

## **The Single Plan for Student Achievement**

School: Oak Crest Middle School  
District: San Dieguito Union High  
School District  
County-District School  
(CDS) Code): 37-68346-6059737  
Principal: Ben Taylor  
Date of this revision: September 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the School Plan on: January 19, 2017

## A. School Site Information Oak Crest Middle School

### **Vision Statement:**

Oak Crest Middle School will become a "Schools to Watch" middle school by the 2018-2019 school year.

### Value Statements

Oak Crest Middle School Believes....

- that a caring atmosphere allows all students, parents, and staff to feel valued, welcomed, and safe.
- that focusing on the needs of all students results in maximizing their academic, social, and emotional growth.
- that professionalism, including collaboration, of all members of the school community leads to a positive learning environment.
- the diversity of our school community strengthens all aspects of school life.
- that all students will be challenged to meet high standards with the expectation of academic excellence.

### **Mission Statement:**

Oak Crest Middle School's dynamic staff provides all students with high-quality, innovative instruction in a safe, supportive environment with challenging curriculum to prepare for future academic success. We provide our students opportunities for academic, physical, and social growth by setting high academic and behavioral expectations with tiered support systems.

### **School Profile:** (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

In addition to the students' academics, Oak Crest Middle School also provides students opportunities for social and emotional growth by setting high expectations, providing comprehensive support systems, and offering a variety of enrichment programs for exploration. Each teacher not only focuses on teaching the essential standards for that subject area and course, but they also care and help nurture our students through social and emotional growth. OCMS ensures students are supported both socially and emotionally by participating in Rachel's Challenge, by developing and implementing homeroom activities, and celebrating character each month.

We offer a language arts program that is aligned with the California State Standards (CSS). Grade level and honors English courses are available to students as well as classes to support our English Learners. Oak Crest also offers support classes for students with below grade level reading skills and offers support programs during lunch and after school. Students in need of reading remediation utilize the Read 180 program with the support of specially trained teachers.

Our math curriculum is CSS aligned and we have adopted an integrated approach to math. Our students have multiple levels of math accessible to them based on their needs. Oak Crest offers below and at-grade level math courses and honors courses. We also offer the opportunity for incoming 7th grade students to accelerate to the 8th grade level course if they qualify by earning a passing score on an Integrated Math Readiness test. Students at risk of slipping below grade

level have access to math skills support classes and additional math support programs available to all students before and after school. All three levels of math courses use an integrated approach to conceptually teaching math. The below grade level and support math classes utilize online curriculum to help meet the students math needs, including Aleks and Math 180.

Oak Crest uses the district-adopted science curriculum, which is currently aligned to the California State Standards. However, we have started to our transition to the Next Generation Science Standards, NGSS. Currently, our seventh graders study life science and eighth graders study physical science. Both courses offer hands-on, lab-based activities using technology in a structured environment that build content knowledge and skills.

Our social science program is aligned with the California Social Studies Framework which includes literacy standards outlined in the California State Standards. While 7th graders will be studying world history and the 8th graders US History, both will be developing critical thinking and problem solving skills in order to be better prepared for career, college and civic life.

Oak Crest offers a wide range of academic supports for our English language learner (EL) population. Teachers in these programs are all either bilingual or CLAD certified and committed to supporting acquisition of the English language. We also assign qualified, trained, college student tutors to assist in the classrooms to provide an additional layer of support to our EL students. For Long-Term English Learners (LTEL), we offer an academic literacy class geared toward vocabulary acquisition and reading skills.

Students with Individualized Educational Plans are supported through a wide range of levels of support: from team teaching in mainstreamed classes, to fundamental classes in math and English, or special-day programs, students access support and services based on their individual needs. Oak Crest boasts a team of five full-time teachers supported by instructional assistants who provide the support necessary for students with special needs to succeed. An on-site Speech & Language Specialist and Psychologist are also part of our IEP team.

OCMS also offers a wide variety of elective courses. From academic courses such as Spanish I and II to creative classes such as art and cartooning/animation, students have opportunities to experience and learn new skills while broadening their perspectives.

