

California Department of Education
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.



Kelley Birch, Principal

Principal, Willis Jepson Middle

About Our School

I am excited to begin my sixth year as Principal and 18th year in total at Jepson.

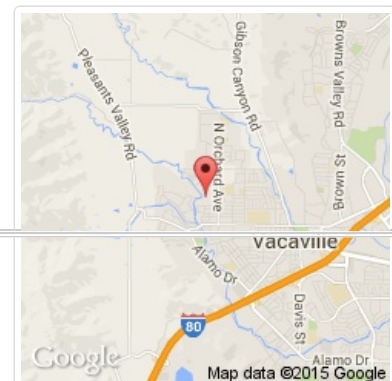
I began my career in education in 1993 as a teacher at Willis Jepson, where I taught English and Social Studies. After eight years of teaching, I became the assistant principal and remained in that role for four years. In 2005, I was appointed principal at Callison Elementary School. After three years, I was asked to return to Jepson as principal. It has been my pleasure to serve here ever since.

I am truly blessed to work with a staff that is dedicated to the academic and social growth of so many wonderful students. One walk through the halls and it is apparent that Jepson is a caring community, where students thrive.

Contact

580 Elder St.
Vacaville, CA 95688-2531

Phone: 707-453-6280
E-mail: kellyb@vacavilleusd.org



[View Larger Map](#)

Contact Information - Most Recent Year

School	
School Name	Willis Jepson Middle
Street	580 Elder St.
City, State, Zip	Vacaville, Ca, 95688-2531
Phone Number	707-453-6280
Principal	Kelley Birch, Principal
E-mail Address	kelseyb@vacavilleusd.org
Web Site	http://jepson.schoolloop.com
County-District-School (CDS) Code	48705736060180

District	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Web Site	http://www.vacavilleusd.org
Superintendent First Name	Ken
Superintendent Last Name	Jacopetti
E-mail Address	kjacopetti@vusd.solanocoe.k12.ca.us

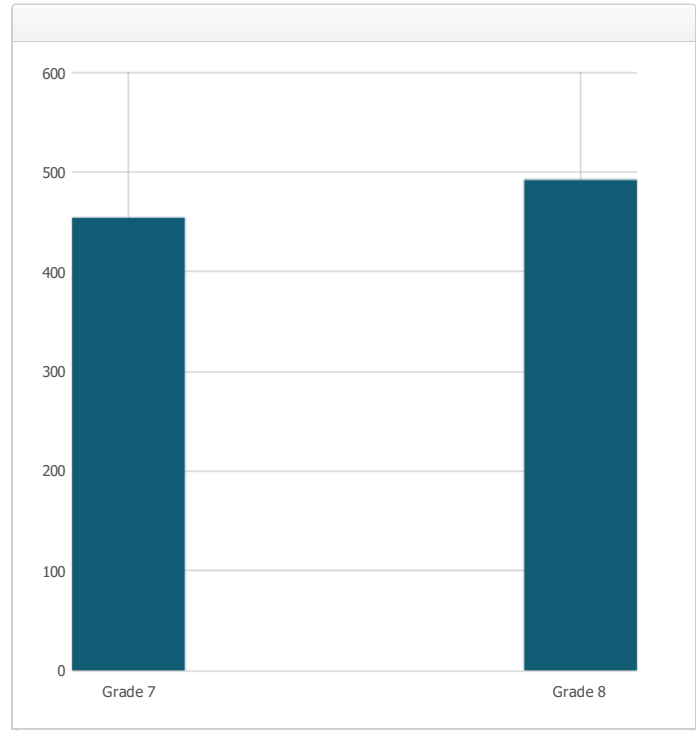
Last updated: 1/16/2015

School Description and Mission Statement (Most Recent Year)

Willis Jepson Middle School is located 32 miles west of Sacramento nestled in the foothills between the delta region of the Sacramento River and the San Francisco Bay. The 55-year old school serves 940 students in the seventh and eighth grade that are living north of I-80 and west of I-505. Willis Jepson is surrounded by an established residential area and is home to a California native oak restoration project. The staff of Willis Jepson is deeply committed to meeting the academic and social needs of all students. Willis Jepson Middle School's mission statement is: Through a partnership of students, families, staff, and unity, is to ensure that every student has the skills to build a strong social and academic foundation, in order to continue on into a successful high school student and responsible member of the community. This mission is accomplished by providing a challenging, standards-based curriculum that meets individual needs and is delivered in a safe environment by dedicated, nurturing staff.

