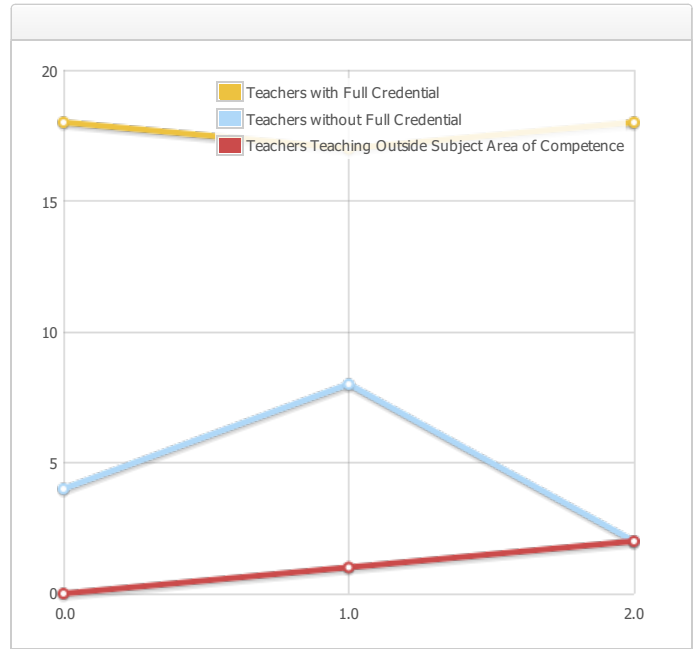
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	2	0
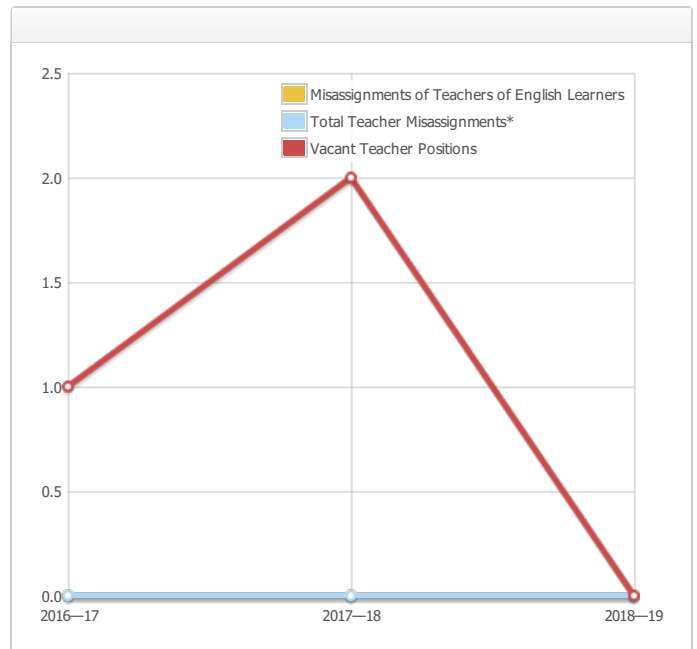
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and 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 levels 1-4, c2014 - adopted 2014 Scholastic Read 180 intervention, c2015 - adopted 2018	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt Big Ideas Math, c2015 - adopted 2017 Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018	Yes	0.0 %
Science	Pearson Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	TCI History Alive, c2005 - adopted 2005	Yes	0.0 %
Foreign Language	Prentice Hall Realidades, Spanish Levels 1-3, c2004 - adoptd 2004 EMC Exploring Spanish, Intro to Spanish, c2008 - adopted 2018	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

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.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repair rubber base (Room 301/305) Repair carpet at entrance (Room 404) Replace ceiling tiles (Gym) Repair heavy duty rubber base (Stage) Repaint interior walls (200/300 wing) Paint wall at sheetrock repair (Room 207) Repair two lockers (Boys locker room)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Bird issues by corner of room 507 (Exterior)
Electrical: Electrical	Fair	Extension cords tap to tap (Room 301/305) Repair exit sign by drinking fountain (Boys lcoker room)
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Repair drinking fountain (Gym) Replace soap dispenser in restroom (Boys locker room) Replace drinking fountain (Cafeteria) Leaky faucet (Custodian room by boys locker room restroom) Leaky facuet (Girls locker room restroom)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Paint red exterior wall by girls locker room entrance (Gym) Paint exterior wall by flag pole (By flag pole)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	roken door closer (Room 301) Repair broken lock at door by drinking fountain by stairs going to locker room (Hallway) Replace vent at door by drinking fountain by stairs going to locker room (Hallway) Repair hasps at stage doors (Stage) Repair stage door (Stage) Paint exterior window sills and wood (Room 501/503/505/507)

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair

Last updated: 6/24/2019

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 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); and

- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	33.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	20.0%	18.0%	25.0%	24.0%	37.0%	38.0%

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.

Note: 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.

