

## **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: Brieahna Weatherford  
Date of this revision: October 2017

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: November 2, 2017

**A. School Site Information  
Oak Crest Middle School**

**Vision Statement:**

Oak Crest Middle School will offer high quality education, focusing on social, emotional, and academic enrichment and growth for all students.

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 focuses on providing all students with high-quality instruction, based on challenging curriculum, in a safe, supportive environment, to best prepare students for future academic success. We provide our students opportunities for academic, physical, and social/emotional growth by setting high academic standards and expectations for all.

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

Currently, OCMS operates Title I targeted assistance programs which allows us to provide educational services only to identified individual students who are performing below grade level in English and Math. The School Site Council completed a comprehensive needs assessment that identified OCMS's strengths and challenges in key areas that affect student achievement. As a result this needs assessment, the School Site Council recommends that a Title I schoolwide program is the best way to serve the student population at OCMS.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The San Dieguito Union High School District (SDUHSD) strives to attract highly qualified employees to provide all of our students with an outstanding education. When the District posts open positions for both certificated and classified employees we still require that they meet the previous NCLB standard. This will be our practice until California defines our new standards for highly qualified educators. The District pays for the State required two year Induction (Beginning Teacher Support Program) for teachers, which provides teachers with subject specific training and coaching. In addition, the District has a rich professional development program for all of our staff, both certificated and classified. All of our schools have Professional Learning Communities which allow teachers to collaborate around student learning.

SDUHSD's demographics are such that we do not have significant difficulty attracting highly qualified teachers. We do experience intermittent challenges with hiring in the areas of special education, science and math. In order to fill those

vacancies we attend recruiting fairs; advertise that we pay for Induction; post positions on a popular Job Board, Edjoin; develop relationships with local universities to host student teachers and Interns; and provide incentives for employees to provide early notice of their retirement in order for the District to hire early for the next school year.

In addition to student academics, Oak Crest Middle School also provides student opportunities for social and emotional growth by setting high expectations for student achievement, providing comprehensive support systems for all students, and offering a variety of enrichment programs for student exploration. Each teacher not only focuses on teaching the essential standards for their specific subject area and/or course, but also provides a nurturing student experience, preparing students for both the transition to and from middle school.

OCMS offers a language arts program that is aligned with the California State Standards (CSS). Grade level and honors English courses are available to all students, as well as ELA intervention courses to best support specific student populations. Additionally, Oak Crest 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. OCMS also offers the opportunity for incoming 7th grade students to accelerate to an 8th grade level math course if the student qualifies, 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. Additional math support is available to all students before and after school. All three levels of math courses at OCMS 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 the personalized, remediation program ST Math.

Oak Crest uses the district-adopted science curriculum as we transition to the Next Generation Science Standards, NGSS. Both grade-level courses offer hands-on, lab-based activities using technology in a structured environment that builds 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. No matter the content area of focus, all students will be developing critical thinking and problem-solving skills in order to be best 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 to facilitate individual needs including team teaching in mainstreamed classes, fundamental classes in math and English, and special-day programs. 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 therapist and psychologist are also part of the OCMS SPED 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 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 affairs, such as the Olympics, by participating in activities that mirror those events.

We provide opportunities for students to grow socially and emotionally with the initiation and facilitation of over twenty clubs, based on student interest. We utilize a character program to help our students develop traits such as responsibility and compassion. We recognize academic and character achievement on a monthly and quarterly basis with restaurant gift certificates, theme days, and other celebrations.

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 STEM, 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 multiple measure so student achievement and school climate which include; state test scores, Healthy Kids survey results, attendance data, grades, course enrollment data we identified the following as target/priority areas:

1. Increase student achievement for all students in math and English language arts with a focus on accelerating outcomes for students with disabilities and English Learners.

#### SBAC scores:

Continued tracking of data from the 15-16 and 16-17 SBAC assessments represent specific areas of student growth and success. For example, rates for all students exceeding performance expectations on the math assessment grew from 39% in 15-16 to 42.16% in the 16-17 school year. Additionally, students whose scores nearly met or did not meet performance expectations declined from 36% in 15-16 to 35.21% in 16-17. Students with disabilities increased scores from 4% to 7.23% in exceeding standards, and declined for standard not met from 60% in 15-16 to 51.81% in 16-17. For our English Learners, growth on the math assessment was seen with a rise from 8% of students exceeding or meeting standards in 15-16, to 12.76% in 16-17.