Oak Crest's PE department also promotes the students' physical development while exploring passions and interests. Our general PE course differs from the typical traditional PE course as it integrates a diverse array of units into its curriculum. For example, students learn about other cultures through dance units and take advantage of current events such as the winter Olympics by participating in activities that mirror Olympic events. We also offer surf PE for those interested students.

We provide opportunities for students to grow socially and emotionally by providing the opportunity for students to initiate and facilitate over twenty clubs based on student interests. We utilize the Character Counts curriculum to help our students develop traits such as responsibility and compassion. We positively reinforce the students' good habits via our Crest Coin program - students are given tokens, gift certificates for local restaurants, and other prizes for good deeds and actions. Finally, we recognize academic and character achievement on a quarterly basis with movie nights, pancake breakfasts, and other celebrations.

Beyond the school day, Oak Crest benefits from an active Parent Foundation. This group, supported by donations from over half of the parent population, helps support academic and enrichment programs such as Rachel's Challenge, Lego robotics, and math technology.

## **B. School and Student Performance Data**

See Appendix A for multi-year student performance data tables

**Student Performance Summary** (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

After analyzing state test scores, Healthy Kids survey results, attendance data, and internal grade data, we identified the following as target/priority areas:

1. Increase math and literacy scores on SBAC.

Tracking data from the 14-15 and 15-16 SBAC assessments, we saw some success. For example, overall in literacy, we grew by 8%, and most subgroups grew by 5% or more except for student with disabilities. This subgroup only grew at a 4% rate. In math, however, we failed to show a 5% increase in any subgroup. In fact, two subgroups, Hispanic and English Learners lost ground. For this coming year, to better measure how Oak Crest affects student achievement, we are basing our goals on cohort data as a way to analyze how similar students grow from year-to-year. Although we will be judged by the state on how we perform from year-to-year, comparing different sets of students against each other does not give us as clear a picture as cohort data. We feel that tracking cohort data, as opposed to year-to-year results, gives us a more accurate picture of how students achieve after two years of instruction at OCMS. As an example, from the 14-15 to 15-16 school year, our percent of proficiency grew 1% in math. However, from a cohort perspective, 7th grade students grew 3% while our 8th grade cohort dropped by -8%.

2. Increase the positive scores on Healthy Kids Survey results.

Using data from the 2014/2015 Healthy Kids Survey, and data from a comparable internal survey during the 2015/2016 school year, we still have nearly 35% of our students who do not feel part of the school, nearly 24% of our students who do not feel that an adult cares about them, and approximately 28% of students who do not feel safe at school. Although all of these numbers improved from the 2014/2015 to the 2015/2016 school year, we feel this area necessitates a goal and action steps.

3. OCMS will increase the number of college and career readiness activities and events.

Although OCMS does not have much quantitative data to support this goal, to make the curriculum more relevant and connect students with their future, we would like to focus on career and college connections. During the 2016/2017 school year, students will use a career navigation program that will inform us of the events and activities we need to provide to support them. From this data, we will establish a baseline number and continue to improve each year.

### C. Involvement Process

#### **Involvement Process:**

How was the SSC and site leadership involved in development of the plan?

The OCMS Leadership Team, comprised of department chairs and coordinators, analyzed data trends from SBAC scores, attendance, enrollment, HKS, and grade reports. The team then read, edited, and re-worked the three goals and action steps. During leadership meetings in August, September, and October of 2016, our team gave input on the feasibility of achievement goals, action steps to increase connectedness scores, and decided on departmental responsibilities to accomplish the goals.

The OCMS School Site Council, comprised of parents, students, teachers, administrators, and other school personnel, team commented on the three goals and action steps. To give the team time to read, edit, and understand the document, we used Google Docs and converted the plan so our team could question, comment, and highlight portions to be modified. During the last week of September and the first week of October, we discussed, digitally, aspects of our plan and how to make it stronger. This process allowed the team to communicate openly and ask and answer questions over two weeks. On November 2, our team met to address any last questions or concerns and to sign the plan. In the spring, as new data arrives, our team will reflect on the current goals and begin to revise them for the following year.

