

**Juan Crespi Middle School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

School Contact Information	
<b>School Name</b>	Juan Crespi Middle School
<b>Street</b>	1121 Allview Avenue
<b>City, State, Zip</b>	El Sobrante, CA 94803
<b>Phone Number</b>	(510) 223-8611
<b>Principal</b>	Patrick Martin
<b>E-mail Address</b>	pmartin@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net/site/Default.aspx?PageID=1354">http://www.wccusd.net/site/Default.aspx?PageID=1354</a>
<b>CDS Code</b>	07-61796-6061170

District Contact Information	
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Dr. Bruce Harter
<b>E-mail Address</b>	bharter@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

## 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 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 an 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 and 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. Regular Equity Walks monitor student engagement and classroom routines throughout the school to ensure that all students have the best possible opportunity to learn.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 7	308
Grade 8	273
Total Enrollment	581

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	24.6
American Indian or Alaska Native	0.2
Asian	13.9
Filipino	7.1
Hispanic or Latino	41.3
Native Hawaiian or Pacific Islander	0.5
White	12.4
Two or More Races	0.0
Socioeconomically Disadvantaged	73.7
English Learners	17.6
Students with Disabilities	12.6

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	22	21	27	27
Without Full Credential	2	6	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.72	9.28
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

#### Year and month in which data were collected:

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 and Intervention: High Point Reading Intervention: READ 180	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Prentice Hall-Pre-Algebra, CA Edition (Grade 7); Prentice Hall Algebra 1, CA Edition and McDougal Littell Algebra 1 (Grade 8)	Yes	0%
<b>Science</b>	Life Science (Grade 7); Physical Science (Grade 8)	Yes	0%
<b>History-Social Science</b>	TCI History Alive Ancient History TCI History Alive US History TCI History Alive Medieval History	Yes	0%
<b>Foreign Language</b>	EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Aventura (Spanish 4) 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 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	Repair floor tile and repair heavy duty rubber base (work order submitted)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	Repair the wall plugs and reattached the diffusers to grid (complete)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Repair leaking classroom faucets and drinking fountain (complete)
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

### Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[ ]	[X]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	57	66	67	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	67
Male	70
Female	64
Black or African American	61
American Indian or Alaska Native	
Asian	83
Filipino	89
Hispanic or Latino	61
Native Hawaiian or Pacific Islander	
White	66
Two or More Races	
Socioeconomically Disadvantaged	62
English Learners	47
Students with Disabilities	43
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	50	52	45	41	43	42	54	56	55
Mathematics	20	26	26	37	38	38	49	50	50
History-Social Science	35	30	41	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	2	2
Similar Schools	4	1	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		2	13
Black or African American	38	-13	66
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	51	10	-11
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	36	-5	7
English Learners	41	-37	4
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### 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 English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.0	27.5	31.1

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.

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.

### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	24.2	22.0	20.3	10.8	10.2	6.6	5.7	5.1	4.4
<b>Expulsions</b>	0.5	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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 Sherriff's Dept to monitor day to day safety on site and to monitor drills and emergency situations.

## 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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	32.7	4	1	14	28	7	6	10	28	6	11	7
Mathematics	33.4	2	3	12	33	1	5	11	32	2	4	12
Science	31.8	1	8	8	31	1	13	4	26	5	17	
Social Science	33.4	1	4	12	32	3	5	11	29	3	10	7

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 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	275
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.20	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.50	---
Resource Specialist	2.00	---
Other		---

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,491.56	\$3,322.16	\$5,169.40	\$56,261.64
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-6.8	2.1
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-6.6	-19.3

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

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 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
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

---

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division 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.