

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: May 26, 2018

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:

**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 is a learning community which nurtures the individual, promotes academic rigor for future success in high school and beyond, provides varied opportunities for success and academic intervention, values excellence, and celebrates student academic, social, and emotional growth. 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 their futures. We provide our students opportunities for adult-student connections (homeroom), and a unique schedule, based upon semester long elective class offerings, allowing students more choice when it comes to elective classes throughout the school year. Oak Crest Middle School is the only middle school in the district to earn a Gold Ribbon Award and continues to focus on the success of all students for the future.

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

Oak Crest Middle School currently serves 708 students including the following breakdown:

Total students for the 2017-2018 school year: 708

7th grade: 354

8th grade: 354

Female: 341

Male: 367

The school's enrollment number continues to grow annually, with an increase of 16 students from the 2016-2017 to the 2017-2018 school year.

The school's student breakdown by student Ethnicity/Race continues to grow consistently with enrollment numbers, including the following:

2017-2018 school year

470 students reported being of non-Hispanic ethnicity/race

184 students reported being of Hispanic ethnicity/race

2016-2017 school year

467 students reported being of non-Hispanic ethnicity/race

167 students reported being of Hispanic ethnicity/race

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 on 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 the 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 our parent population, helps support academic and enrichment programs such as STEM, Lego robotics, and math technology.

Currently, OCMS operates Title I schoolwide program. 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. 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. The adoption of this strategy has provided Oak Crest Middle School with the opportunity to focus on an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

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 measures of 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 standard 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 standards 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 standards 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 standards 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 in 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.

This data shows that all student subgroups at OCMS continue to make annual progress on students exceeding and/or meeting standard expectations in math. For English Language Arts, this data shows that there was a decline in all students exceeding standards and with English Learners exceeding and/or meeting standards.

Grades:

OCMS reviews D/F data every 9 weeks. 2017-18 grade data reflects a decrease of 19 students during the fall semester, in the number of students on the D/F list.

2016-17 # of students with D/F grades

Fall 1st semester progress: 188 (123 at final grading period)

Spring 1st semester progress: 191 (120 at final grading period)

Total for Year: 243

2017-18 # of students with D/F grades

Fall 1st semester progress: 149 (104 at final grading period)

Spring 1st semester progress: 268 (TBD at final grading period, estimated 101 based on past data)

Total for Year: TBD (estimated 205 based on past data)

Course enrollment data:

2017-18 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 41 students when compared to prior year. Included in this increase is the addition of 2 sections; one of Math A and Math B Essentials courses.

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

2017-2018

Math A Essentials 49 students

Math B Essentials 41 students

Math Skills 7th 17 students

Math Skills 8th 15 students

Academic Literacy 9 students

ELD Support 9 students

Reading 35 students

Academic Lab 16 students

Total: 191 students

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

The 2017 California Healthy Kids Survey data showed:

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)

The 2018 OCMS School Internal Climate Survey showed:

94.5% of students surveyed (617 total respondents) have a trusted adult in their life.

59.8% of students surveyed (617 total respondents) reported to having a trusted adult at OCMS (21.2% of the respondents said they "were not sure.").

54.8% of students surveyed reported that their trusted adult on campus is a teacher.

48.5% of students surveyed reported that their trusted adult on campus is a counselor.

34.2% of students surveyed reported that their trusted adult on campus is an administrator (principal or assistant principal).

90.4% of students surveyed reported that their trusted adult outside of school is their parent(s).

55.3% of students surveyed reported that their trusted adult outside of school is an extended family member.

Students survey reported the following top three reasons an individual was selected as a trusted adult:

85.7% selected because he/she can be trusted.

84.3% selected because he/she cares about me.

75% selected because he/she listens to me.

Attendance

2015-16 Truancy rate (most recent published) 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

2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 less students suspended based on enrollment numbers) 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 via our site representative and ELAC meeting group on 4/3/18. SSC approved OCMS SPSA on 4/3/2018.

**D. Summary of Progress Made on 2017-2018 Goals
Oak Crest Middle School**

School Goal 1

Annual increase in student achievement for all students in English Language Arts focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

LCAP Priority Area:

4 and 5

Targeted Pupil Student Group(s):

SES, ELL, SPED

A. Actual Measurable Outcomes:

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

Rates for all students exceeding performance standards 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 standards increased from 23% in 15-16 to 25.11% in 16-17.