Last updated: 1/16/2015

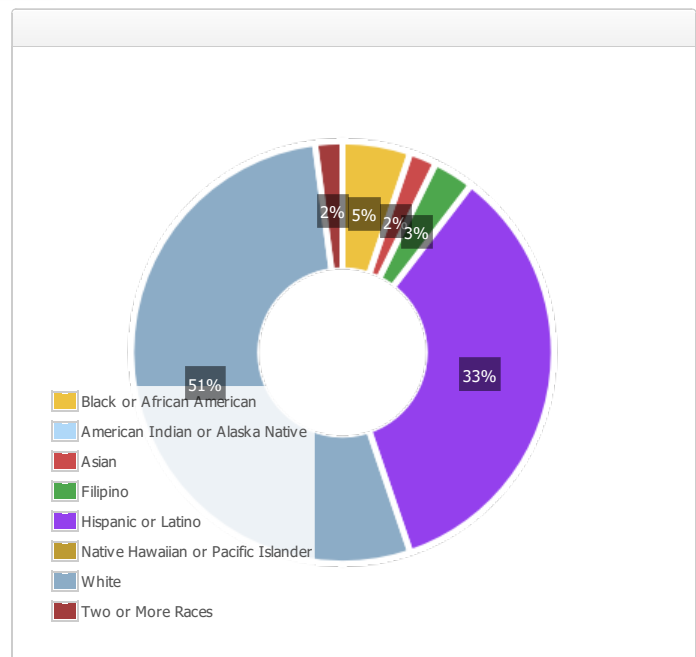
Grade Level	Number of Students
Grade 7	454
Grade 8	492
Total Enrollment	946



Last updated: 1/16/2015

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

Group	Percent of Total Enrollment
Black or African American	5.0
American Indian or Alaska Native	0.7
Asian	2.1
Filipino	3.4
Hispanic or Latino	33.1
Native Hawaiian or Pacific Islander	0.8
White	51.6
Two or More Races	2.6
Socioeconomically Disadvantaged	37.7
English Learners	7.2
Students with Disabilities	8.4



Last updated: 1/16/2015

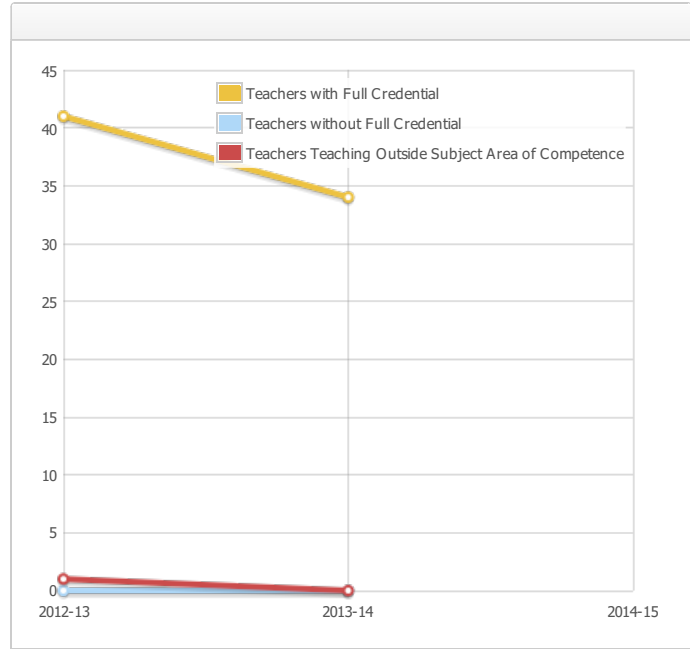
State Priority: Basic

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

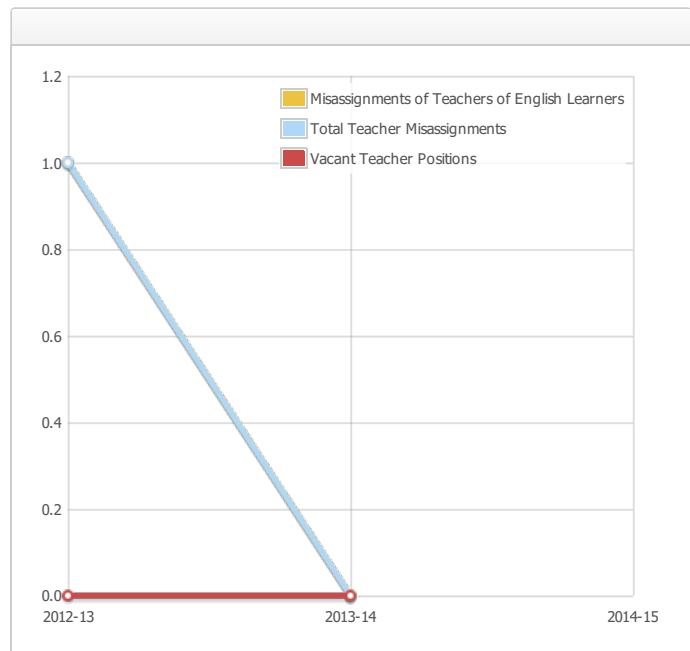
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	41	34		
Without Full Credential	0	0		
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0		