**D. Summary of Progress Made on 2015-2016 Goals  
Oak Crest Middle School**

<p><b>School Goal 1</b> (Description of 2015-16 School Goal)          OCMS will increase the percentage of students scoring "Standard Met" and "Standard Exceeded" by 5% across all subgroups as measured by the CAASPP literacy assessment.</p> <p><b>LCAP Priority Area:</b>          4 and 5</p> <p><b>Targeted Pupil Subgroup(s):</b>          SES, ELL, SPED</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.          Our team reviewed SBAC data from the 2015/2016 assessments. All subgroups grew above the 5% mark except for our "Students with Disability" group. They grew at a 4% rate.</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)          The focus on PLCs, we believe, helped propel most of our subgroups to meet the achievement goal. We feel that our SPED department needs to be a vital part of our ELA and Math PLC teams this year to help bridge this achievement gap.</p>
<p><b>C. Relevance:</b> Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.          Because we were looking for growth in all subgroups, and one of our subgroups did not grow, we did not meet this goal.</p>	
<p><b>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</b> Based on the summary of progress, how will the actions/services change moving forward?          We have instituted an additional Read 180 class specifically to support SPED students. We have also bolstered our support of our academic support classes by providing additional technology resources to help with Read 180 programs. These new action steps specifically target subgroups, namely students with disabilities, who did not grow as robustly as the total population of students at Oak Crest MS.</p>	

**School Goal 2** (Description of 2015-16 School Goal)

OCMS will increase the percentage of students scoring "Standard Met" and "Standard Exceeded" by 5% across all subgroups as measured by the CAASPP mathematics assessment.

**LCAP Priority Area:**

1, 2, 4, 7

**Targeted Pupil Subgroup(s):**

SES, ELL, SPED

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

Our team reviewed SBAC data from the 2015/2016 assessments. No subgroups met the 5% growth expectation. Overall, we grew by 1% in mathematics. As for sub groups, proficiency for students with disabilities and low income students remained the same. English Learners nearly made the 5% growth target and achieved a 4% increase in proficiency.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Our actions were ineffective as it pertains to achieving a 5% growth rate. Math will continue, however, to work in PLC teams to analyze data, formulate common grading procedures, and offer math support to all our students.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

No, we did not meet the goal of a 5% growth rate in SBAC math scores.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

In order to increase student proficiency across all subgroups by 5% in math, we have added licenses to a differentiated math program entitled ALEKS. We have purchased site licenses for a math support program called FASST math. We have added a math case manager to review, support, and inspire students in the math essentials classes. Finally, we added an extra math support class to help students whose English language acquisition may need support as they learn math.

**School Goal 3** (Description of 2015-16 School Goal)

OCMS will increase the number of students who feel part of the school and who feel that an adult cares about them by 10%.

**LCAP Priority Area:**

1, 3, 5, 6

**Targeted Pupil Subgroup(s):**

All

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

By comparing results from the 2014/2015 Healthy Kids Survey with a similar internal survey given at the end of the 2015/2016 school year, we achieved mixed results. As for students who feel part of the school, we increased the percentage by 7%; As for students who feel that an adult cares about them, we increased the percentage by 17%.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

By measuring these goals each year, our Leadership Team was aware of the push to connect more students and provide trusted adults for all students. We did not, however, do enough systematically to support our students.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

OCMS did not meet the 10% growth mark for both parts of the goal.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

We will implement homeroom and anti-bullying/character program to bolster our social and emotional support of students. In homeroom, Homeroom Ambassadors will take leadership roles in school activities.

### E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

**School Goal 1** (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Based on cohort data (measuring progress of the same students from 6th to 7th and 7th to 8th grade), OCMS will increase achievement in both literacy and math.