Students with Disabilities and English Language Learners:

ELA

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 in 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.

B. Summary of Progress:

For English Language Arts, this data shows that there was a decline in all students exceeding standards and with English Learners exceeding and/or meeting standards.

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. Additionally, there was an increase in the number of D/F grades earned by students in ELA.

This data indicates that the implemented actions and services outlined in the 2017-18 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.

Economically Disadvantaged Students

ELA

7th grade 2016 results= 53%

8th grade 2017 results= 50.75% (-2.25%)

2017-18 grade/report card data:

The number of students earning D and F grades increased by 16 students 2nd semester when compared to 1st semester (first 9-week progress report).

2017-18 # of students with D/F grades for ELA

1st sem progress: 36

2nd sem progress: 52

C. Relevance:

We did not meet this goal.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We will continue to provide intervention/support class in English for all students and targeted student groups.

This goal will be re-developed and separated to address ELA progress 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

Annual increase in student achievement for all students in math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Student Group(s):

SES, ELL, SPED

A. Actual Measurable Outcomes:

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

Rates for all students exceeding standard 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 standards declined from 36% in 15-16 to 35.21% in 16-17.

Students with Disabilities and English Language Learners:

Math

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.

2017-18 grade/report card data:

The number of students earning D and F grades increased by 83 students 2nd semester when compared to 1st semester (first 9-week progress report).

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

1st sem.: 51

2nd sem.: 134

B. Summary of Progress:

This data shows that all student subgroups at OCMS continue to make annual progress on students exceeding and/or meeting standard expectations in math.

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 increased for all student groups. However, there was an increase in the number of D/F grades earned by students in math.

This data indicates that the implemented actions and services outlined in the 2017-18 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.

C. Relevance:

No, we did not meet the goal.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

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 separated from goal 1 to address increasing overall student achievement in math. Growth targets will be adjusted to track the percentage of students meeting or exceeding standards on SBAC tests.

School Goal 3

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

LCAP Priority Area:

1, 3, 5, 6

Targeted Pupil Student Group(s):

All

A. Actual Measurable Outcomes:

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)

The 2018 OCMS School Internal Climate Survey showed:
94.5% of students surveyed (617 total respondents) have a trusted adult in their life.
59.8% of students surveyed (617 total respondents) reported to having a trusted adult at OCMS (21.2% of the respondents said they "were not sure."
54.8% of students surveyed reported that their trusted adult on campus is a teacher.
48.5% of students surveyed reported that their trusted adult on campus is a counselor.
34.2% of students surveyed reported that their trusted adult on campus is an administrator (principal or assistant principal).
90.4% of students surveyed reported that their trusted adult outside of school is their parent(s).
55.3% of students surveyed reported that their trusted adult outside of school is an extended family member.
Students survey reported the following top three reasons an individual was selected as a trusted adult:
85.7% selected because he/she can be trusted.
84.3% selected because he/she cares about me.
75% selected because he/she listens to me.

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

B. Summary of Progress:

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. The 207-2018 OCMS School Internal Climate Survey shows that students have a trusted adult on campus and that the most important indicators of a trusted adult are that the individual can be trusted, cares about the student, and listens. 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.

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

2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 less students suspended based on enrollment numbers) 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:

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?

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:

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

Annual increase in student achievement for all students in English Language Arts focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

LCAP Priority Area:

2 (implementation of California’s academic standards), 4 (student achievement), 7 (prepare students for college and careers), and 8 (measuring other important student outcomes)

Targeted Pupil Student Group(s):

SES (Socioeconomic Status), SPED (Special Education), ELL (English Language Learners)

A. Rationale:

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.

SBAC results:
Percent of students who scored in the Standard Met/Exceeded range in 2017 (% change noted from data between the 2016 and 2017 school year/most recent data available):

English Language Arts

All students:
74.9% (-3.1% when compared to 2016 results)

Students with Disabilities:
28.6% (+5.6% when compared to 2016 results)

B. Expected Measurable Outcomes:

SBAC results, percent of students who score in the Standard Met/Exceeded range in 2018:

English Language Arts

All students: 77%
Students with Disabilities: 31%
English Learners: 13%
Economically Disadvantaged Students: 53%

Grade/report card data:
Increase in the number of students earning D and F grades 2nd semester when compared to 1st semester progress in English courses.