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	473	463	97.89%	32.61%
Male	241	235	97.51%	29.36%
Female	232	228	98.28%	35.96%
Black or African American	92	92	100.00%	15.22%
American Indian or Alaska Native	--	--	--	
Asian	76	74	97.37%	55.41%
Filipino	26	24	92.31%	37.50%
Hispanic or Latino	216	213	98.61%	28.17%
Native Hawaiian or Pacific Islander	--	--	--	
White	41	38	92.68%	50.00%
Two or More Races	16	16	100.00%	43.75%
Socioeconomically Disadvantaged	396	388	97.98%	28.35%
English Learners	170	163	95.88%	20.25%
Students with Disabilities	57	57	100.00%	3.51%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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 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.

Note: 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 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.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	473	469	99.15%	17.70%
Male	241	239	99.17%	18.83%
Female	232	230	99.14%	16.52%
Black or African American	92	92	100.00%	6.52%
American Indian or Alaska Native	--	--	--	
Asian	76	75	98.68%	40.00%
Filipino	26	26	100.00%	19.23%
Hispanic or Latino	216	216	100.00%	12.96%
Native Hawaiian or Pacific Islander	--	--	--	
White	41	38	92.68%	26.32%
Two or More Races	16	16	100.00%	18.75%
Socioeconomically Disadvantaged	396	393	99.24%	15.52%
English Learners	170	169	99.41%	11.24%
Students with Disabilities	57	57	100.00%	1.75%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

Note: 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 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.

Last updated: 1/22/2019

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	15.8%	25.0%	25.4%

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: 1/22/2019

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 2018—19)

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, 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 Promotion Ceremony, Teacher Appreciation Luncheon, Renaissance Day. We present parent and family involvement evenings focused on our core academic areas.

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). 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 school is ten. 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 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: Crespi Main Office (510) 231-1447

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

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

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	15.8%	20.1%	14.8%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
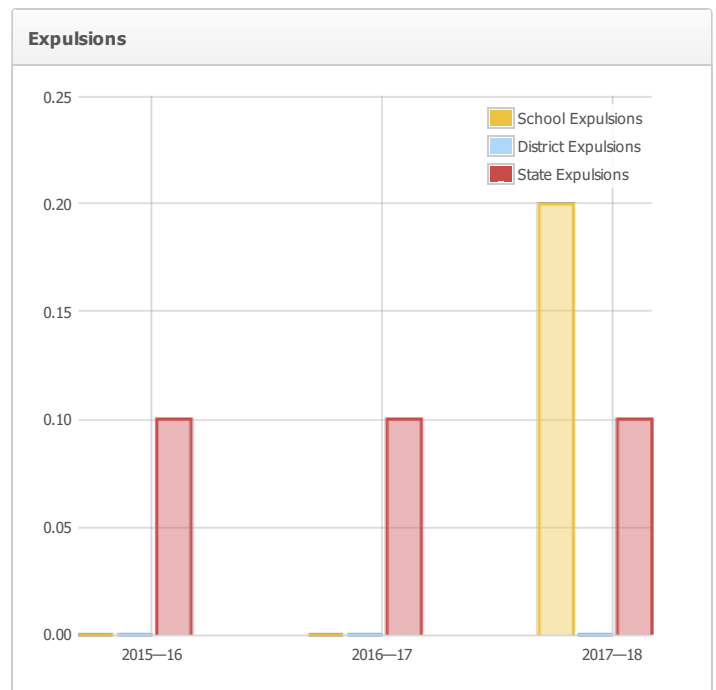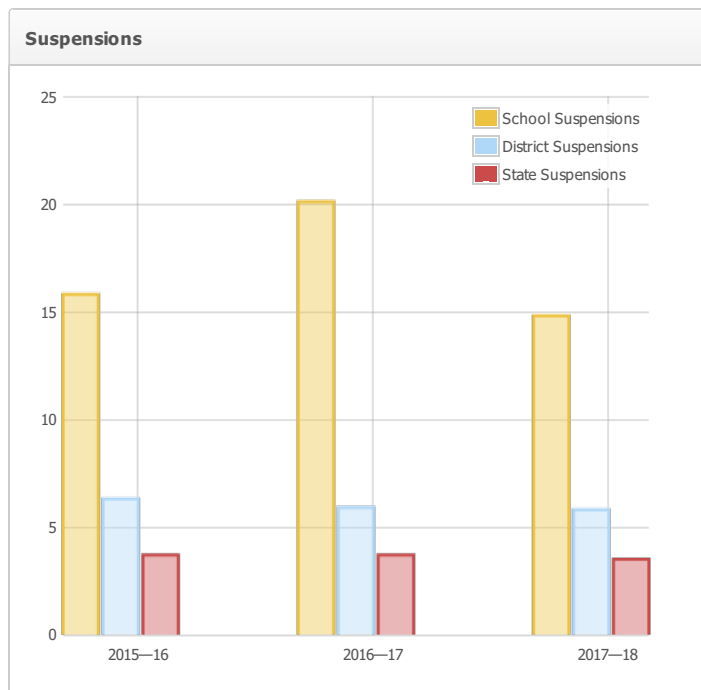
Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER),Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	9	9	7
Mathematics	28.0	4	6	7
Science	23.0	9	13	
Social Science	32.0	3	8	10

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	11	3	11
Mathematics	28.0	3	7	7
Science	30.0	3	5	9
Social Science	30.0	4	5	11

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	15	14	
Mathematics	21.0	13	9	1
Science	26.0	3	15	
Social Science	25.0	4	12	2

* 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.