**LCAP Priority Area:**

2, 4, 7, and 8

**Targeted Pupil Subgroup(s):**

SES, SPED, ELL

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Tracking data from the 14-15 and 15-16 SBAC assessments, we saw some success. For example, overall in literacy, we grew by 8%, and most subgroups grew by 5% or more except for student with disabilities. This subgroup only grew at a 4% rate. In math, however, we failed to show a 5% increase in any subgroup. In fact, two subgroups, Hispanic and English Learners lost ground. For this coming year, to better measure how Oak Crest affects student achievement, we are basing our goals on cohort data as a way to analyze how similar students grow from year-to-year. Although we will be judged by the state on how we perform from year-to-year, comparing different sets of students against each other does not give us as clear of a picture as cohort data. We feel that tracking cohort data, as opposed to year-to-year results, gives us a more accurate picture of how students achieve after two years of instruction at OCMS. As an example, from the 14-15 to 15-16 school year, our percent of proficiency grew 1% in math. However, from a cohort perspective, 7th grade students grew 3% while our 8th grade cohort dropped by -8%. This more specific data allows us to target interventions

**Growth Targets:** Expected annual measurable outcomes.

Based on SBAC cohort data, OCMS will attain a 5% gain in proficiency scores (moving students to score a standard met and standard exceeded). Cohort data will be analyzed across all sub-groups. For example, we will analyze how current 7th grade English Learner students grow from their 6th grade year to the end of the 7th grade year.

In addition, based on grade/report card data, OCMS will decrease the number of Ds and Fs by 20% (total numbers of Ds or Fs, not number of students earning a D or F) at the end of both the first and second semesters. .



more effectively.

Tracking grade/report card data, during the 2015/2016 school year, students earned 242 Ds or Fs at the end first semester; At the conclusion of the second semester, students earned 274 Ds or Fs. From approximately 4,536 grades recorded at the end of the first semester, OCMS students earned 242 Ds or Fs for a percentage of 5.3%. From approximately 4,536 grades recorded at the end of the second semester, OCMS students earned 274 Ds or Fs for a percentage of 6%.

**Strategy:** (briefly describe the overall plan to address the identified need)

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	OCMS will continue to implement Professional Learning Communities/Teams: Teachers will collaborate to identify and address essential learning outcomes, build common assessments and align them to SBAC, analyze data, and offer opportunities for remediation and enrichment to ensure student learning. Teachers will utilize late start days for PLC work.	Administration; Leadership Team; PLC Teams	\$21,000 Professional Learning Communities conference and other professional development opportunities (Title 1).	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing during 2016/2017
2.	<p>OCMS will offer interventions and support through the following: 1) before and after school tutoring; 2) offer and align intervention class periods to allow teachers to collaborate, regroup students when necessary, and utilize case managers for support class students; 3) offer targeted remediation sessions before or after school for struggling students; 4) continue to use research-proven data sources to place students (SRI, MDTP, SBAC, CFAs).</p> <p>Title 1 Sections (6 sections): We will run two sections of Academic Lab to focus on students who need organizational/execute function support overall. We will run two sections of Math Skills to support students who are struggling in Math A and Math B (grade level math). Two case managers will consult with students, support intervention teachers, track data, and work with families to help improve achievement.</p> <p>LCAP Sections (5 sections): Our English-Learner lead teacher will track data, assess, and support EL students in the general education setting. In addition, we will offer an EL math support class for students with math and language acquisition. We will offer two sections of Read 180 to help support students who are</p>	Administration; Leadership Team; Support Teachers	\$15,000, After/Before School Tutoring \$150,000 1.2 FTE positions (Title 1) \$125,000 1.0 FTE positions (LCAP)	Track grade data; attendance data; SBAC data.	Ongoing during 2016/2017

