The School 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 30, 2019

The School 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: June 20, 2019

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 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 743 students including the following breakdown:
Total students for the 2018-2019 school year: 743
7th grade:380
8th grade: 363
Female: 348
Male: 395

The school's enrollment number continues to grow annually, with an increase of 35 students from 2017-2018 to the 2018-2019 school year.

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

2018-2019 school year
514 students reported being of non-Hispanic ethnicity/race
167 students reported being of Hispanic ethnicity/race

2017-2018 school year
470 students reported being of non-Hispanic ethnicity/race
184 students reported being of Hispanic ethnicity/race

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.

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 pilot 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 support 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.

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 & 2. 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 2017 and 2018 SBAC represents specific areas of student growth and success. For example, per the CA Dashboard, all students (703) performed 52.4 points above standard on the English Language Arts assessment, declining 4.6 points from 2017. English Learners (97) performed 31 points below standard, maintaining 0.7 points from 2017. Students with disabilities (105) performed 22.3 points below standard, maintaining 1.2 points from 2017.

Per the California dashboard, all students (703) performed 29.2 points above standard on the math assessment, with a decline of 9.8 points from 2017. English Learners (95) performed 74.5 points below standard, declining 7.6 points from 2017. Students with disabilities (103) performed 70.6 below standard, maintaining 0.7 points from 2017.

This data shows that all student subgroups (English Learners students with disabilities and ELL) at OCMS continue to maintain progress in English Language Arts. For math, this data shows that students with disabilities are maintaining their progress, while English Learners are experiencing a decline in their progress.

Grades:
OCMS reviews D/F data every 9 weeks. 2018-19 grade data reflects a decrease of 20 students during the fall semester, in the number of students on the D/F list.

2017-18 # of students with D/F grades
Fall 1st semester progress: 103 (67 at final grading period)
Spring 1st semester progress: 137 (126 at May grading period)

Total for Year: 178

2018-19 # of students with D/F grades
Fall 1st semester progress: 129 (102 at final grading period)
Spring 1st semester progress: 149 (115 at May grading period - estimated at roughly 100 based on past year's data)
Total for year: Estimated 202 based on past year's data

Course enrollment data:
2018-19 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 71 students when compared to the prior year.

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

2018-2019
Math A Essentials 57 students (plus 3 new students in March)
Math B Essentials 75 students
Math Skills 7th 19 students
Math Skills 8th 20 students
English Enrichment 15 students
ELD Support 15 students
Reading 32 students
Academic Lab 29 students
Total: 262 students

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

The (spring) 2018 OCMS School Internal Climate Survey showed (most recent data available):
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.

The (spring) 2019 8th-grade internal survey (Compare with 2017 CHKS)
1. 88.3% of 8th graders feel close to people at OCMS (308 responses)- an increase of 16.7% from 2017 CHKS

2. CANNOT COMPARE TO 2017 CHKS but compare to 2018 Internal survey 71.9% of students feel that they have at least one trusted adult at OC (306 responses). An increase of 12.1% from 2018 internal survey
3. 91% of 8th graders feel safe at school (310 responses), an increase of 10% from 2017 CHKS

Attendance
2015-16 Truancy rate (most recent published) is 52.54% which represent an increase of 14.56% when compared to the 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.
17-18 CA Dashboard Chronic Absenteeism 7.4% (an increase of 1.4%)

Discipline data
2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 fewer students suspended based on enrollment numbers) when compared to the prior year.
17-18 CA Dashboard data 4.2% Suspension Rate (increase 0.5%)

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 two administrators, a counselor, seven department chairs, and one program coordinator, 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 fall of 2018 and spring of 2019, 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 March 23, 2019. SSC approved OCMS SPSA on May 28, 2019.

D. Summary of Progress Made on 2018-2019 Goals
Oak Crest Middle School

School Goal 1

Annual increase in student achievement for all students in English Language Arts with a focus on accelerating student learning outcomes for target subgroups including English Learners students with disabilities.