English Learners
10.9% (-2.1% when compared to 2016 results)

Economically Disadvantaged Students
51.8% (+1.8% when compared to 2016 results)

2017-18 grade/report card data:
The number of students earning D and F grades increased by 16 students
2nd semester when compared to 1st semester (first 9-week progress report).

2017-18 # of students with D/F grades for ELA
1st sem progress: 36
2nd sem progress: 52

C. Strategy:

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

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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>\$2,474.50 Source: PLC Support Allocation \$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.</p> <p>Targeted intervention courses in English Language Arts; English Enrichment (Title 1) and READ 180 (LCAP):</p> <p>English Enrichment 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, ELPAC/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.</p>	Administration, Program Coordinators, Support Teachers	<p>\$24,000 (0.2 FTE) Source: Title I (English Enrichment) \$48,000 (0.4 FTE) Source: LCAP non-formula sections (READ 180) \$8,000 Source: Title I (supplemental materials and supplies)</p>	Grade and assessment data	Ongoing

	<p>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>				
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>\$24,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) \$24,000 (0.2 FTE) Source: LCAP non-formula sections (ELD Coordinator)</p> <p>\$48,000 (0.4 FTE) Source: Title 1 (Academic Lab) \$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, D/F Rates	Ongoing
5.	<p>OCMS will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups.</p> <p>a. Entry criteria: D or F grade in 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. Aide/tutor support will offer</p>	Teachers; Tutors	<p>\$1,237.50 Source: Tutoring Support Allocation \$24,000 Source: Title I \$6,000 Source: Title I (supplemental materials and supplies)</p>	Attendance at tutoring, Course grades	Ongoing

	these scaffolded supports within the grade level courses. c. Exit criteria: Increase in course grade, course assessment scores, student work samples				
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LCAP Goal:

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 2

Annual increase in student achievement for all students in 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 (implementation of California’s academic standards), 4 (student achievement), 7 (prepare students for college and careers), and 8 (measuring other important student outcomes)

Targeted Pupil Student Group(s):

SES (Socioeconomic Status), SPED (Special Education), ELL (English Language Learners)

A. Rationale:

A review of multi-year student achievement data, revealed the need to continue to focus on increasing student achievement outcomes for all students in math.

SBAC results:

Percent of students who scored in the Standard Met/Exceeded range in 2017 (% change noted from prior year):

Mathematics

All students:

64.8% (+0.8% when compared to 2016 results)

Students with Disabilities:

20.5% (-0.5% when compared to 2016 results)

English Learners

12.8% (+4.8% when compared to 2016 results)

Economically Disadvantaged Students

39.9% (+5.9% when compared to 2016 results)

The Single Plan for Student Achievement

B. Expected Measurable Outcomes:

SBAC results, percent of students who score in the Standard Met/Exceeded range in 2018:

Mathematics

All students: 67%

Students with Disabilities: 23%

English Learners: 15%

Economically Disadvantaged Students: 42%

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.

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
2nd sem.: 69

C. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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>\$2,474.50 Source: PLC Support Allocation \$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 math.</p> <p>Targeted intervention courses in math; Math Skills A/B (Title 1) and Math A Essentials (LCAP):</p> <p>Math Skills A: a. Entry Criteria 45-55% on MDTP SBAC math scores Standard Not Met SBAC math score Standard Nearly Met (with additional review) Performance in 6th-grade math course (D/F) Students' Math A class grades (C/D/F grades)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilizing ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding Students will become more of a self-advocate by initiating conversations</p>	Administration, Program Coordinators, Support Teachers	<p>\$48,000 (0.4 FTE) Source: Title I (Math Skills A/B) \$24,000 (0.2 FTE) Source: LCAP non-formula sections (Math A Essentials) \$8,091 Source: Title I (supplemental materials and supplies)</p>	Grade and assessment data	Ongoing

	<p>with their grade-level teachers about their progress in math</p> <p>c. Exit Criteria C or higher at semester in grade level math class. Growth on Math A Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math</p> <p>Math Skills B: a. Entry Criteria Nearly Met on SBAC SBAC math scores Standard Not Met SBAC math score Standard Nearly Met (with additional review) Performance in 7th-grade math course (D/F) Students' Math B class grades (C/D/F grades)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilizing ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding Students will become more of a self-advocate by initiating conversations with their grade-level teachers about their progress in math</p> <p>c. Exit Criteria C or higher at semester in grade level math class. Growth on Math A Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math</p>				
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</p>	Title I and ELD Coordinator, teachers	*Duplicated from Goal #1 costs and funding source: \$24,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) \$24,000 (0.2 FTE) Source: LCAP non-formula sections (ELD Coordinator)	Grade and assessment data	Ongoing