	reading significantly below grade level. For our two below-grade-level math classes (Essentials), a case manager will monitor, support, track and coach these students to help ensure success in math.				
3.	OCMS will collaborate with families and the community to support our learners: 1) Form a parent/community committee to enhance collaboration and support; 2) Utilize Title 1 monies to engage parents.	Administration; Leadership Team	\$1,750 parent education courses/speakers (Title 1) \$350 Project Applesseed (Title 1)	Measure parent involvement opportunities, communications, and surveys.	Ongoing during 2016/2017
4.	OCMS will utilize research-proven programs to support learners (i.e FFAST math, ALEKS, and BrainPop); OCMS will utilize the latest strategies and data-driven learning practices to enact positive change; OCMS will utilize proven technology to support diverse learners; OCMS Counseling will attend professional development sessions on ways to support diverse learners socially and emotionally to impact academics.	Administration; Counseling	\$25,000 for programs and professional development opportunities (Title 1)	Common formative assessments; SRI; MDTP; SBAC	Ongoing during 2016/2017
5.	OCMS will implement "Practice Time" during the last 15 minutes of each block period. A chime will ring 15 minutes prior to each block period ending. Teachers may use this time to ensure students understand the new content, remediate lessons for those who don't understand, and provide formative feedback to students.	Administration; Leadership Team; PLC Teams	NA	Common formative assessments; SRI; MDTP; SBAC	Ongoing during 2016/2017
<b>Progress Monitoring Report (Mid-Year)</b>		<b>Date of progress update:</b>			
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?			

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

**School Goal 3** (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Based on Healthy Kids Survey data, OCMS will increase the number of students who feel part of the school, who feel that an adult cares about them, and who feel safe by 10%.

**LCAP Priority Area:**

3, 5, 6

**Targeted Pupil Subgroup(s):**

SES, EL, SPED

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Using data from the 2014/2015 Healthy Kids Survey, and data from a comparable internal survey during the 2015/2016 school year, we still have nearly 35% of our students who do not feel part of the school, nearly 24% of our students who do not feel that an adult cares about them, and approximately 28% of students who do not feel safe at school. Although all of these numbers improved from the 2014/2015 to the 2015/2016 school year, we feel that by completing the action steps below, we should be able to drastically reduce these numbers.

**Growth Targets:** Expected annual measurable outcomes.

When students answered about being part of the school, 33% of our students answered in the lower 3 of 5 responses; Our annual growth target will be to reduce this to 23%. When students answered about whether an adult on campus cares about them, 24% answered in the lower 2 of 4 responses; Our annual growth target will be to reduce this to 14%. When students answered about how safe they felt at school, 28% answered in the lower 3 of 5 responses; Our annual growth target will be to reduce this to 18%.

**Strategy:** (briefly describe the overall plan to address the identified need)

Using internal and external resources, OCMS will implement homeroom, wellness weeks, and a social-emotional program to address safety, connectedness, and student-to-teacher relationships.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	OCMS will establish homeroom periods from which students will participate in fun, engaging, and inclusive activities: 1) Elect homeroom ambassadors to distribute leadership opportunities; 2) In partnership with the ASB/Leadership Class, use homeroom periods and lunches for intramural sports, competitive games, and silly sports; 3) Create a Connectedness Committee to monitor and promote our homeroom and wellness week activities; 4) Utilize homeroom events, academic and character celebrations, and ASB events as ways to increase parent involvement.	Administration; Counseling; Leadership; Homeroom teachers	N/A N/A	Healthy Kids Survey; Parent/Stakeholder surveys; Discipline and attendance data	Ongoing 2016/2017 School year

2.	OCMS will utilize an anti-violence, anti-bullying program(s) and character development program.	Administration; Counseling; Leadership; Homeroom teachers	N/A	Healthy Kids Survey; Parent/Stakeholder surveys; Discipline and attendance data	Ongoing 2016/2017 School year
3.	OCMS administration and teachers will continue to implement restorative practices in support of our progressive discipline system. Students will still have consequences for behavior violations, but our administrative team and our teachers will also focus on repairing and restoring relationships broken by poor behavior.	Administration; Counseling; Leadership	N/A	Healthy Kids Survey; Parent/Stakeholder surveys; Discipline and attendance data	Ongoing 2016/2017 School year
4.	OCMS will monitor and track attendance and discipline data, and respond with both positive and negative consequences to poor behavior, chronic absenteeism, trancies, and tardies. Traditional disciplinary tactics will be used to deter tardies, absences, and poor behavior. To help motivate students, monthly awards will be given for student attendance goals.	Administration; Counseling; Leadership	N/A	Healthy Kids Survey; Parent/Stakeholder surveys; Discipline and attendance data	Ongoing 2016/2017 School year
5.	OCMS will sponsor events and initiatives that promote student safety: 1) OCMS will partner with district high schools to launch a Yellow Ribbon campaign to bring awareness to and support for mental health issues; 2) OCMS will partner with other middle schools in the district and community partners to inform parents of new trends in social media, and new trends in drugs and alcohol, including information about vape pens.	Administration; Counseling	N/A	Healthy Kids Survey; Parent/Stakeholder surveys; Discipline and attendance data	Ongoing 2016/2017 School year
<b>Progress Monitoring Report (Mid-Year)</b>			<b>Date of progress update:</b>		
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?		