Rates for all students exceeding performance expectations on the English Language Arts assessment declined from 78% in 15-16 to 74.89% in the 16-17 school year. Additionally, students whose scores nearly met or did not meet performance expectations increased from 23% in 15-16 to 25.11% in 16-17. Students with disabilities increased scores from 3% to 7.14% in exceeding standards, and declined for standard not met from 37% in 15-16 to 32.14% in 16-17. For our English Learners, there was a decline on the English Language Arts assessment from 13% of students exceeding or meeting standards in 15-16, to 10.87% in 16-17.

However, in 16-17, 28.57% of students with disabilities and 10.87% of English Language Learners scored in the Standard Met and Exceeded range in English Language Arts. Additionally, in math, 20.48% of students with disabilities and 12.76% of English Language Learners scored in the Standard Met and Exceeded range.

#### Grades:

OCMS reviews D/F data every 9 weeks. 2016-17 grade data reflects a decrease of 26 students over the course of the year in the number of students on the D/F list.

#### 2015-16 # of students with D/F grades

Fall: 128

Spring: 141

Total: 269

#### 2016-17 # of students with D/F grades

Fall: 123

Spring: 120

Total: 243

#### Course enrollment data:

2016-17 course enrollment data reflects that enrollment in below grade level or support math (Math Essentials) and English Language Arts (Read 180, Reading Support) courses has increased by 16 students when

compared to prior year.

#### 2015-2016

Math A Essentials 21 students  
Math B Essentials 28 students  
Math Skills 7th 17 students  
Math Skills 8th 15 students  
Academic Literacy 10 students  
ELD Support 11 students  
Reading 13 students  
Academic Lab 19 students  
Total: 134 students

#### 2016-2017

Math A Essentials 25 students  
Math B Essentials 28 students  
Math Skills 7th 16 students  
Math Skills 8th 16 students  
Academic Literacy 10 students  
ELD Support 9 students  
Reading 28 students  
Academic Lab 18 students  
Total: 150 students

2. Increase the positive school climate and culture at OCMS.

#### California Healthy Kids Survey data:

71.6% of our students feel part of the school (+9.6% when compared to 2015 results)  
93.4% of our students who feel that an adult cares about them (+2.3% when compared to 2015 results)  
81% of students who feel safe at school. (+10% when compared to 2015 results)

#### Attendance

2015-16 Truancy rate is 52.54% which represent an increase of 14.56% when compared to prior year.

It is important to note that per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant." Excused absences and tardies are not reflected in the CDE reported Truancy rates.

Multiyear local attendance data reflects a consistent chronic absenteeism rate of approximately 6% for all students.

#### Discipline data

2014-15 (most recent published) suspension rate is 1.7% (15 students) which represent a decrease of 1.8% (9 less students suspended) when compared to prior year.

#### Middle School drop out rate

OCMS has maintained a 0% drop out rate over the last 4 years reviewed.

### C. Involvement Process

**Involvement Process:**

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

Site leadership from Oak Crest Middle School, comprised of administrators, counselor, department chairs, and program coordinators, analyzed multi-year data trends related to student achievement and school climate. With input from this team, the School Site Council (SSC) then read, edited, and re-worked site goals and action steps. During SSC meetings and discussions in the spring of 2016 and fall of 2017, the team provided input on the feasibility of achievement goals, action steps to increase student connectedness, and decided on site-wide focus to accomplish the goals.

The OCMS School Site Council reviewed the final draft of the SPSA and gathered feedback from ELAC on 10/03/2017. SSC approved OCMS SPSA on 10/19/2017.

**D. Summary of Progress Made on 2016-2017 Goals  
Oak Crest Middle School**

**School Goal 1** (Description of 2016-17 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 English Language Arts/Literacy assessment.

