Oak Crest Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Oak Crest Middle School
Street	675 Balour Drive
City, State, Zip	Encinitas, CA 92024
Phone Number	760-753-6241
Principal	Kathryn Friedrichs
Email Address	kathryn.friedrichs@sduhsd.net
School Website	https://oc.sduhsd.net/
County-District-School (CDS) Code	37-68346-6059737

2023-24 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Anne Staffieri, Ed. D. Superintendent
Email Address	info@sduhsd.net
District Website	www.sduhsd.net

2023-24 School Description and Mission Statement

Oak Crest Middle School is an academic learning community that nurtures the individual, celebrates academic excellence, promotes opportunities for success via academic intervention, and values student social-emotional wellness. Oak Crest Middle School's dynamic staff provides all students with high-quality instruction, utilizing an engaging curriculum, in a safe, supportive environment, focused on preparing students for their futures. OCMS values Student Connectedness, Social Emotional Learning, and College and Career Readiness and devotes time in Homeroom to learn, grow, and develop in these areas. OCMS offers semester-long elective courses allowing students more choice to be engaged and inspired by our unique elective course offerings. Oak Crest Middle School continues to focus on the success of ALL students, ensuring that they are engaged, inspired, and prepared for college and beyond. Oak Crest continues to focus on SDUHSD's mission, to provide a world-class education for all students through quality programs that engage students, inspire achievement and service to others; prepare them to be lifelong learners and responsible members of society. OCMS is a school-wide Title 1 designated school with goals and focuses that are reviewed annually.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	378
Grade 8	424
Total Enrollment	802

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6%
Male	54%
American Indian or Alaska Native	0.1%
Asian	2.1%
Black or African American	0.4%
Filipino	0.9%
Hispanic or Latino	25.2%
Two or More Races	8.7%
White	62.6%
English Learners	8.1%
Homeless	1.5%
Migrant	0.4%
Socioeconomically Disadvantaged	25.9%
Students with Disabilities	15.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.60	90.14	471.10	91.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.90	0.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.91	16.20	3.14	12115.80	4.41
Unknown	3.20	8.92	23.00	4.46	18854.30	6.86
Total Teaching Positions	36.20	100.00	515.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.50	93.91	479.80	91.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.29	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.54	7.80	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.66	12.70	2.45	11953.10	4.28
Unknown	1.40	3.86	19.80	3.81	15831.90	5.67
Total Teaching Positions	36.70	100.00	521.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.30	0.60
Total Out-of-Field Teachers	0.30	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

Year and month in which the data were collected	10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts 7,8 adopted 2003	Yes	0

Mathematics	SDUHSD developed materials	Yes	0
Science	Lab-Aids Science Program, Grades 7 and 8, Adopted 2020	Yes	0
History-Social Science	7th Grade: History Alive! The Medieval World and Beyond, Adopted 2022 8th Grade: History Alive! The United States Through Industrialism, Adopted 2022	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2020	Yes	0
Health			N/A
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	01/30/23 - 05/19/23

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

Overall Facility Rate

Exemplary	**Good**	**Fair**	**Poor**
	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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	72	67	77	79	47	46
Mathematics (grades 3-8 and 11)	56	55	66	68	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	800	769	96.13	3.87	67.49
Female	364	345	94.78	5.22	72.17
Male	433	421	97.23	2.77	63.42
American Indian or Alaska Native	--	--	--	--	--
Asian	18	16	88.89	11.11	81.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	201	192	95.52	4.48	39.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	69	66	95.65	4.35	75.76
White	500	484	96.80	3.20	76.86
English Learners	58	56	96.55	3.45	7.14
Foster Youth	0	0	0	0	0
Homeless	23	22	95.65	4.35	18.18
Military	42	41	97.62	2.38	48.78
Socioeconomically Disadvantaged	212	200	94.34	5.66	43.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	117	107	91.45	8.55	28.04

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	800	774	96.75	3.25	54.72
Female	364	349	95.88	4.12	52.01
Male	433	422	97.46	2.54	57.11
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	81.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	201	192	95.52	4.48	26.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	69	67	97.10	2.90	67.16
White	500	486	97.20	2.80	63.37
English Learners	58	57	98.28	1.72	7.14
Foster Youth	0	0	0	0	0
Homeless	23	23	100.00	0.00	17.39
Military	42	40	95.24	4.76	35.00
Socioeconomically Disadvantaged	212	204	96.23	3.77	34.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	117	109	93.16	6.84	19.27

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	51.08	48.51	57.46	59.99	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	419	411	98.09	1.91	48.42
Female	190	187	98.42	1.58	50.27
Male	229	224	97.82	2.18	46.88
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	53.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	105	103	98.10	1.90	24.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	40	100.00	0.00	57.50
White	257	251	97.67	2.33	56.97
English Learners	38	38	100.00	0.00	2.63
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	18.18
Military	27	26	96.30	3.70	34.62
Socioeconomically Disadvantaged	116	113	97.41	2.59	27.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	52	92.86	7.14	19.23