	<p>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>		<p>\$48,000 (0.4 FTE) Source: Title 1 (Academic Lab) \$8,000 Source: Title I (supplemental materials and supplies)</p>		
4.	<p>OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement.</p>	<p>Administration; Teachers</p>	<p>\$21,000 Source: Title I</p>	<p>Attendance at PD, SBAC scores, D/F Rates</p>	<p>Ongoing</p>
5.	<p>OCMS will offer interventions and support through before and after school math tutoring programs and aide/tutor support for low performing student subgroups. .</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. Aide/tutor support will offer these scaffolded supports within the grade level courses.</p> <p>c. Exit criteria: Increase in course grade, course assessment scores, student work samples</p>	<p>Teachers</p>	<p>\$1,237.50 Source: Tutoring Support Allocation Source: Title I \$6,000 Source: Title I (supplemental materials and supplies)</p>	<p>Attendance at tutoring, course grades</p>	<p>Ongoing</p>

LCAP Goal:

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

School Goal 3

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

LCAP Priority Area:

3 (parent involvement), 5 (supporting student engagement), 6 (highlighting school climate and connectedness)

Targeted Pupil Student Group(s):

SES (Socioeconomic Status), EL (English Learners), SPED (Special Education)

A. Rationale:

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)

The 2018 OCMS School Internal Climate Survey showed:
94.5% of students surveyed (617 total respondents) have a trusted adult in their life.
59.8% of students surveyed (617 total respondents) reported to having a trusted adult at OCMS (21.2% of the respondents said they "were not sure.").
54.8% of students surveyed reported that their trusted adult on campus is a teacher.
48.5% of students surveyed reported that their trusted adult on campus is a counselor.
34.2% of students surveyed reported that their trusted adult on campus is an administrator (principal or assistant principal).
90.4% of students surveyed reported that their trusted adult outside of school is their parent(s).
55.3% of students surveyed reported that their trusted adult outside of school is an extended family member.
Students survey reported the following top three reasons an individual was selected as a trusted adult:
85.7% selected because he/she can be trusted.
84.3% selected because he/she cares about me.
75% selected because he/she listens to me.

B. Expected Measurable Outcomes:

California Healthy Kids Survey data:
75% of our students feel part of the school
97% 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
2018-19 Truancy rate will decrease by 2% (50%)

2018-19 Chronic absenteeism rate will decrease by 0.3% (5.5%)

Discipline data
2018-19 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.

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

2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 less students suspended based on enrollment numbers) 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. Strategy:

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

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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.	<p>OCMS will implement an anti-bullying program(s) and character development program.</p> <p>a.) Provide an anti-bullying and cyber education assembly.</p> <p>b.) Implement Character Counts program with an extension of Character traits (each month we focus on one Character trait)</p> <p>c.) Charter traits are reviewed and discussed during homeroom.</p>	Administration; Counselor; Homeroom teachers	none	Local student survey data; discipline and attendance data	Ongoing
3.	<p>OCMS staff will continue to implement restorative practices focusing on repairing and restoring relationships broken by poor behavior.</p> <p>a.) OCMS staff will attend Restorative Practice training each year.</p> <p>b.) OCMS staff facilitate restorative circles and peer mediation for conflict resolution.</p>	Administration; Counselor, teachers, social worker	none	Local student survey data; discipline data	Ongoing
4.	<p>OCMS will monitor and track attendance and discipline data.</p> <p>a.) Targeted intervention will be provided for and respond discipline issues, chronic absenteeism, truancies, and tardies.</p> <p>b.) To help motivate students, monthly awards will be given for student attendance goals and progress.</p>	Administration; Counselor	none	Discipline and attendance data	Ongoing
5.	<p>OCMS will collaborate with families and the community to support our learners:</p> <p>a.) Offer parent forums which include; parent intervention nights, drugs, alcohol and cyber education awareness and parent education workshops.</p>	Administration; Counselor	none	Attendance and feedback at parent forums and workshops	Ongoing

**F. 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
Numbers of members of each category	1	3	2	3	3

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).