**LCAP Priority Area:**

4 and 5

**Targeted Pupil Student Group(s):**

SES, ELL, SPED

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
 SABC results Change Over Time Report from CDE (7th grade 2016 results compared to 8th grade 2017 results):  
 Percent of students who scored in the Standard Met/Exceeded range each year:

All students:  
 ELA  
 7th grade 2016 results= 79%  
 8th grade 2017 results= 74.09% (-5%)

Students with Disabilities:  
 ELA  
 7th grade 2016 results= 26%  
 8th grade 2017 results= 25% (-1%)

English Learners  
 ELA  
 7th grade 2016 results= 15%  
 8th grade 2017 results= 10.53% (-4.47%)

Economically Disadvantaged Students  
 ELA  
 7th grade 2016 results= 53%  
 8th grade 2017 results= 50.75% (-2.25%)

2016-17 grade/report card data:  
 The number of students earning D and F grades increased by 16

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

Based on the review and analysis of SBAC results for the students who were assessed in 7th grade (2016) and 8th grade (2017) at OCMS, the percentage of students scoring in the Standard Met/Exceeded range decreased for all student groups.

This data indicates that the implemented actions and services outlined in the 2016-17 plan were not effective in increasing student scores at OCMS. It is important to note that the standards assessed are different in 7th and 8th grade years as well as the parameter for scoring in the standard Met/Exceeded range differ for 7th and 8th grade.

However, overall site results show consistent, sustainable growth for all students and targeted student groups. Additionally, OCMS continues to outperform county and state averages.

students 2nd semester when compared to 1st semester.

2016-17 # of students with D/F grades for ELA

1st sem.: 18

2nd sem.: 34

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

We did not meet this 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 continue to provide intervention/support class in math for all students and targeted student groups as well as tutoring support during, before/after the school day.

This goal will be re-developed and combined with goal 2 to address both ELA and math towards increasing overall student achievement. Growth targets will be adjusted to track the percentage of students meeting or exceeding standards on SBAC tests.



**School Goal 2** (Description of 2016-17 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 Student Group(s):**

SES, ELL, SPED

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

SABC results Change Over Time Report from CDE (7th grade 2016 results compared to 8th grade 2017 results):

Percent of students who scored in the Standard Met/Exceeded range each year:

All students:

Math

7th grade 2016 results= 70%

8th grade 2017 results= 59.32% (-10.68%)

Students with Disabilities:

Math

7th grade 2016 results= 27%

8th grade 2017 results= 20.51% (-6.49%)

English Learners

Math

7th grade 2016 results= 15%

8th grade 2017 results= 10% (-5%)

Economically Disadvantaged Students

Math

7th grade 2016 results= 44%

8th grade 2017 results= 35.3% (-8.7%)

2016-17 grade/report card data:

The number of students earning D and F grades increased by 14 students 2nd semester when compared to 1st semester for Math.

2016-17 # of students with D/F grades for Math

1st sem.: 55

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

Based on the review and analysis of SBAC results for the students who were assessed in 7th grade (2016) and 8th grade (2017) at OCMS, the percentage of students scoring in the Standard Met/Exceeded range decreased for all student groups.

This data indicates that the implemented actions and services outlined in the 2016-17 plan were not effective in increasing student scores at OCMS. It is important to note that the standards assessed are different in 7th and 8th grade years as well as the parameter for scoring in the standard Met/Exceeded range differ for 7th and 8th grade.

However, overall site results show consistent, sustainable growth for all students and targeted student groups. Additionally, OCMS continues to outperform county and state averages.

2nd sem.: 69

**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.

**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 continue to provide intervention/support class in math for all students and targeted student groups as well as tutoring support during, before/after the school day.

This goal will be re-developed and combined with goal 1 to address both ELA and math towards increasing overall student achievement. Growth targets will be adjusted to track the percentage of students meeting or exceeding standards on SBAC tests.

**School Goal 3** (Description of 2016-17 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 Student Group(s):**

All

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

2017 California Healthy Kids Survey data:

71.6% of our students feel part of the school (+9.6% when compared to 2015 results)

93.4% of our students who feel that an adult cares about them (+2.3% when compared to 2015 results)

81% of students who feel safe at school. (+10% when compared to 2015 results)

Other indicators of school climate include attendance data, discipline data and drop out rates.

**Attendance**

2015-16 Truancy rate is 52.54% which represent an increase of 14.56% when compared to prior year.

It is important to note that per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant." Excused absences and tardies are not reflected in the CDE reported Truancy rates.

Multiyear local attendance data reflects a consistent chronic absenteeism rate of approximately 6% for all students.