LCAP Priority Area:

4 and 5

Targeted Pupil Student Group(s):

SES, ELL, SPED

A. Actual Measurable Outcomes:	B. Summary of Progress:
CA Dashboard Results - SBAC Data (2018) English Language Arts All Students: Per the CA Dashboard, all students (703) performed 52.4 points above standard on the English Language Arts assessment, declining 4.6 points from 2017. English Learners: English Learners (97) performed 31 points below standard, maintaining 0.7 points from 2017. Students with Disabilities: Students with disabilities (105) performed 22.3 points below standard, maintaining 1.2 points from 2017. 2018-19 Grade/Report Card Data: The number of students earning D and F grades increased by 14 students 2nd-semester progress report when compared to 1st-semester final grades. 2017-18 # of students with D/F grades for ELA 1st sem final: 29 2nd sem progress: 43	For English Language Arts, this data shows that there was a decline in all student scores from the standard. However, while both subgroups (English Learners and students with disabilities) performed below standard, these subgroups are maintaining scores from spring 2017 to spring 2018. In addition to the SBAC data, 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, but proved to be productive in maintaining student subgroup scores. 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 differs for 7th and 8th grade. However, OCMS continues to outperform county and state averages.

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, in addition to after school support in ELA.
This goal will continue in the plan for the 2019-2020 school year to address ELA progress towards increasing overall student achievement. Growth targets will be adjusted to track points from 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:	B. Summary of Progress:
CA Dashboard Results - SBAC Data (2018) Math All Students: Per the California dashboard, all students (703) performed 29.2 points above standard on the math assessment, with a decline of 9.8 points from 2017. English Learners: English Learners (95) performed 74.5 points below standard, declining 7.6 points from 2017. Students with Disabilities: Students with disabilities (103) performed 70.6 below standard, maintaining 0.7 points from 2017. 2018-19 Grade/Report Card Data: The number of students earning D and F grades increased by 9 students 2nd-semester progress report when compared to 1st-semester final grades. 2017-18 # of students with D/F grades for ELA 1st sem final: 58 2nd sem progress: 67	For math, this data shows that there was a decline in all student scores from the standard. However, while both subgroups (English Learners and students with disabilities) performed below standard, students with disabilities are maintaining scores from spring 2017 to spring 2018. In addition to the SBAC data, 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, but proved to be productive in maintaining student scores for students with disabilities. 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 differs for 7th and 8th grade. However, 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, in addition to after school support in math. Additionally, two new math sections will be added to the master schedule for the 2019-2020 school year to specifically support these student subgroups.

This goal will continue in the plan for the 2019-2020 school year to address math progress towards increasing overall student achievement. Growth targets will be adjusted to track points from 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:	**B. Summary of Progress:**
The (spring) 2018 OCMS School Internal Climate Survey showed (most recent data available): 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. The (spring) 2019 8th-grade internal survey (Compare with 2017 CHKS) 1. 88.3% of 8th graders feel close to people at OCMS (308 responses)- an increase of 16.7% from 2017 CHKS 2. CANNOT COMPARE TO 2017 CHKS but compare to 2018 Internal survey 71.9% of students feel that they have at least one trusted adult at OC (306 responses). An increase of 12.1% from 2018 internal survey	The 2018 OCMS School Internal Climate Survey shows an increase in overall school connectedness and a sense of safety for students as compared to the 2015 Healthy Kids Survey results. The 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.

3. 91% of 8th graders feel safe at school (310 responses), an increase of 10% from 2017 CHKS

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

Attendance
2015-16 Truancy rate (most recent published) is 52.54% which represent an increase of 14.56% when compared to the 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.
17-18 CA Dashboard Chronic Absenteeism 7.4% (an increase of 1.4%)

Discipline data
2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 fewer students suspended based on enrollment numbers) when compared to the prior year.
17-18 CA Dashboard data 4.2% Suspension Rate (increase 0.5%)

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 programs (i.e. No Place for Hate) to bolster our social and emotional support of students. Other focuses will be support weeks/days such as Wellness Week, Yellow Ribbon Day, Red Ribbon Week, etc. Additionally, we will be implementing the Were

Everybody Belong (WEB) program in the 2019-2020 school year. The goal will continue to include multiple measures of school climate.