SCHOOL SITE COUNCIL SIGNATURE SHEET
*2018-2019 Plan Approval



June 5, 2018
3:00pm-4:00pm
Room M3

Print Name

Signature

Susan Lesan

Susan B. Lesan

Kate Miller

Kate Miller

Beagan Ericson

Beagan Ericson

Nitin Chattani

Nitin Chattani

Stephanie Lytle

Stephanie Lytle

Jenny Stackle

Jenny Stackle

Katie Friedrichs

Katie Friedrichs

Kellie Maul

Kellie Maul

Mariah Weibel

Mariah Weibel

Nary Puz

Nary Puz

**Form G. 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
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
X	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	\$4,949.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$2,475.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$120,000.00
Title I Funds	\$213,091.00
Total	\$340,011.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	761	-	717	-	703	100.0%
Black or African American	3	0.4%	2	0.3%	4	0.57%
American Indian or Alaska Native	8	1.1%	6	0.8%	3	0.43%
Asian	24	3.2%	20	2.8%	16	2.28%
Filipino	8	1.1%	4	0.6%	7	1.00%
Hispanic or Latino	176	23.1%	173	24.1%	187	26.60%
Native Hawaiian or Pacific Islander	3	0.4%	2	0.3%	1	0.14%
White	507	66.6%	477	66.5%	459	65.29%
Two or More Races	0	0.0%	33	4.6%	0	0%
Socioeconomically Disadvantaged	147	19.3%	146	20%	169	24%
English Learners	56	7.4%	50	7%	56	7.9%
Students with Disabilities	100	13.1%	108	15%	115	16.3%
Foster Youth		%		%		%

Conclusions indicated from this data:
1. Enrollment continues to decline.
2. Diversity continues to exist on campus.
3. The percentage of socioeconomically disadvantaged students continues to rise.

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 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	356	74	80	59	11	25	51
2015-16	346	76	81	74	10	17	49
2014-15	450	71	75	58	0	13	47
7 th grade							
2016-17	322	76	81	85	11	32	53
2015-16	365	79	84	79	15	26	52
2014-15	355	69	75	58	12	24	37

Source: California Department of Education, <https://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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	364	371	328	355	365	322	353	365	322	97.5	98.4	98.2
Grade 8	481	365	366	450	346	356	449	346	355	93.6	91.1	97.3
All Grades	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
Grade 7	2593.6	2613.7	2605.8	28	35	31.99	40	44	43.79	22	14	16.15	9	7	8.07
Grade 8	2606.9	2619.9	2625.3	26	32	31.55	44	44	42.54	20	17	20.28	10	7	5.63
All Grades	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
Grade 7	36	44	41.61	48	47	45.96	17	9	12.42
Grade 8	42	43	45.63	42	43	42.25	16	14	12.11
All Grades	39	43	43.72	44	45	44.02	16	12	12.26

Writing 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

Listening 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

Research/Inquiry 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

Conclusions based on this data:	
1.	As 25% of our total school population did not meet standard, we have school-wide work to accomplish.
2.	Reading represents the largest percentage of students scoring below standards (12.26%).
3.	Research/Inquiry represents the second largest percentage of students scoring below standards (8.12%).

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 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	355	59	65	36	10	21	35
2015-16	350	59	65	49	0	13	23
2014-15	449	65	68	53	0	24	37
7 th grade							
2016-17	322	71	76	68	15	20	44
2015-16	366	70	75	63	15	27	44
2014-15	355	60	67	54	8	19	33
Source: California Department of Education, https://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
Grade 7	364	371	328	355	366	322	354	366	322	97.5	98.7	98.2
Grade 8	481	365	366	449	350	354	448	350	354	93.3	92.1	96.7
All Grades	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
Grade 7	2590.6	2610.3	2608.4	36	40	44.41	24	30	26.40	25	21	15.22	15	10	13.98
Grade 8	2610.5	2602.3	2619.8	32	38	40.11	33	21	19.21	23	21	25.71	12	21	14.97
All Grades	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
Grade 7	47	52	55.59	30	31	23.91	24	17	20.50
Grade 8	41	45	44.63	44	28	36.44	16	26	18.93
All Grades	43	49	49.85	38	30	30.47	19	22	19.67