Last updated: 1/16/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	0	
Total Teacher Misassignments*	1	0	
Vacant Teacher Positions	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.

Last updated: 1/16/2015

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	98	3
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

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 - Most Recent Year

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard English Language Arts (College Board, 2014)	Yes	0.0
Mathematics	Core Connections Integrated Math I (CPM 2013) CA Middle School Math PILOT (Macmillan/McGraw-Hill 2014) GO Math PILOT (Houghton Mifflin Harcourt 2014)	Yes	0.0
Science	McDougal Littell Science: Focus on Life Science (McDougal Littell 2007) McDougal Littell Science: Focus on Physical Science (McDougal Littell 2007)	Yes	0.0
History-Social Science	HCSS: World History, Medieval to Early Modern Times (Holt 2006) HSCC: US History, Independence to 1914 (Holt 2006)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Lab Eqpmt(9-12)	N/A		0.0

Last updated: 1/16/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed

Repairs are needed where specified below.

Corrective Actions Taken or Planned

All items identified below have been repaired or are planned to be repaired through our district work order process.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	MP Room, Boys/Girls Locker Room and Gym – painting required; Gym – missing cove base.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt repairs needed. Poison oak along fence needs to be abated.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/28/2015

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
Science (grades 5, 8, and 10)	67	69	72	58	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/16/2015

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	60
All Students at the School	72
Male	76
Female	68
Black or African American	64
American Indian or Alaska Native	
Asian	
Filipino	68
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	
White	82
Two or More Races	77
Socioeconomically Disadvantaged	57
English Learners	17
Students with Disabilities	31
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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	57%	58%	57%	54%	57%	56%	54%	56%	55%
Mathematics	41%	39%	46%	47%	47%	48%	49%	50%	50%
History-Social Science	57%	48%	56%	48%	50%	54%	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.

Last updated: 1/16/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	5	6
Similar Schools	1	1	2

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

Last updated: 1/16/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	16	-2	21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	-7	35
Native Hawaiian or Pacific Islander			
White	16	-2	13
Two or More Races			
Socioeconomically Disadvantaged	25	-4	33
English Learners	15	2	5
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.

Last updated: 1/16/2015

Willis Jepson Middle School offers courses in STEM/STEAM as a way to better prepare our students for the 21st century world. Courses offered are Foods, Metals, Art, Arts and Crafts, Video Production. All seventh grade students participate in a quarter of computer technology, which includes instruction in Microsoft Office, safe use of the internet, researching skills, and cyber bullying. Content in the computer courses are tied to the core curriculum topics. Students in grade 7 also receive lessons on career exploration and students in grade 8 receive lessons on high school and college preparation.

Last updated: 1/28/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	3.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

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
5	N/A	N/A	N/A
7	21.9%	29.4%	24.4%
9	N/A	N/A	N/A

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: 1/15/2015

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

The opportunities for involvement and support include: Parent Teacher Club, which includes dance chaperones, fundraising, and helping supervise school-wide activities; School Site Council, English Learner Advisory Committee, Music Boosters, School Safety Committee, 6th Grade Parent Orientation meetings and the Vacaville Public Education Foundation. Communication is made through the Schoolloop program, email, and a global calling system.