School Goal 4	
LCAP Priority Area:	
Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	**B. Summary of Progress:**
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

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 a 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 with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

LCAP Priority Area:

1 (Basic), 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:	B. Expected Measurable Outcomes:
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. CA Dashboard Results - SBAC Data (2018) English Language Arts All Students: Per the CA Dashboard, all students (703) performed 52.4 points above standard on the English Language Arts assessment, declining 4.6 points from 2017. English Learners: English Learners (97) performed 31 points below standard, maintaining 0.7 points from 2017.	SBAC results, points above/below standard in 2019: English Language Arts All students: 55 points above standard English Learners: 29.5 points below standard Students with Disabilities: 21 points below standard Grade/report card data: Decrease in the number of students earning D and F grades 2nd semester when compared to 1st semester progress in English courses by 10 students.

Students with Disabilities:
Students with disabilities (105) performed 22.3 points below standard, maintaining 1.2 points from 2017.

2018-19 Grade/Report Card Data:
The number of students earning D and F grades increased by 14 students 2nd-semester progress report when compared to 1st-semester final grades.

2017-18 # of students with D/F grades for ELA
1st sem. final: 29
2nd sem. progress: 43

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.	OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies: 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.	Administration, PLC Teams	$4,000 Source: Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing
2.	OCMS will offer targeted intervention courses in ELA. Targeted intervention courses in English Language Arts; English Enrichment (Title 1) and READ 180 (LCAP): 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 scores, LAS Links scores, SBAC scale scores, teacher recommendation. b. Instructional targets: Increase in reading and writing fluency and comprehension skills. Increase in collaborative, interpretive, and productive modes of interacting in English. Skills for remediation will be identified using English course assessments and class work as well as standardized test scores to best meet students individual needs.	Administration, Program Coordinators, Support Teachers	$25,000 (0.2 FTE) Source: Title I (English Enrichment) $50,000 (0.4 FTE) Source: LCAP non-formula sections (READ 180) $8,000 Source: Title I (supplemental materials and supplies)	Grade and assessment data	Ongoing

	c. Exit criteria: Increase in LAS Links scores from fall to spring, increase in Lexile level, increase in course grade. Review of SBAC/ELPAC assessments, in combination with teacher recommendations. It is noted that students may benefit from the additional support of tutors/bilingual aide to best support student success.				
3.	OCMS will provide academic monitoring and support for struggling students via a Title I and EL Coordinator. Title I and ELD Coordinator will also support intervention teachers, track data, and work with families. Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills. 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 - Nearly Met range, students in need of additional support developing organization, time management, and study skills. This data is reviewed via the SST process. 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. c. Exit criteria: Increase in course grade, decrease in the number of missing assignments, as determined via the SST process.	Title I and ELD Coordinator, teachers	$25,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) $25,000 (0.2 FTE) Source: LCAP non-formula sections (ELD Coordinator) $50,000 (0.4 FTE) Source: Title 1 (Academic Lab) $8,000 Source: Title I (supplemental materials and supplies)	Grade and assessment data	Ongoing
4.	OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement. This may include the use/implementation of research-based curriculum to best support student subgroups and/or students performing below standard.	Administration; Teachers	$15,000 Source: Title I	Attendance at PD, SBAC scores, D/F Rates	Ongoing
5.	OCMS will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups. a. Entry criteria: D or F grade in English, SBAC scores in the Standard Not Met - Nearly	Teachers; Tutors	$22,000 Source: Title I	Attendance at tutoring, Course grades	Ongoing

Met range, teacher recommendations. 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. c. Exit criteria: Increase in course grade, course assessment scores, student work samples.				

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:	B. Expected Measurable Outcomes:
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.	
Math	SBAC results, points above/below standard in 2019:
All Students: Per the California dashboard, all students (703) performed 29.2 points above standard on the math assessment, with a decline of 9.8 points from 2017.	Math All students: 30.6 points above standard English Learners: 70.8 points below standard Students with Disabilities: 67 points below standard
English Learners: English Learners (95) performed 74.5 points below standard, declining 7.6 points from 2017.	Grade/report card data: Decrease in the number of students earning D and F grades 2nd semester when compared to 1st semester progress in English courses by 10 students.
Students with Disabilities: Students with disabilities (103) performed 70.6 below standard, maintaining 0.7 points from 2017.	
2018-19 Grade/Report Card Data: The number of students earning D and F grades increased by 33 students	

2nd-semester progress report when compared to 1st-semester final grades.

