

Oak Crest Middle School

675 Balour Drive • Encinitas, CA 92024 • 760-753-6241 • Grades 7-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

San Dieguito Union High School District

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District Governing Board

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Cindy Frazee
**Associate Superintendent / Human
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School Description

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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	343
Grade 8	374
Total Enrollment	717

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.8
Asian	2.8
Filipino	0.6
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	0.3
White	66.5
Two or More Races	4.6
Socioeconomically Disadvantaged	20.4
English Learners	7
Students with Disabilities	15.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Oak Crest Middle School	15-16	16-17	17-18
With Full Credential	36		33
Without Full Credential	0		0
Teaching Outside Subject Area of Competence	0		0
San Dieguito Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak Crest Middle School	15-16	16-17	17-18
Teachers of English Learners	0		0
Total Teacher Misassignments	0		0
Vacant Teacher Positions	1		0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

Textbooks and Instructional Materials Year and month in which data were collected: July, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts 7,8 adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	SDUHSD developed materials Percent of students lacking their own assigned textbook: 0
Science	Focus on Life Science, Adopted 2007; Focus on Physical Science, Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	U.S. History: Independence to 1914, Adopted 2006; World History: Medieval to Early Modern Times, Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Acting One, Experiencing Dance, Design!; The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: 8/2017					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Overall Rating	Exemplary	Good	Fair	Poor	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	76	73	80	81	48	48
Math	63	63	71	71	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	87	88	85	84	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	9.5	19	59.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	380	364	95.8	87.9
Male	186	177	95.2	86.4
Female	194	187	96.4	89.3
Asian	12	11	91.7	90.9
Hispanic or Latino	93	90	96.8	71.1
White	247	236	95.6	93.2
Two or More Races	16	15	93.8	100.0
Socioeconomically Disadvantaged	76	73	96.1	65.8
English Learners	29	26	89.7	46.2
Students with Disabilities	46	41	89.1	58.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	715	696	97.34	72.95
Male	392	380	96.94	67.02
Female	323	316	97.83	80.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	63.16
Filipino	--	--	--	--
Hispanic or Latino	173	169	97.69	51.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	475	462	97.26	80.3
Two or More Races	32	32	100	90.63
Socioeconomically Disadvantaged	156	148	94.87	49.66
English Learners	105	101	96.19	33
Students with Disabilities	110	104	94.55	22.12
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	714	695	97.34	63.31
Male	392	380	96.94	62.63
Female	322	315	97.83	64.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	68.42
Filipino	--	--	--	--
Hispanic or Latino	173	170	98.27	40
Native Hawaiian or Pacific Islander	--	--	--	--
White	475	460	96.84	70.87
Two or More Races	32	32	100	81.25
Socioeconomically Disadvantaged	155	149	96.13	39.6
English Learners	105	102	97.14	30.39
Students with Disabilities	108	104	96.3	18.27
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Opportunities for parental involvement at Oak Crest Middle School include the School Site Council, which provides oversight and guidance to support our SPSA and Title 1 funding decisions, and the Oak Crest Parent Foundation, which provides additional funding and support for technology, classroom grants, and extra curricular student opportunities. Parents are also encouraged to attend monthly coffee talks with the school's administration, school-wide extra curricular events such as talent shows, music, and art nights, and parent outreach meetings, including parent support and education events. In addition, weekly Friday emails are shared with all parents (in both English and Spanish) relaying important dates, information, and involvement opportunities for all stakeholders. The Parent Foundation also includes a large number of parent volunteers who help with fundraising activities, school spirit activities, and teacher appreciation and support events. Oak Crest welcomes and encourages parent support and involvement, and appreciated our parents and community being a part of their student's educational journey. More information on parent involvement opportunities can be found on our website, with our Parent Foundation, or by contacting the principal.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The OCMS comprehensive safe schools plan is updated yearly with the help of our Safety Committee, which is comprised of teachers, classified staff, and administration.