State Priority: Pupil Engagement

Last updated: 1/15/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

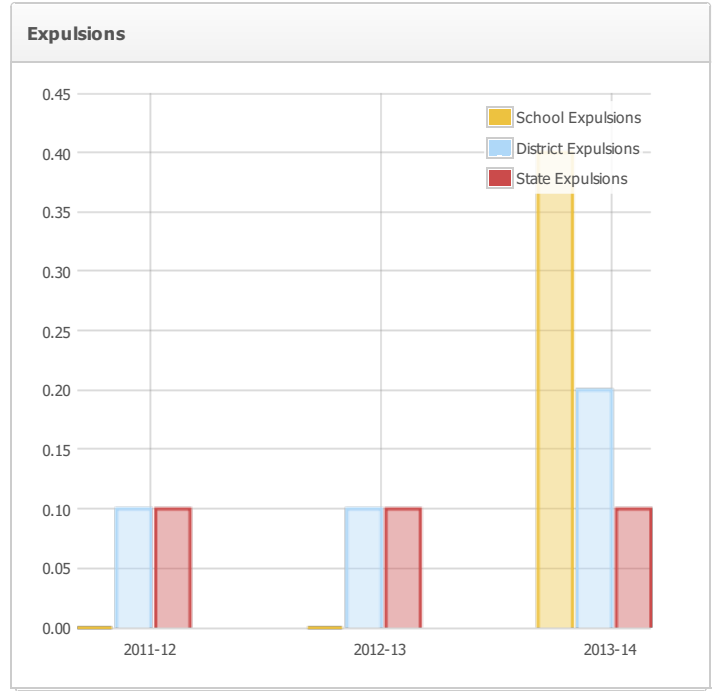
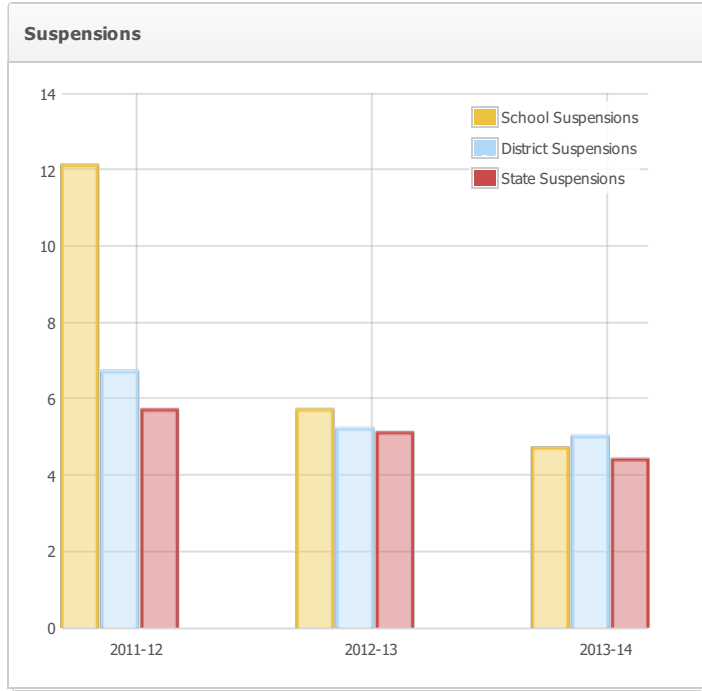
- High school dropout rates; and
- High school graduation rates.

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	12.10	5.70	4.70	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.40	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/15/2015

School Safety Plan - Most Recent Year

Jepson Middle School has developed this safety plan to address the needs of the school and the students within the school. The safe school plan is a comprehensive document designed to prepare students, staff, and administration for extraordinary situations in which is supported continuously as district policy is modified or changed. The Willis Jepson Site Council delegated responsibility for the development and revision of its Safe School Plan to the Site Safety Committee. Members of the committee include parents, students, and staff. Meetings focus on the safe physical environment; assuring each student a safe, respectful, accepting, and emotionally nurturing environment; and developing each student's resiliency skills.

Last updated: 1/15/2015

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met Graduation Rate	N/A	Yes

Last updated: 1/15/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values 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.

Last updated: 1/15/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.7	14	7	19	24.0	14	12	16	24.0	13	22	6
Mathematics	26.8	8	15	13	23.0	16	14	13	23.0	14	18	9
Science	32.2	2	6	21	30.0	5	6	21	29.0	4	18	11
Social Science	31.8	2	9	18	32.0	4	1	25	29.0	4	18	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.

Last updated: 1/15/2015

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	473.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		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: 1/16/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$61,732
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/16/2015

Willis Jepson Middle School is not a PI school. Our last API was 805. Funding at the site supports the various programs and supports available to students. The school site offers Homework Club twice weekly after school, Homework Tank four days weekly during the school day for students who have difficulty completing homework, and intervention during the school day four days per week for students identified through formative assessments as needing additional academic support in the areas of English, math, and science. The site also supports advisors for five leadership groups along with clubs, music and athletics.Total Unrestricted Expenditures \$3,525,108.97

