# 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 Juan Crespi Middle School follows the District Mission that contends that all students will be treated with equity and have the

# 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** 

Taashaar		District		
Teachers	2012-13	2013-14	2014-15	2014-15
With Full Credential	22	21	27	27

### **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		

### 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								

## 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 Oub 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 Ste 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 Ste 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
Suspensions	24.2	22.0	20.3	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	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.

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