As a collaborative team, including administration, a full-time campus supervisor, and staff members, campus is monitored throughout the day to ensure safety. Administration reviews and practices safety procedures with staff and students to ensure 1) safe and responsible behavior on campus and 2) knowledge and understanding of safety procedures in the event of an emergency on campus. The Safety Committee reviews the safety plan annually and meets regularly throughout the school year to discuss safety issues and prevention. Fire, lockdown, and earthquake drills are conducted throughout the school year as well. All classrooms are equipped with a telephone and are connected to our two-way intercom system. School administrators, custodians, secretaries, the school nurse, and personnel in our special programs on campus all have radios to help with efficient and immediate communication. Evacuation maps and student rosters in classrooms are updated throughout the year, and all staff have identification badges and lanyards. Oak Crest is a closed campus. All visitors are required to check in at the office when on campus and are required to wear a badge for identification. "See Something, Say Something" posters are in all classrooms and teacher, students, and parents are active participants in communicating any safety needs and/or concerns.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.7	3.7	3.7
Expulsions Rate	0.1	0.3	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	1.4	1.6	2.8
Expulsions Rate	0.1	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	.2
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	702

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	27	29	4	5	4	22	15	11	4	8	10
Mathematics	27	27	26	6	6	5	23	15	20	3	7	3
Science	33	29	33		1		9	21	8	18	5	15
Social Science	32	29	33	1	2		9	16	9	16	7	12

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The focus for professional development continues to be on student achievement and success for all learners. The administration and staff at Oak Crest are committed to Professional Learning Communities (PLC) and support this work bi-monthly with an early release bell schedule for staff and students. This time provides departments with opportunities to collaborate, reflect, and revise practices to best meet the needs of all learners. In addition to the time dedicated to PLC's, teachers are provided with district led professional development opportunities. These days are focused on content area development and collaboration with teachers district-wide. Finally, teachers are also provided with the opportunity, throughout the school year, to attend professional development work shops with content area experts, focused on universal teaching and learning strategies to benefit all students.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,245	\$50,221
Mid-Range Teacher Salary	\$97,401	\$83,072
Highest Teacher Salary	\$119,238	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$138,738	\$128,094
Average Principal Salary (HS)	\$152,948	\$146,114
Superintendent Salary	\$235,400	\$226,121
Percent of District Budget		
Teacher Salaries	40%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in place for roughly 40 years. For school districts, the LCFF establishes base, supplemental, and concentration grants in place of the many previously existing K–12 funding streams and most of the 50-plus state categorical programs that existed at the time. LCFF provides all districts with per-student base grant funding that varies slightly depending on grade level. Additionally, all districts receive per student supplemental grant funding which adds 20% to the base grant funding for each English-language learner, low-income student and foster youth student enrolled. Finally, districts in which English-learners, low-income students and foster youth exceed 55% of the total enrollment receive additional concentration grant funding equal to 50% of the base grant funding. San Diego Union High School District (SDUHSD) is not eligible for concentration funding because its enrollment does not exceed the 55% threshold. By law, supplemental and concentration grant funds must be used to increase and improve programs and services for English-learners, low-income students and foster youth.

SDUHSD schools offer a broad course of study which includes; intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners as well as CTE courses and pathways. Additionally, SDUHSD schools offer services and supports for all students including; School Social Workers, READI program, School Counselors, School Psychologists, EL Lead Teachers, and Special Education Service Providers.

Restricted funding for OCMS includes Title I, Part A funds used to upgrade the entire educational program of the school through a School-wide Program. Title I funded programs and services include; supplemental support courses in English and math, Intervention Coordinator, supplemental instructional materials, professional development for staff as well as parent engagement activities. Currently, OCMS operates as a Title I school-wide program. A school-wide 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. Student intervention opportunities currently include before and after school math help, as a supplement for classroom instruction, Academic Lab support classes, targeted intervention courses, and English Language and reading support courses. Student achievement continues to be monitored with the use of case managers and a Title 1/ELD Coordinator, focusing on attendance, grades, and social-emotional needs.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,835	\$875	\$5,959	\$100,893
District	♦	♦	\$5,464	\$97,644
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			8.7	3.3
Percent Difference: School Site/ State			-9.8	19.7

* Cells with ♦ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.