Last updated: 1/22/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	224.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7442.3	$2194.2	$5248.1	$64947.6
District	N/A	N/A	$7722.4	$67686.4
Percent Difference – School Site and District	N/A	N/A	-38.2%	-4.1%
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-22.4%	-21.7%

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

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

- LIBRARY SUPPLIES
- ART CLASS MATERIALS
- YMCA OF THE EAST BAY
- CALIFORNIA LEAGUE OF SCHOOLS
- MALACHIED, INC. BREAKTHROUGH COACH SEMINAR
- RYSE INC
- ZEAL LEARNING
- PROJECT READ INSTITUTE
- STUDY TRIPS
- CITY SLICKER FARMS
- COMMUNITY ALLIANCE FOR LEARNING
- FACING HISTORY AND OURSELVES
- STUDENT INCENTIVES

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,519	$47,903
Mid-Range Teacher Salary	$67,069	$74,481
Highest Teacher Salary	$90,000	$98,269
Average Principal Salary (Elementary)	$103,642	$123,495
Average Principal Salary (Middle)	$112,513	$129,482
Average Principal Salary (High)	$126,076	$142,414
Superintendent Salary	$260,000	$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
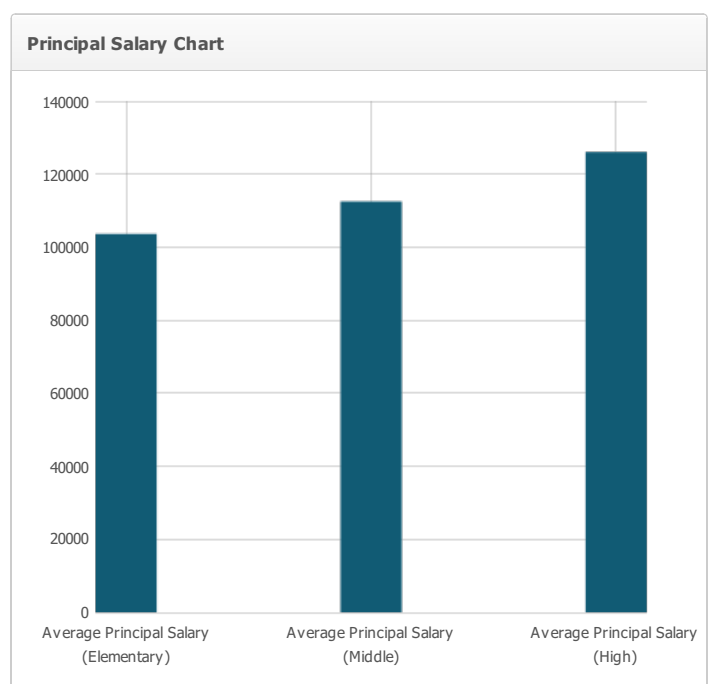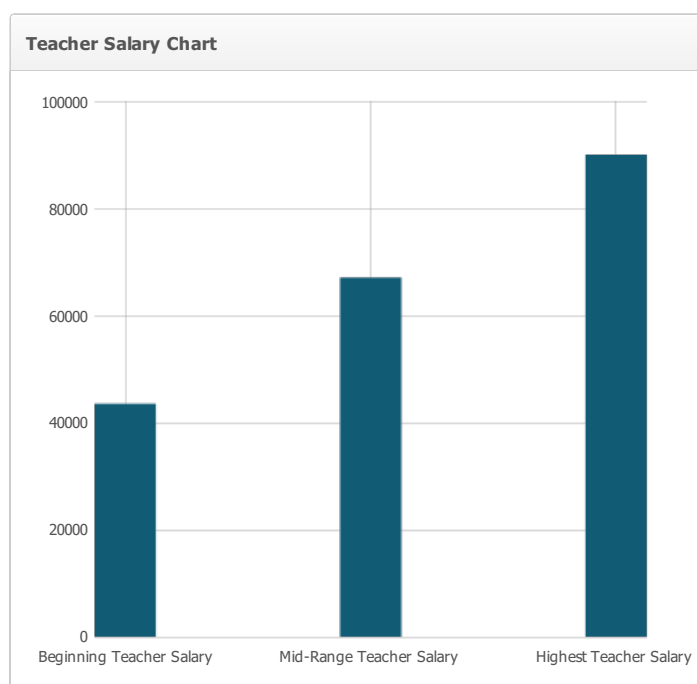
Last updated: 1/22/2019

Professional Development

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, 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 and teachers at large have taken on a school-wide reading intervention, called Reading Zones, as an academic focus for the 2018-2019 school year. The ILT also has developed a schedule of teacher-led workshops to emphasize teacher ownership of their own professional development. Teachers have identified the areas of focus for these workshops and the highly skilled teachers among them who are able to lead the workshops. Each teacher can self-select into the workshop that will best meet their instructional support needs.

Last updated: 11/28/2018