Instruction \$2,410,199.00

Instructional Noon Supervisor \$19,873.98

Instructional Media & Library \$59,905.81

Parent Participation \$30.78

School Administration \$519,926.95

Guidance & Counseling Services \$143,554.42

School Sponsored Athletics \$5,361.87

Operations \$128,084.86

Operations - Buildings \$237,774.69

Other Plant M & O \$396.61

Total Restricted Expenditures \$730,986.11

Title III Part A LEP \$5,295.79

Child Nutrition \$241,467.61

English Language Acquisition \$351.20

Special Education \$444,658.92

Economic Impact Aid - LEP \$18,260.76

Donations \$20,951.83

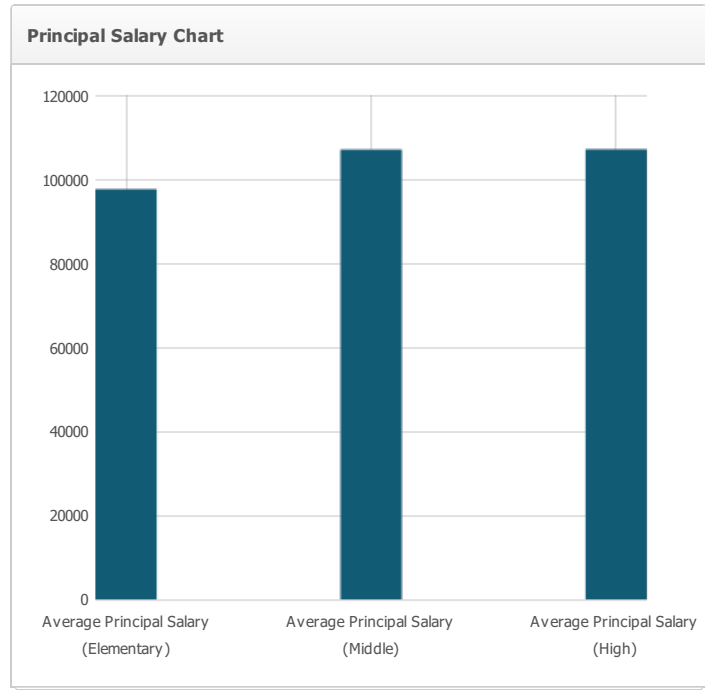
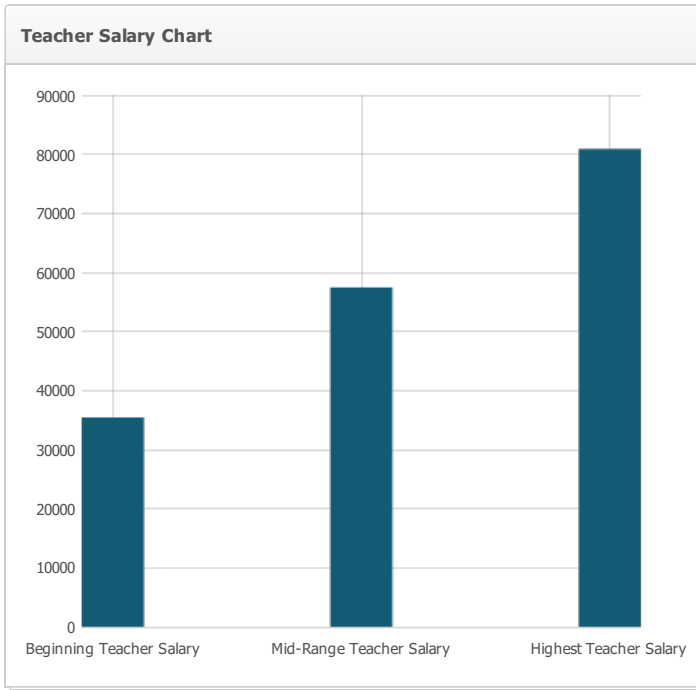
Last updated: 1/15/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
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Mid-Range Teacher Salary	\$57,443	\$65,615
Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624
Average Principal Salary (Middle)	\$107,040	\$112,817
Average Principal Salary (High)	\$107,104	\$121,455
Superintendent Salary	\$31,020	\$206,292
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/28/2015

Willis Jepson Middle School is continuously involved in ongoing professional development at both the school site and district level. The school is currently in the fifth year of professional development regarding second language learners and struggling students. Focus has been on first good teaching strategies including academic vocabulary, explicit vocabulary instruction, student engagement strategies, and reading strategies. Teachers participate in curricular area professional development with their peers and also take part in collegial coaching, where they have the opportunity to observe and be observed with a time for debriefing with their peers.

Last updated: 1/15/2015