**Discipline data**

2014-15 (most recent published) suspension rate is 1.7% (15 students) which represent a decrease of 1.8% (9 less students

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

The 2017 CA Healthy Kids Survey (CHKS) shows an increase in overall school connectedness and sense of safety for students as compared to the 2015 Healthy Kids Survey results. Other school climate indicators represent progress as evidence by consistently low suspension rates and drop out rates. However, OCMS will continue to focus on student attendance, specifically truancy rates.

suspended) when compared to prior year.

Middle School drop out rate  
OCMS has maintained a 0% drop out rate over the last 4 years reviewed.

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

We are making progress in increasing a positive school climate. Growth targets were partially met.

**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 continue to 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. Other focuses will be support weeks/days such as Wellness Week, Yellow Ribbon Day, Red Ribbon Week, etc. The goal will be developed to include multiple measures of school climate.

### 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 17-20 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 2017-18 measurable School Goal, aligned to Action Plan goals)

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 students with disabilities.

**LCAP Priority Area:**

2, 4, 7, and 8

**Targeted Pupil Student Group(s):**

SES, SPED, ELL

<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>A review of multi-year student achievement data, revealed the need to continue to focus on increasing student achievement outcomes for all students in ELA and math.</p> <p>SBAC results: Percent of students who scored in the Standard Met/Exceeded range in 2017 (% change noted from prior year):</p> <p>English Language Arts</p> <p>All students: 74.9% (-3.1% when compared to 2016 results)</p> <p>Students with Disabilities: 28.6% (+5.6% when compared to 2016 results)</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.</p> <p>SBAC results, percent of students who score in the Standard Met/Exceeded range in 2018:</p> <p>English Language Arts</p> <p>All students: 77% Students with Disabilities: 31% English Learners: 13% Economically Disadvantaged Students: 53%</p> <p>Mathematics</p> <p>All students: 67% Students with Disabilities: 23% English Learners: 15% Economically Disadvantaged Students: 42%</p>
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<p>English Learners 10.9% (-2.1% when compared to 2016 results)</p> <p>Economically Disadvantaged Students 51.8% (+1.8% when compared to 2016 results)</p> <p>Mathematics</p> <p>All students: 64.8% (+0.8% when compared to 2016 results)</p> <p>Students with Disabilities: 20.5% (-0.5% when compared to 2016 results)</p> <p>English Learners 12.8% (+4.8% when compared to 2016 results)</p> <p>Economically Disadvantaged Students 39.9% (+5.9% when compared to 2016 results)</p> <p>2016-17 grade/report card data: The number of students earning D and F grades increased by 16 students 2nd semester when compared to 1st semester in English.</p> <p>2016-17 # of students with D/F grades for ELA 1st sem.: 18 2nd sem.: 34</p> <p>2016-17 grade/report card data: The number of students earning D and F grades increased by 14 students 2nd semester when compared to 1st semester for Math.</p> <p>2016-17 # of students with D/F grades for Math 1st sem.: 55 2nd sem.: 69</p>	<p>Grade/report card data: Decrease the number of students earning D and F grades 2nd semester when compared to 1st semester in English and math courses.</p>
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**Strategy:** (briefly describe the overall plan to address the identified need)

Continue to provide targeted English Language Arts and math interventions to increase student learning outcomes for all students.

<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>
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1.	<p>OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies:</p> <p>Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.</p>	Administration, PLC Teams	<p>\$6,920 Source: Site Formative/Achievement Funds \$2,000 Source: Title I (supplemental materials and supplies)</p>	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing
2.	<p>OCMS will offer targeted intervention courses in ELA and math.</p> <p>Targeted intervention courses in English Language Arts.</p> <p>a. Entry criteria: Students will be identified for enrollment/participation in ELA intervention courses based on a review of multiple student achievement measures including; Lexile levels, English course grade, CELDT scores, LAS Links scores, SBAC scale scores, teacher recommendation.</p> <p>b. Instructional targets: Increase in reading and writing fluency and comprehension skills Increase in collaborative, interpretive, and productive modes of interacting in English. Skills for remediation will be identified using English course assessments and class work as well as standardized test scores to best meet students individual needs.</p> <p>c. Exit criteria: Increase in LAS Links scores from fall to spring, increase in Lexile level, increase in course grade.</p> <p>Targeted intervention courses in math:</p> <p>a. Entry criteria: Students will be identified for enrollment/participation in math intervention courses based on a review of multiple student achievement measures including; math course grade, SBAC scale scores, MDTP scores, teacher recommendation.</p> <p>b. Instructional targets: Identify individual student's math skills for remediation and address through differentiation and targeted instruction. Support grade level math courses through re-teaching lessons. Develop executive functioning skills (organization/planning, motivation, paying attention, initiating tasks and focus, self-monitoring)</p> <p>c. Exit criteria: Increase in course grade, growth in ST Math assessments and student work samples</p>	Administration, program coordinators, Support Teachers	<p>\$72,000 (0.6 FTE) Source: Title I \$72,000 (0.6 FTE) Source: LCAP non-formula sections \$8,091 Source: Title I (supplemental materials and supplies)</p>	Grade and assessment data	Ongoing

