

Juan Crespi Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <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 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 2016-17)

School Contact Information	
School Name	Juan Crespi Middle School
Street	1121 Allview Avenue
City, State, Zip	El Sobrante, CA 94803-1099
Phone Number	(510) 231-1447
Principal	Guthrie Fleischman
E-mail Address	gfleischman@wccusd.net
Web Site	www.wccusd.net/crespi
CDS Code	07-61796-6061170

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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, " 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 2015-16)

Grade Level	Number of Students
Grade 7	240
Grade 8	290
Total Enrollment	530

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	23.2
American Indian or Alaska Native	0.4
Asian	12.6
Filipino	6
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	0.9
White	13.2
Two or More Races	1.3
Socioeconomically Disadvantaged	76.8
English Learners	22.3
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 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	21	18.40	18.40
Without Full Credential	1	1	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	3	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	.80

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Textbooks are selected through District adoption of standards-based texts adopted by the State Board of Education.

Subject	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 (gr 7-8) / 2001 National Geographic, Inside (ELD gr 7-8) / 2014 Houghton Mifflin Harcourt, (Intervention gr 7-8) Read 180 / 2011	Yes	0%
Mathematics	Prentice Hall, Pre-Algebra CA / 2001 Glencoe McGraw Hill, Math Course 3 (gr 8) / 2014 McDougal Littell, CA Middle School Algebra 1 / 2012	Yes	0%
Science	Pearson/Prentice Hall, Focus on Life Science (gr 7) / 2008 Pearson/Prentice Hall, Focus on Physical Science (gr 8) / 2008	Yes	0%
History-Social Science	TCI, History Alive (gr 7-8) / 2004	Yes	0%
Foreign Language	Pearson Prentice Hall, Realidades (Spanish 1-2) / 2004 EMC/Paradigm, T'es Branche (French 1-2) / 2014	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 of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Re-screw air vent
Interior: Interior Surfaces			X	Repair rubber base in rooms 307, 308, 309, 310, and gym Check floor tiles in all rooms including gym Repair stage doors and make able to lock in gym Repair ceiling tiles in gym
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Clean room 105 - fire hazard
Electrical: Electrical		X		Close the open electric box switch Secure the electrical panel in the hallway by room 306 Check the ceiling lights in the hallway by room 312
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Repair drinking fountain in girls locker room, boys gym, and room 209 Sink faucets in girls locker room restroom not working Water leak by high power cage in back of boiler room and girls restroom
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Re-attach drain spout by room 102 Repair 20 locker doors
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Repair the door lock on room 308 Adjust double exterior doors by room 400 and back of library Adjust the door of the women's restroom by room 102 Install locks on cane bolts at court yard Adjust door closer in boys and girls locker rooms

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	33	41	33	35	44	48
Mathematics	17	21	23	25	34	36

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	250	245	98.0	36.9
	8	276	271	98.2	44.8
Male	7	128	126	98.4	29.6
	8	137	134	97.8	37.3
Female	7	122	119	97.5	44.5
	8	139	137	98.6	52.2
Black or African American	7	56	56	100.0	28.6
	8	53	53	100.0	37.7
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	33	32	97.0	75.0
	8	37	36	97.3	55.6
Filipino	7	14	14	100.0	64.3
	8	18	18	100.0	72.2
Hispanic or Latino	7	113	110	97.3	27.5
	8	116	115	99.1	37.4
Native Hawaiian or Pacific	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Islander	8	--	--	--	--
White	7	28	28	100.0	35.7
	8	41	40	97.6	53.9
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	200	199	99.5	31.8
	8	208	207	99.5	38.8
English Learners	7	61	59	96.7	6.9
	8	61	59	96.7	10.3
Students with Disabilities	7	35	35	100.0	14.3
	8	44	44	100.0	15.9
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	250	245	98.0	26.1
	8	276	268	97.1	17.2
Male	7	128	126	98.4	21.4
	8	137	133	97.1	15.0
Female	7	122	119	97.5	31.1
	8	139	135	97.1	19.3
Black or African American	7	56	56	100.0	17.9
	8	53	53	100.0	9.4
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	33	32	97.0	62.5
	8	37	36	97.3	38.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	7	14	14	100.0	50.0
	8	18	18	100.0	33.3
Hispanic or Latino	7	113	110	97.3	16.4
	8	116	113	97.4	9.7
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	28	28	100.0	25.0
	8	41	39	95.1	25.6
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	200	199	99.5	22.1
	8	208	204	98.1	12.3
English Learners	7	61	59	96.7	8.5
	8	61	56	91.8	1.8
Students with Disabilities	7	35	35	100.0	5.7
	8	44	43	97.7	4.7
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	67	63	66	48	46	40	60	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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	278	267	96.0	65.9
Male	138	133	96.4	63.9
Female	140	134	95.7	67.9
Black or African American	53	52	98.1	57.7
Asian	37	36	97.3	75.0
Filipino	18	18	100.0	100.0
Hispanic or Latino	117	113	96.6	58.4
White	42	39	92.9	74.4
Socioeconomically Disadvantaged	209	202	96.7	60.4
English Learners	63	59	93.7	40.7
Students with Disabilities	44	44	100.0	45.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.2	26	38

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 (School Year 2016-17)

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). 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: 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	20.3	18.3	15.8	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

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. Safety drills are conducted monthly, including natural disaster drills, intruders on campus, bomb threats, etc. 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.

Federal Intervention Program (School Year 2016-17)

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	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	6	11	7	28	7	7	11	34		2	5
Mathematics	32	2	4	12	31	2	8	9	28		10	5
Science	26	5	17		29	3	14	4	27		11	6
Social Science	29	3	10	7	31	3	7	12	31		11	5

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	258.5
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	1.50	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6238.54	1897.67	4340.88	59393.54
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-32.3	-8.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-23.5	-21.7

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Crespi Middle School include:

CENTRAL SUPPLEMENTAL/CONCENTRATION
 EDUCATION PROTECTION ACCOUNT
 SP ED IDEA BASIC LOCAL ENTITL
 HEALTHY START-ASLSNPP
 SPECIAL ED - E
 PROJECT READ

MEDI-CAL ADMIN ACTIVITIES
 PARCEL TAX
 MRAD
 MISC DONATIONS
 SITE SUPPLEMENTAL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
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 2016-2017 school year.