2018-19 # of students with D/F grades for ELA
1st sem. final: 58
2nd sem. progress: 91

C. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies: Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment opportunities to ensure student learning. This may also include the identification and implementation of research-based instructional materials.	Administration, PLC Teams	*Duplicated from Goal #1 costs and funding source: $4,000 Source: Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing
2.	OCMS will offer targeted intervention courses in math. Targeted intervention courses in math: Math Skills A/B (Title 1) and Math A Essentials (LCAP), Math AE-EL (Title 1), Math BE-EL (LCAP): 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) b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilize 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.	Administration, Program Coordinators, Support Teachers	$50,000 (0.4 FTE) Source: Title I (Math Skills A/B) $25,000 (0.2 FTE) Source: LCAP non-formula sections (Math A Essentials) $25,000 (0.2 FTE) Source: Title 1 (Math AE-EL) $25,000 Source: LCAP non-formula sections (Math BE-EL) *Duplicated from Goal #1 costs and funding source: $8,000 Source: Title I (supplemental materials and supplies)	Grade and assessment data	Ongoing

	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 Math Skills B: a. Entry Criteria Nearly Met on SBAC SBAC math scores Standard Not Met SBAC math score Standard Nearly Met Performance in 7th-grade math course (D/F) Students' Math B class grades (C/D/F grades) b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilize 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 c. Exit Criteria C or higher at semester in grade level math class. Growth on Math B 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 and/or additional student data as needed It is noted that students may benefit from the additional support of tutors/bilingual aide to best support student success.				
3.	OCMS will provide academic monitoring and support for struggling students via a Title I and EL Coordinator. Title I and EL Coordinator will also support intervention teachers, track data, and work with families. Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills. a. Entry criteria: Low course grades in core content areas, low levels of homework/class	Title I and ELD Coordinator, teachers	*Duplicated from Goal #1 costs and funding source: $25,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) $25,000 (0.2 FTE) Source: LCAP non-formula sections (ELD Coordinator)	Grade and assessment data	Ongoing

	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. SST feedback and recommendations are considered for student placement as well. 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. c. Exit criteria: Increase in course grade, decrease in number of missing assignments		$50,000 (0.4 FTE) Source: Title 1 (Academic Lab) *Duplicated from Goal #1 costs and funding source: $8,000 Source: Title I (supplemental materials and supplies)		
4.	OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement. This may include the development of a Sheltered English math class to best support the English Learners at OCMS. This may also include the use/implementation of research-based curriculum to best support student subgroups and/or students performing below standard.	Administration; Teachers	*Duplicated from Goal #1 costs and funding source: $15,000 Source: Title I	Attendance at PD, SBAC scores, D/F Rates	Ongoing
5.	OCMS will offer interventions and support through before and after school math tutoring programs and aide/tutor support for low performing student subgroups. 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. 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. c. Exit criteria: Increase in course grade, course assessment scores, student work samples	Teachers	*Duplicated from Goal #1 costs and funding source: $22,000 Source: Title I (supplemental materials and supplies)	Attendance at tutoring, course grades	Ongoing

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):

All

A. Rationale:	**B. Expected Measurable Outcomes:**
The (spring) 2018 OCMS School Internal Climate Survey showed (most recent data available): 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. The (spring) 2019 8th-grade internal survey (Compare with 2017 CHKS) 1. 88.3% of 8th graders feel close to people at OCMS (308 responses)- an increase of 16.7% from 2017 CHKS 2. CANNOT COMPARE TO 2017 CHKS but compare to 2018 Internal survey 71.9% of students feel that they have at least one trusted adult at OC (306 responses). An increase of 12.1% from 2018 internal survey	California Healthy Kids Survey data: 75% of our students feel that they have a trusted adult at OCMS 100% of our students who feel that an adult cares about them 96% of students who feel safe at school. Other indicators of school climate include attendance data, discipline data and drop out rates. Attendance 2019-20 Truancy rate will decrease to 50% (-2.54%) 2019-20 Chronic absenteeism rate will decrease to 5.4% (-2.4%) Discipline data 2018-19 or most recently published suspension rate will decrease to 3% (-1.2%) Middle School Drop Out Rate OCMS will maintain a 0% drop out rate.