3.	<p>OCMS will provide academic monitoring and support for struggling students via a Title I and EL Lead. Title I and ELD Lead will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework/class assessment completion, teacher/counselor recommendation, SBAC scores in the Standard Not met/low Nearly Met range, students in need of additional support developing organization, time management, and study skills.</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments</p>	Title I and ELD Coordinator, teachers	<p>\$72,000 (0.6 FTE) Source: Title I \$24,000 (0.2 FTE) Source: LCAP non-formula sections \$8,000 Source: Title I (supplemental materials and supplies)</p>	Grade and assessment data	Ongoing
4.	<p>OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement.</p>	Administration; teachers	<p>\$21,000 Source: Title I</p>	Attendance at PD, SBAC scores	Ongoing
5.	<p>OCMS will offer interventions and support through before and after school tutoring programs.</p> <p>a. Entry criteria: D or F grade in math and/or English, SBAC scores in the Standard Not met/low Nearly Met range, teacher recommendations.</p> <p>b. Instructional targets: Review targeted concepts and lessons from grade level courses for remediation, re-teaching and enrichment.</p> <p>c. Exit criteria: Increase in course grade, course assessment scores, student work samples</p>	teachers	<p>\$24,000 Source: Title I \$6,000 Source: Title I (supplemental materials and supplies)</p>	Attendance at tutoring, course grades	Ongoing



**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)

OCMS will increase the level of "school connectedness" and "sense of safety" for students.

**LCAP Priority Area:**

3, 5, 6

**Targeted Pupil Student Group(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.

2017 California Healthy Kids Survey data:

71.6% of our students feel part of the school (+9.6% when compared to 2015 results)

93.4% of our students who feel that an adult cares about them (+2.3% when compared to 2015 results)

81% of students who feel safe at school. (+10% when compared to 2015 results)

Other indicators of school climate include attendance data, discipline data and drop out rates.

Attendance

2015-16 Truancy rate is 52.54% which represent an increase of 14.56% when compared to prior year.

It is important to note that per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant." Excused absences and tardies are not reflected in the CDE reported Truancy rates.

Multiyear local attendance data reflects a consistent chronic absenteeism rate of approximately 6% for all students.

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

Local Survey data:

75% of our students feel part of the school

95% of our students who feel that an adult cares about them

83% of students who feel safe at school.

Other indicators of school climate include attendance data, discipline data and drop out rates.

Attendance

2016-17 Truancy rate will decrease by 2% (50%)

2016-17 Chronic absenteeism rate will decrease by 0.3% (5.5%)

Discipline data

2016-17 or most recently published suspension rate will decrease by 0.2% (1.5%)

Middle School drop out rate

OCMS will maintain a 0% drop out rate.

Discipline data  
2014-15 (most recent published) suspension rate is 1.7% (15 students) which represent a decrease of 1.8% (9 less students suspended) when compared to prior year.

Middle School drop out rate  
OCMS has maintained a 0% drop out rate over the last 4 years reviewed.