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Goal #3 All district graduates will be college and career ready.

**School Goal 4** (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

OCMS will increase the number of college and career readiness activities and events.

**LCAP Priority Area:**

3, 5, 6

**Targeted Pupil Subgroup(s):**

SES, EL, SPED

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

OCMS utilizes a college and career planning software to provide activities and programs that help students to identify their strengths as well as industry sectors and college majors that support their areas of interest. In the 15-16 school year, 29 students participated in the Career Key activity and 23 students accessed the Career Cluster activity. There is a need to increase access and participation in college and career planning activities for all students at OCMS. In order to make the curriculum more relevant and connect students with their future, we would like to focus on career and college connections. During the 2016/2017 school year, students will use a career navigation program that will inform us of the events and activities we need to provide to support them.

**Growth Targets:** Expected annual measurable outcomes.

Increase the number of students who have accessed and completed target activities through career software (Career Key, Career Cluster)  
 95% of students will enroll and participate in career navigation program and complete a strengths explorer assessment.  
 Establish baseline number of events/activities on campus that promote college/career/high school awareness  
 Establish baseline number of events/activities on campus that include high school student presenters or participants  
 OCMS student and parent survey results will indicate that provided college and career planning activities had a positive impact

**Strategy:** (briefly describe the overall plan to address the identified need)

By the end of the 2016/2017 school year, we will measure how many students have used career software, how many events on campus included high school students, and how many events/activities we created to promote college/career/high school awareness. The 2016/2017 school year will provide data to establish a baseline for future goals. We will also conduct internal parent and student surveys to measure the effectiveness of our efforts.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	OCMS will promote college awareness: 1) During homeroom, students will complete activities that expose them to post-secondary education; a.) in collaboration with OCMS counselor, teachers will support students while they participate in a career navigation program and complete a strengths explorer assessment. b.) Counselors and teachers will work with students on how to match their areas of strength with industry sectors and college majors.	Administration; Counselor, teachers	N/A	NAVIANCE usage data. STUDENT/PARENT SURVEY RESULTS to measure college and career awareness.	Ongoing throughout 2016/2017

	2) OCMS will promote college shirt day and college pennants in each classroom to promote exposure to different colleges and create opportunities for students to discuss secondary education.				
2.	Based on career navigation program data, OCMS will solicit and promote guest speakers from the community with an emphasis on how to connect strengths with career options.	Administration; Leadership Team	N/A	Survey parents and students; track interest and enrollment in CTE courses and participation in CTE summer camps.	Ongoing throughout 2016/2017
3.	OCMS will plan and provide events that bring awareness and planning the high school course of study, thus maximizing post secondary options. 1.) OCMS admin, counselor and leadership team will collaborate with SDUHSD high school students to provide peer presenters and participants to increase student awareness and readiness for a high school course of study  2.) Counselor, teachers and admin will review student survey data, career interest results and parent input to develop courses to support students' post-secondary goals including CTE courses, electives and Honors courses.	Administration; Counselor, teachers	N/A	Survey parents and students; track interest and enrollment in CTE courses and participation in CTE summer camps.	Ongoing throughout 2016/2017
<b>Progress Monitoring Report (Mid-Year)</b>		<b>Date of progress update:</b>			
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?			