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93.21%	93.99%	95.56%	92.95%	96.61%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Oak Crest Middle School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents and updated periodically to meet the changing needs of parents and the school. This policy describes how the school will carry out designated Title I, Part A parent and family engagement requirements. Principal's Coffee Dates provide parents with updates about school events, testing, etc., and is held one Friday morning of every month. The Parent Resource Center offers parents support in accessing AERIES, teacher websites, and answers any questions parents may have. Information about community supports is also available. The Parent Resource Center is open Wednesdays and rotates between morning and afternoon hours. Parent Education Nights provide parents with detailed steps for supporting students' academic progress in the evening. All parents are welcome, but personal invitations are sent to parents whose student is struggling in one or more classes. These meetings are held approximately 9 weeks into the fall semester. ELAC meetings are held in conjunction with the high school meetings in order to make transportation and participation more convenient for parents. The school provides parent and family member support and opportunities for involvement in activities on various topics. To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the following practices have been established: The school provides assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. Events/Resources provided by the school to address this requirement: Registration Evening, Principal's Coffee Dates, Parent Education Nights, ELAC meetings, Student Study Team.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	818	815	125	15.3
Female	374	373	61	16.4
Male	440	439	64	14.6
Non-Binary	4	3	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	18	18	5	27.8
Black or African American	4	4	2	50.0
Filipino	7	7	0	0.0
Hispanic or Latino	206	205	36	17.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	70	70	10	14.3
White	512	510	72	14.1
English Learners	67	66	11	16.7
Foster Youth	0	0	0	0.0
Homeless	25	25	7	28.0
Socioeconomically Disadvantaged	219	218	55	25.2
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	126	123	17	13.8

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.96	4.93	7.70	0.38	1.93	2.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.12	0.00	0.04	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.7	0.12
Female	2.67	0
Male	12.05	0.23
Non-Binary		
American Indian or Alaska Native	0	0
Asian	11.11	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	10.19	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.14	0
White	6.25	0.2
English Learners	11.94	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	11.42	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.9	0

2023-24 School Safety Plan

OCMS reviews and updates the comprehensive school safety plan by October 1 of each year. Every July each school shall report on the status of its school safety plan, including a description of its key elements, and provide this information in their annual SARC prepared pursuant to EC sections 33126 and 35256. Safe Schools: A Planning Guide for Action, 2002 Edition, provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. This document is available for purchase from the CDE Press Office on the CDE Educational Resources Catalog web page at https://www.cde.ca.gov/re/pn/rc/. Other resources related to school safety planning are available on the CDE Violence Prevention web page at https://www.cde.ca.gov/ls/ss/vp/. The San Dieguito Union High School District maintains a district-level safety team to address and coordinate issues of concern to the entire District. Comprised of representatives from each campus and members of the District's leadership team, the group is managed by SDUHSD Risk Management.

Each school site has a School Safety team with a site School Safety Coordinator who leads the committee that meets to review ongoing safety concerns, to maintain the Crisis Response Plan, and to ensure consistent review of Disaster Response Plan and implementation of drills. The Site Safety Committee reviews the plan in the spring for the following school year.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	5	13	12
Mathematics	27	6	19	7
Science	32	1	21	4
Social Science	33		20	5

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	7	24	2
Mathematics	26	10	18	4
Science	28	3	24	1
Social Science	29	2	22	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	20	5
Mathematics	25	11	14	8
Science	30	2	15	9
Social Science	32	1	4	19

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	501.25

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,611	$7,727	$4,884	$117,645
District	N/A	N/A	$109,327	$109,558
Percent Difference - School Site and District	N/A	N/A	-182.9	7.1
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	-43.6	18.4

Fiscal Year 2022-23 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as 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, and Career Technical Education (CTE) courses and pathways. SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers. In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs: • Title I (OCMS, EWMS, DMS), • Title II (Supporting Effective Instruction, Professional Development), • Title III (Language Instruction for English Learners (EL)) • Title VI (Student Support and Academic Enrichment) • Career Technical Education Incentive Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,557	$57,234
Mid-Range Teacher Salary	$107,956	$95,467
Highest Teacher Salary	$132,169	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$162,117	$153,476
Average Principal Salary (High)	$177,590	$173,198
Superintendent Salary	$288,000	$277,572
Percent of Budget for Teacher Salaries	37.44%	31.17%
Percent of Budget for Administrative Salaries	5.58%	4.46%

Professional Development

The focus for professional development continues to be on student achievement and success for all learners, as aligned with our school goals. 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, as well as to utilize data to best support instruction for all students. 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 workshops with content area experts, focused on universal teaching and learning strategies to benefit all students. Teachers at OCMS are also provided with the opportunity to request Professional Learning time, dedicated towards collaboration, as related to school goals.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	30		