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

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 continue to offer a homeroom period from which students will participate in student connectedness activities: a.) Elect homeroom ambassadors to distribute leadership opportunities; b.) Create a Connectedness Committee to monitor and promote our homeroom and wellness week activities; c.) Utilize homeroom events with a focus on academic and character celebrations.	Administration; Counselor; Homeroom teachers	none	Local student survey data; discipline and attendance data	Ongoing
2.	OCMS will implement an anti-bullying program(s) and character development program. a.) Provide an anti-bullying and cyber education assembly. b.) Implement Character Counts program with an extension of Character traits (each month we focus on one Character trait) c.) Charter traits are reviewed and discussed during homeroom.	Administration; Counselor; Homeroom teachers	none	Local student survey data; discipline and attendance data	Ongoing
3.	OCMS staff will continue to implement restorative practices focusing on repairing and restoring relationships broken by poor behavior. a.) OCMS staff will attend Restorative Practice training each year. b.) OCMS staff facilitate restorative circles and peer mediation for conflict resolution.	Administration; Counselor, teachers, social worker	none	Local student survey data; discipline data	Ongoing
4.	OCMS will monitor and track attendance and discipline data. a.) Targeted intervention will be provided for and respond discipline issues, chronic absenteeism, trancies, and tardies. b.) To help motivate students, monthly awards will be given for student attendance goals and progress.	Administration; Counselor	none	Discipline and attendance data	Ongoing
5.	OCMS will collaborate with families and the community to support our	Administration;	none	Attendance and	Ongoing

	learners: a.) Offer parent forums which include; parent intervention nights, drugs, alcohol and cyber education awareness and parent education workshops.	Counselor		feedback at parent forums and workshops	
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### 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
Briehna Weatherford	X				
Katie Friedrichs			X		
Stephanie Lytle			X		
Susan Lesan		X			
Kellie Maul		X			
Mariah Weibel		X			
Kary Pusi				X	
Veronica Ruiz				X	
Jenny Stackle				X	
Nitin Chatlani					X
Kate Miller					X
Reagan Ericson					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</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).*

Timestamp	Email Address	I have read and approve the OCMS 2017-18 Single Plan for Student Achievement.	I am a...	Enter your electronic signature below.
10/17/2017 16:00:34	susan.lesan@sduhsd.net	YES	Teacher	Susan Lesan
10/17/2017 21:12:19	jfstackle@yahoo.com	YES	Parent	Jenny Stackle
10/18/2017 8:27:28	stephanie.lytle@sduhsd.net	YES	Other Staff Member	Stephanie Lytle
10/18/2017 9:31:03	kathryn.friedrichs@sduhsd.net	YES	Other Staff Member	Kathryn Friedrichs
10/18/2017 13:38:29	kellie.maul@sduhsd.net	YES	Teacher	Kellie Maul
10/18/2017 13:52:42	Mariah.wiebel@sduhsd.net	YES	Teacher	Mariah Weibel
10/18/2017 15:00:55	reaganaericson04@gmail.com	YES	Student	Reagan Ericson
10/18/2017 15:57:42	katemiller030@gmail.com	YES	Student	Kate Miller
10/18/2017 16:54:44	kary.pusl@gmail.com	YES	Parent	Kary Pusl
10/19/2017 11:02:24	nitin.k.chatlani@gmail.com	YES	Student	Nitin Chatlani
10/19/2017 15:04:29	Ruizv52@yahoo.com	YES	Parent	Veronica Ruiz

**Form F. Budget 2017-2018  
Oak Crest Middle School**

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
X	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$6,920.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$0.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$120,000.00</b>
Title I Funds	<b>\$213,091.00</b>
<b>Total</b>	<b>\$340,011.00</b>

## Appendix A. Student Performance Data

### Section 1: Enrollment

**Table 1.1 Site enrollment trends with Student Group breakdown**

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	701	-	761	-	849	-	928	-
<b>Number &amp; Percent of English Learners</b>	59	5.3%	56	7.4%	50	5.9%	61	6.6%
<b>Number &amp; Percent of Long Term English Learners</b>	37	62.7%	30	3.9%	27	3.1%	42	4.5%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	73	10.7%	25	3.3%	30	3.5%	42	4.5%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	53	7.6%	147	19.3%	149	17.6%	150	16.2%
<b>Number &amp; Percent of Special Education students</b>	102	14.6%	100	13.1%	94	11.1%	97	10.5%

**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>16-17</b>	356	74	80	59	11	25	51
<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>16-17</b>	322	76	81	85	11	32	53
<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 <a href="http://caaspp.cde.ca.gov/">http://caaspp.cde.ca.gov/</a>							



## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 7</b>	364	371	328	355	365	322	353	365	322	97.5	98.4	98.2
<b>Grade 8</b>	481	365	366	450	346	356	449	346	355	93.6	91.1	97.3
<b>All Grades</b>	845	736	694	805	711	678	802	711	677	95.3	94.7	97.7