3. 91% of 8th graders feel safe at school (310 responses), an increase of 10% from 2017 CHKS

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

Attendance
2015-16 Truancy rate (most recent published) is 52.54% which represent an increase of 14.56% when compared to the 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.
17-18 CA Dashboard Chronic Absenteeism 7.4% (an increase of 1.4%)

Discipline data
2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 fewer students suspended based on enrollment numbers) when compared to the prior year.
17-18 CA Dashboard data 4.2% Suspension Rate (increase 0.5%)

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;	Administration; Counselor; Homeroom teachers	none	Local student survey data; discipline and attendance data	Ongoing

	c.) Utilize homeroom events with a focus on academic and character celebrations.				
2.	OCMS will implement an anti-bullying program(s), character development program, and new "Where Everybody Belongs (WEB) program to: a.) Provide anti-bullying, cyber education assembly, and positive school transition assemblies. b.) Implement Character Counts program with an extension of Character traits (each month we focus on one Character trait) c.) Charter traits are reviewed and discussed during homeroom. d.) Ongoing academic & social check-ins with 7th-grade and new students to OCMS by the WEB leaders The WEB program requires training of teacher WEB leaders, training of 8th-grade WEB student leaders, time-cards for teacher planning and development, and support for ongoing activities and student-check ins focused on building and maintaining school culture.	Administration; Counselor; Homeroom teachers, WEB team	$8,645 Source: Title I (supplemental materials and supplies, time cards)	Local student survey data; discipline and attendance data	Ongoing
3.	OCMS staff will continue to implement restorative practices focusing on repairing and restoring relationships broken by poor behavior. a.) OCMS staff will attend Restorative Practice training each year. b.) OCMS staff facilitate restorative circles and peer mediation for conflict resolution.	Administration; Counselor, teachers, social worker	none	Local student survey data; discipline data	Ongoing
4.	OCMS will monitor and track attendance and discipline data. a.)Targeted intervention will be provided for and respond discipline issues, chronic absenteeism, truancies, and tardies. b.)To help motivate students, monthly awards will be given for student attendance goals and progress.	Administration; Counselor	none	Discipline and attendance data	Ongoing
5.	OCMS will collaborate with families and the community to support our learners: a.) Offer parent forums which include; parent intervention nights, drugs, alcohol and cyber education awareness and parent education workshops.	Administration; Counselor	none	Attendance and feedback at parent forums and workshops	Ongoing

LCAP Goal:
School Goal 4
LCAP Priority Area:
Targeted Pupil Student Group(s):

A. Rationale:	B. Expected Measurable Outcomes:

C. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

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
Brieahna Weatherford	X				
Katie Friedrichs			X		
Stephanie Lytle			X		
Susan Lesan		X			
Mariah Weibel		X			
Dani Rodriguez		X			
Gloria Sanchez				X	
Leanne Vennemeye				X	
Marc Duxbury				X	
Devyn Dudek					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).

Form G. Budget 2019-2020
Oak Crest Middle School

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

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$0**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$0**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$125000**
Title I Funds **Does Not Apply**	**$240645**
Total	**$365645**

SCHOOL SITE COUNCIL SIGNATURE SHEET
*2019-2020 Plan Approval
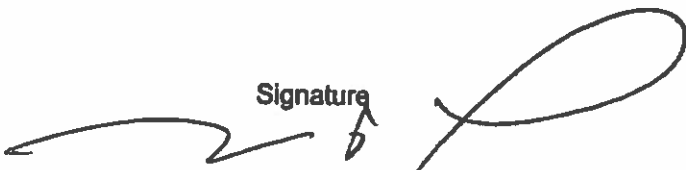
May 28, 2019
3:00pm-4:00pm
Room M3

Print Name	Signature
MARC DUXBURY	
Katie Friedrichs	
Leanne Vennemeyer	
Devyn Dudek	
Kate Miller	Katy Miller
Mariah Weibel	
Lauren May	
Beagan Ericson	
Stephanie Dresti	