**D. School Site Council Membership  
Oak Crest Middle School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ben Taylor <i>Ben Taylor</i>	X				
Katie Friedrichs <i>Katie Friedrichs</i>			X		
Bev Shone <i>Bev Shone</i>			X		
Michelle McNeff <i>Michelle McNeff</i>		X			
Mariah Weibel <i>Mariah Weibel</i>		X			
Mirandah Oliphant <i>Mirandah Oliphant</i>		X			
Kathryn Stevens <i>Kathryn Stevens</i>		X			
Kary Pusi <i>Kary Pusi</i>				X	
Heather Viotta <i>Heather Viotta</i>				X	
Jenny Stackle <i>Jenny Stackle</i>				X	
Jake Carmean <i>Jake Carmean</i>					X
Delaney Farkas					X
Shayna Dumont <i>Shayna Dumont</i>					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>

*At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).*

**Form F. Budget 2015-2016  
Oak Crest Middle School**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$9,800.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$0.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$80,000.00</b>
Title I Funds	<b>\$270,976.00</b>
<b>Total</b>	<b>\$360,776.00</b>



## Appendix A. Student Performance Data

### Section 1: Enrollment

**Table 1.1 Site enrollment trends with subgroup breakdown**

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	761	-	849	-	928	-	881	-
<b>Number &amp; Percent of English Learners</b>	56	7.4%	50	5.9%	61	6.6%	86	9.8%
<b>Number &amp; Percent of Long Term English Learners</b>	30	3.9%	27	3.1%	42	4.5%	56	6.4%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	25	3.3%	30	3.5%	42	4.5%	56	6.4%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	147	19.3%	149	17.6%	150	16.2%	158	18.0%
<b>Number &amp; Percent of Special Education students</b>	100	13.1%	94	11.1%	97	10.5%	120	13.6%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

## Section 2: Student Achievement Indicators

**Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA**

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>15-16</b>	346	76	81	74	10	17	49
<b>14-15</b>	450	71	75	58	0	13	47
7 <sup>th</sup> grade							
<b>15-16</b>	365	79	84	79	15	26	52
<b>14-15</b>	355	69	75	58	12	24	37

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	364	371	355	365	353	365	97.5	98.4
Grade 8	481	380	450	346	449	346	93.6	91.1
All Grades	845	751	805	711	802	711	95.3	94.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2593.6	2613.7	28	35	40	44	22	14	9	7
Grade 8	2606.9	2619.9	26	32	44	44	20	17	10	7
All Grades	N/A	N/A	27	34	42	44	21	16	9	7

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	36	44	48	47	17	9
Grade 8	42	43	42	43	16	14
All Grades	39	43	44	45	16	12

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	48	52	41	42	11	6
Grade 8	41	49	47	44	12	7
All Grades	44	51	44	43	11	6

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	24	30	69	65	7	6
Grade 8	22	26	70	68	8	7
All Grades	23	28	69	66	8	6

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 7</b>	43	47	48	47	9	6
<b>Grade 8</b>	36	40	54	52	10	8
<b>All Grades</b>	39	43	51	50	10	7

Data Source  
 California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from  
<http://caaspp.cde.ca.gov/>

### III School and Student Performance Data

**Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>15-16</b>	350	59	65	49	0	13	23
<b>14-15</b>	449	65	68	53	0	24	37
7 <sup>th</sup> grade							
<b>15-16</b>	366	70	75	63	15	27	44
<b>14-15</b>	355	60	67	54	8	19	33

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## CAASPP Results (All Students)

### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	364	371	355	366	354	366	97.5	98.7
Grade 8	481	380	449	350	448	350	93.3	92.1
All Grades	845	751	804	716	802	716	95.1	95.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2590.6	2610.3	36	40	24	30	25	21	15	10
Grade 8	2610.5	2602.3	32	38	33	21	23	21	12	21
All Grades	N/A	N/A	34	39	29	25	24	21	13	15

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	47	52	30	31	24	17	
Grade 8	41	45	44	28	16	26	
All Grades	43	49	38	30	19	22	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	37	41	47	46	17	13
Grade 8	36	37	51	45	13	18
All Grades	37	39	49	45	14	16