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 7</b>	2593.6	2613.7	2605.8	28	35	31.99	40	44	43.79	22	14	16.15	9	7	8.07
<b>Grade 8</b>	2606.9	2619.9	2625.3	26	32	31.55	44	44	42.54	20	17	20.28	10	7	5.63
<b>All Grades</b>	N/A	N/A	N/A	27	34	31.76	42	44	43.13	21	16	18.32	9	7	6.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 7</b>	36	44	41.61	48	47	45.96	17	9	12.42
<b>Grade 8</b>	42	43	45.63	42	43	42.25	16	14	12.11
<b>All Grades</b>	39	43	43.72	44	45	44.02	16	12	12.26

<b>Writing</b> Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	48	52	47.04	41	42	44.86	11	6	8.10
Grade 8	41	49	50.70	47	44	41.97	12	7	7.32
All Grades	44	51	48.96	44	43	43.34	11	6	7.69

<b>Listening</b> Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	24	30	25.78	69	65	64.29	7	6	9.94
Grade 8	22	26	28.17	70	68	67.61	8	7	4.23
All Grades	23	28	27.03	69	66	66.03	8	6	6.94

<b>Research/Inquiry</b> Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	43	47	48.76	48	47	43.48	9	6	7.76
Grade 8	36	40	46.48	54	52	45.07	10	8	8.45
All Grades	39	43	47.56	51	50	44.31	10	7	8.12

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>16-17</b>	355	59	65	36	10	21	35
<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>16-17</b>	322	71	76	68	15	20	44
<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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 7</b>	364	371	328	355	366	322	354	366	322	97.5	98.7	98.2
<b>Grade 8</b>	481	365	366	449	350	354	448	350	354	93.3	92.1	96.7
<b>All Grades</b>	845	736	694	804	716	676	802	716	676	95.1	95.3	97.4

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 7</b>	2590.6	2610.3	2608.4	36	40	44.41	24	30	26.40	25	21	15.22	15	10	13.98
<b>Grade 8</b>	2610.5	2602.3	2619.8	32	38	40.11	33	21	19.21	23	21	25.71	12	21	14.97
<b>All Grades</b>	N/A	N/A	N/A	34	39	42.16	29	25	22.63	24	21	20.71	13	15	14.50

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 7</b>	47	52	55.59	30	31	23.91	24	17	20.50
<b>Grade 8</b>	41	45	44.63	44	28	36.44	16	26	18.93
<b>All Grades</b>	43	49	49.85	38	30	30.47	19	22	19.67

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 7</b>	37	41	43.79	47	46	41.30	17	13	14.91
<b>Grade 8</b>	36	37	41.53	51	45	39.83	13	18	18.64
<b>All Grades</b>	37	39	42.60	49	45	40.53	14	16	16.86

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 7</b>	40	48	46.89	55	45	42.86	6	7	10.25
<b>Grade 8</b>	33	36	38.98	56	48	43.50	11	16	17.51
<b>All Grades</b>	36	42	42.75	55	47	43.20	9	11	14.05

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**

	2015-16	2014-15	2013-14	2012-13
<b>Truancy rate</b>	52.54%	37.98%	37.59%	6.15%

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 Student Group**

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
<b>16-17</b>	5.8	8.6	10.8	14.3
<b>15-16</b>	6.3	12.2	11.2	13.3
<b>14-15</b>	5.2	8.1	6.8	12.8

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

**Table 3.3 Discipline data**

	2014-15	2013-14	2012-13
<b>Number of students suspended</b>	15	24	20
<b>Suspension rate</b>	1.7%	2.5%	2.2%
<b>Number of students expelled</b>	1	0	0
<b>Expulsion rate</b>	0.1%	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 Student Group**

	2015-16	2014-15	2013-14	2012-13
--	---------	---------	---------	---------

<b>All Students</b>	0%	0%	0%	0%
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Source:  
CALPADS report 1.9 Completers and Dropouts - Count

## Section 4: Progress Monitoring of English Learners

### California English Language Development (CELDT) Data

**Table 4. 1 2014-15 CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>7</b>	39	15	9	32	58	52	16	23	30	10	4	4	3		4
<b>8</b>	13	22	29	44	52	41	6	13	24	6	4	6	31	9	
<b>Total</b>	30	18	18	36	55	48	13	18	28	9	4	5	13	4	3

**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 4.2 Reclassification Rate**

	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	19 (33.9%)	13 (12.4%)	7 (11.7%)	11 (14.5%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>