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	37	41	43.79	47	46	41.30	17	13	14.91
Grade 8	36	37	41.53	51	45	39.83	13	18	18.64
All Grades	37	39	42.60	49	45	40.53	14	16	16.86

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
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	40	48	46.89	55	45	42.86	6	7	10.25
Grade 8	33	36	38.98	56	48	43.50	11	16	17.51
All Grades	36	42	42.75	55	47	43.20	9	11	14.05

Conclusions based on this data:	
1.	As 35% of our total school population did not meet standard on math assessments, we have school-wide work to accomplish.
2.	Concepts and procedures represents the largest percentage of students scoring below standards (19.67%).
3.	Problem Solving & Modeling/Data Analysis represents the second largest percentage of students scoring below standards (16.86%).

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	1.82	6.06	29.4

Conclusions indicated from this data:

1. Truancy percentage increased due to how we report absences (personal is unexcused, only medical is excused).

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	8.4
Black or African American	*
American Indian or Alaska Native	*
Asian	5.0
Filipino	*
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	*
White	8.0
Two or More Races	9.1
Socioeconomically Disadvantaged	13.7
English Learners	8.6
Students with Disabilities	19.0
Foster Youth	

Conclusions indicated from this data:

1. Higher percentage of chronic absenteeism rate are higher for our subgroups, socioeconomic and students with disabilities

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	881	779	736
Total Suspensions	25	36	43
Unduplicated Count of Students Suspended	15	29	27
Suspension rate	1.70%	3.70%	3.70%
Percent of Students Suspended with One Suspension	73.30%	79.30%	55.60%
Percent of Students Suspended with Multiple Suspensions	26.7%	20.70%	44.40%

Conclusions indicated from this data:

1. The suspension rate is slightly higher than district average (one percent).
2. The percentage of students with multiple suspensions doubled from 15-16 to 16-17.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	1.40%	3.70%	3.70%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	0.00%	4.20%	0.00%
Filipino	0.00%	*	*
Hispanic or Latino	2.10%	3.20%	2.80%
Native Hawaiian or Pacific Islander	*	*	*
White	1.60%	3.70%	4.10%
Two or More Races	0.00%	6.10%	0.00%
Socioeconomically Disadvantaged	3.7%	3.7%	5.6%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1. The socioeconomically disadvantaged student subgroup has the highest percentage of suspension rate.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2,085	779	736
Total Expulsions	0	0	0
Unduplicated Count of Students Expelled	0	2	1
Expulsion rate	0.00%	0.26%	0.14%

Conclusions indicated from this data:

1. Expulsion rates declined by 0.12% from 2015-2016 rates.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.00%	0.26%	0.14%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	*	*
Hispanic or Latino	0.00%	0.54%	0.56%
Native Hawaiian or Pacific Islander	*	*	*
White	0.16%	0.19%	0.00%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1. Expulsion rate is highest for Hispanic or Latino students.

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
7	39	15	16	32	58	47	16	23	22	10	4	3	3		13
8	13	22	23	44	52	41	6	13	23	6	4	14	31	9	0
Total	30	18	19	36	55	44	13	18	22	9	4	7	13	4	7

Conclusions based on this data:

- 63% of students tested performed in the Advanced/Early Advanced levels.
- 14% of students tested performed in the Early Intermediate/Beginning levels.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	78.1%	2.7%	8.0%	11.2%	0.0%	703
2016-17	80.10%	2.20%	7.00%	10.70%	0.00%	717
2015-16	81.30%	2.20%	7.40%	9.10%	0.00%	761

Conclusions indicated from this data:

- Percentage of Reclassified Fluent English Proficient students continues to rise.
- Percentage of English Only students continues to decline.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	9	1	21	25	79	135
2016-17	8	1	11	30	77	127
2015-16	6	0	25	25	69	125

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			

7	5	1	5	18	36	65
8	4	0	16	7	43	70
* Long-Term English Learners (LTEL)						

Conclusions indicated from this data:
1. The largest number of English Learners continues to be the Ever-EL student group.
2. Distribution by student grades in these classifications continues to be relatively even.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	12.1%	11.3%	13.0%

Conclusions indicated from this data:
1. The reclassification rate continues to fluctuate from year to year.
2. The reclassification rate declined from the previous year by 0.8%.