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	40	48	55	45	6	7
Grade 8	33	36	56	48	11	16
All Grades	36	42	55	47	9	11

**Data Source**

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

### Section 3: School Climate Indicators

**Table 3.1 Truancy rates**

	2014-15	2013-14	2012-13	2011-12
<b>Truancy rate</b>	37.98%	37.59%	6.15%	6.9%

Source:  
California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

**Table 3.2 Chronic absenteeism rates by subgroup**

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
<b>15-16</b>	6.3	12.2	11.2	13.3
<b>14-15</b>	5.2	8.1	6.8	12.8
<b>13-14</b>	5.9	5.7	6.9	15.7

Source:  
Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/10/2016)

**Table 3.3 Discipline data**

	2014-15	2013-14	2012-13	2011-12
<b>Number of students suspended</b>	15	24	20	35
<b>Suspension rate</b>	1.70	2.5%	2.2%	4.0%
<b>Number of students expelled</b>	1	0	0	0
<b>Expulsion rate</b>	0.11	0%	0%	0%

Source:  
California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

**Table 3.4 Cohort dropout rate by subgroup**

	2014-15	2013-14	2012-13	2011-12
<b>All Students</b>	0%	0%	0%	0%

Source:  
CALPADS report 1.9 Completers and Dropouts - Count



**Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.**

	<b>*2015-16</b>	<b>**2014-2015</b>	<b>**2012-2013</b>	<b>**2010-2011</b>
<b>Feel safe at school</b>	28	4.7	14.5	n/a
<b>Adult who cares about me</b>	24	9.2	9.9	9.1
<b>Feel like part of my school.</b>	31	11.4	12.1	9.8
<b>Teachers at school treat students fairly</b>	7	19.8	19.3	18.9
<b>I do things at school that make a difference</b>	18	24.4	24.4	n/a
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				

Source:  
 \*Site Climate Survey results  
 \*\*CHKS results

## Section 4: Progress Monitoring of English Learners

**Table 4.1 English Learner enrollment**

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
<b>15-16</b>	56	7.4%	54	30
<b>14-15</b>	50	5.9%	54	34
<b>13-14</b>	61	6.6%	69	36

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

## California English Language Development (CELDT) Data

**Table 4. 2 2014-15 CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>7</b>	31	39	15	54	32	58	8	16	23	8	10	4		3	
<b>8</b>	14	13	22	43	44	52	29	6	13	6	6	4	9	31	9
<b>Total</b>	19	30	18	46	36	55	23	13	18	6	9	4	6	13	4

Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

**Table 4.3 Percent of students who made progress learning English as measured by CELDT**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
<b>Number of Annual Testers</b>	48	47	49
<b>Percent with Prior Year Data</b>	100.0%	100%	100.0%
<b>Number in Cohort</b>	48	47	49
<b>Number Met</b>	34	34	39
<b>Percent Met</b>	70.8%	72.3%	79.6%
<b>NCLB Target</b>	59.0	60.5	62.0%

Met Target	Yes	Yes	Yes
------------	-----	-----	-----

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
<b>Number in Cohort</b>	10	42	10	42	5	46
<b>Number Met</b>	--	28	--	29	--	34
<b>Percent Met</b>	--	66.7%	--	69.0%	--	73.9%
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
<b>Met Target</b>	--	<b>Yes</b>	--	<b>Yes</b>	--	<b>Yes</b>

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

**Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)**

	2015-16	2014-15	2013-14	2012-13
<b>Percent of students who attained proficiency</b>	18.8%	54.5%	*	**
<b>Percent of students who increased one proficiency</b>	31.25%	63.6%	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

\*\*LAS Links Assessment was not administered

**Table 4.5 Reclassification Rate**

	2015-16	2014-15	2013-14	2012-13
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	13 (12.4%)	7 (11.7%)	11 (14.5%)	15 (24.6%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.

Retrieved from <http://dq.cde.ca.gov/dataquest/>